

St John's Highbury Vale CE Primary School Art Curriculum Map 2021-22

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Reception	<p>Objectives Linked to Art skills: <u>Exploring Media and materials : 30-50mths</u></p> <ul style="list-style-type: none"> • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose <p><u>40-60+mths</u></p> <ul style="list-style-type: none"> • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>			<p>Objectives Linked to Art skills: <u>Being Imaginative: 30-50mths</u></p> <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p><u>40-60+mths</u></p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. <p>Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>		
	<p>Focus skills: Holding a brush correctly, cleaning the brush before changing colours, uses a range of brush sizes for different purpose. Experimenting with different materials, pastels, pencils, clay, paints, collage. Understanding different materials can be combined to create new effects.</p>					

EYFS Art challenge activities:	Baseline Open area - Art & 3D junk modelling Form: Cat Mask Draw: Ourselves Form: Skeletons Form/ colour: Collage & charcoal	Collage: robot, nativity Draw & Paint: Heroes	TO CONTINUE TO UPDATE THROUGHOUT THE YEAR			
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The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key Stage 1 Attainment Targets
By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Year 1	Observational Drawing – Sketching Portraits Artist: Pablo Picasso Cubism <i>Explore texture using pencil; linear scumbling, side stroke, feathering</i>		Patterns and Prints Colour Mixing Block Printing Artist: Paul Klee <i>Identify the content, form, process and moods for a piece of art.</i> <i>Identify types of lines, curved, zig zag, straight.</i> <i>Know primary colours.</i>		Texture and Collage Artist: Henri Matisse – The Snail <i>Understand cutting, tearing, overlapping and sticking</i> <i>Use a range of materials</i>	
Year 2	Painting – Colour Mixing Artist: Claude Monet <i>Identify the content, form, process and moods for a piece of art.</i> <i>Use a range of water colour techniques.</i> <i>Know how to make tertiary colours.</i>	Textiles Wax Resistant Artist: Wassily Kandinsky <i>Know the warm and cold colours .Understand the use of colour to create a mood. Use wax resistant sticks and ty dye for fabric design.</i>		Sculpture -Andy Goldsworthy <i>Understand 2D and 3D works. Know the difference between temporary and permanent work.</i> <i>Use branch weaving technique.</i>		

Key Stage 2 Attainment Targets
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

- about great artists, architects and designers in history.

<p>Year 3</p>	<p>Printing – Cave Art Understand parietal art found on walls and ceilings, and that they convey a message. Understand charcoal as a natural resource for art. Creating printing materials.</p>	<p>Drawing – Sketching Movement Artist: L S Lowry Introduce H types of pencil techniques. Introduce oil pastel techniques such as colour mixing, heavy and light pressure blending, pointillism, scumbling, pressure blend (smudging) and scraffito</p>				<p>Textiles – Sewing Binca Bookmarks Know the uses of cross stitch and running stitch. Use cross stitch and running stitch to create a pattern on binca.</p>
<p>Year 4</p>		<p>Mosaic and Collage – Stain Glassed Windows (Link to RE Christmas Unit) Artist: Antoni Gaudi Mosaic is a picture or pattern produced by arranging together small pieces of stone, tile, glass. Similarities between mosaic and collage. Explore stain glass windows. How is Gaudi similar or different to Andy Goldsworthy?</p>			<p>Painting Landscapes and Water – Observational Drawing Artist: William Turner Identify the form, process, mood and content of each painting. Use the colour wheel to find complimentary colours. Create emotions through the use of colour. Compare Turner and Lowry, what is similar/different.</p>	<p>Sculpture – Ceramics (Links to Ancient Egypt) Understand what ceramics are. Create a 3D textured tile, indenting with objects. Decorate by painting.</p>
<p>Year 5</p>				<p>Printing – Mono Printing Artist: Jean Michel Basquiat – Neo Expressionism. Works contained words, symbols, stick figures and animals. Mono-printing Graffiti Pointillism</p>	<p>Sculpture – Clay Tile Artist: Henri Rousseau Recap knowledge of ceramics. Explore flat and raised tiles. Indent with a range of objects. Use thick and thin brushes for painting.</p>	<p>Sketching – 3D Perspective Artist: Paul Kenton City Scape Art Landscape art from the 3D perspective, vanishing view point and horizon line. Size, scale, position, proportion.</p>
<p>Year 6</p>	<p>Texture and Collage – Landscape Collage Artist: Megan Coyle Mixed media artwork, collage using magazines, use of colour, pattern, shape and line, comparisons to Andy Goldsworthy's materials.</p>			<p>Observational Sketches – Still Life Artist: Georgia O'Keefe Drawing techniques with pencil, consider line, shape, tone, colour, pattern, texture and form. Charcoal for shading and shadowing.</p>	<p>Textiles – Quilting Block Quilting Sewing and binding with blanket stitch. Cross stitch and running stitch for layering.</p>	

Knowledge, Skills and Understanding for Art

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Communicate something about themselves in their drawing</p> <p>Create moods in their drawings</p> <p>Draw using pencil and crayons</p> <p>Draw lines of different shapes and thickness, using 2 different grades of pencil</p>	<p>Use three different grades of pencil in their drawing (4B, 8B, HB)?</p> <p>Use charcoal pencils and pastels</p> <p>Create different tones using light and dark</p> <p>Show patterns and texture in their drawings</p> <p>Use a viewfinder to focus on a specific part of an artefact before drawing it</p>	<p>Show facial expressions in their drawings?</p> <p>Use their sketches to produce a final piece of work</p> <p>Write an explanation of their sketch in notes</p> <p>Use different grades of pencil shade, to show different tones and texture</p>	<p>Begin to show facial expressions and body language in their sketches</p> <p>Identify and draw simple objects, and use marks and lines to produce texture</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement</p> <p>Show reflections?</p> <p>Explain why they have chosen specific materials to draw with</p>	<p>Identify and draw simple objects, and use marks and lines to produce texture</p> <p>Use shading to create mood and feeling</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement</p> <p>Show reflections</p> <p>Explain why they have chosen specific materials to draw with</p>	<p>Communicate emotions and a sense of self with accuracy and imagination</p> <p>Explain why they have combined different tools to create their drawings</p> <p>Explain why they have chosen specific drawing techniques</p>
Painting	<p>Communicate something about themselves in their painting</p> <p>Create moods in their paintings</p> <p>Choose to use thick and thin brushes as appropriate</p> <p>Paint a picture of something they can see</p> <p>Name the primary and secondary colours</p>	<p>Mix paint to create all the secondary colours</p> <p>Mix and match colours, predict outcomes</p> <p>Mix their own brown</p> <p>Make tints by adding white</p> <p>Make tones by adding black</p>	<p>Predict with accuracy the colours that they mix</p> <p>Know where each of the primary and secondary colours sits on the colour wheel</p> <p>Create a background using a wash</p> <p>Use a range of brushes to create different effects?</p>	<p>Create all the colours they need</p> <p>Create mood in their paintings</p> <p>Successfully use shading to create mood and feeling</p>	<p>Create all the colours they need</p> <p>Create mood in their paintings</p> <p>Express their emotions accurately through their painting and sketching</p>	<p>Explain what their own style is</p> <p>Use a wide range of techniques in their work</p> <p>Explain why they have chosen specific painting techniques</p>
Printing	<p>Print with sponges, vegetables and fruit</p> <p>Print onto paper and textile</p> <p>Design their own printing block</p> <p>Create a repeating pattern</p>	<p>Create a print using pressing, rolling, rubbing and stamping</p> <p>Create a print like a designer</p>	<p>Make a printing block</p> <p>Make a 2 colour print</p>	<p>Print using at least four colours</p> <p>Create an accurate print design</p> <p>Print onto different materials?</p>	<p>Print using a number of colours</p> <p>Create an accurate print design that meets a given criteria</p> <p>Print onto different materials?</p>	<p>Overprint using different colours</p> <p>Make decisions about the effectiveness of their printing methods?</p>
Sketchbook		<p>Demonstrate their ideas through photographs and in their sketchbooks</p>	<p>Use their sketch blocks to express feelings about a subject and to</p>	<p>Use their sketchbooks to express feelings about various subjects</p>	<p>Keep notes in their sketchbooks as to how</p>	<p>Sketchbooks contain detailed notes and</p>

		Set out their ideas, using 'annotation' in their sketchbooks Keep notes in their sketchbooks as to how they have changed their work?	describe likes and dislikes Make notes in their sketchbooks about techniques used by an artist Suggest improvements to their work by keeping notes in their sketchbooks	and outline likes and dislikes Produce a montage all about themselves Use their sketchbooks to adapt and improve their original ideas Keep notes about the purpose of their work in their sketchbooks	they might develop their work further Use their sketch books to compare and discuss ideas with others	quotes explaining about items Compare their methods to those of others and keep notes in their sketchbooks Combine graphics and text based research of commercial design, e.g. magazines, etc., to influence the layout of their sketchbooks Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks
3D\Textiles	Add texture by using tools Make different kinds of shapes Cut, roll and coil materials such as clay, dough or plasticine Sort threads and fabrics Group fabrics and threads by colour and texture Weave with fabric and thread	Make a clay pot Join two finger pots together Add line and shape to their work Join fabric using glue Sew fabrics together Create part of a class patchwork	Add onto their work to create texture and shape Work with life size materials Create pop-ups Use more than one type of stitch Join fabric together to form a quilt using padding Use sewing to add detail to a piece of work Add texture to a piece of work	Experiment with and combine materials and processes to design and make 3D form Begin to sculpt clay and other mouldable materials Use early textile and sewing skills as part of a project	Experiment with and combine materials and processes to design and make 3D form Sculpt clay and other mouldable materials Use textile and sewing skills as part of a project, e.g. hanging, textile book, etc, this could include running stitch, cross stitch, backstitch, applique and/or embroidery	Create models on a range of scales Create work which is open to interpretation by the audience Include both visual and tactile elements in their work
Collage	Cut and tear paper and card for their collages Gather and sort materials they will need	Create individual and group collages Use different kinds of materials in their collage and explain why they have chosen them Use repeated patterns in their collage	Cut very accurately Overlap materials Experiment using different colours Use mosaic? Use montage?	Use ceramic mosaic to produce a piece of art Combine visual and tactile qualities	Use ceramic mosaic to produce a piece of art Combine visual and tactile qualities	Justify the materials they have chosen Combine pattern, tone and shape

Use of IT	Use a simple painting program to create a picture Use tools like a fill and brushes in a painting package Go back and change their picture	Create a picture independently Use simple IT marking tools, e.g. brush and pen tools Edit their own work Take different photographs of themselves displaying different moods Change their photographic images on a computer	Use the printed images with a digital camera and combine them with other media to produce artwork Use IT programs to create a piece of work that includes their own work and that of others (using web) Use the internet to research an artist or style of art	Present a collection of their work on a slideshow Create a piece of art work which includes integration of digital images they have taken Combine graphics and text based on their research	Create a piece of art work which includes integration of digital images they have taken Combine graphics and text based on their research Scan images and take digital photos, and use software to alter them, adapt them and create work with meaning Create digital images with animation, video and sound to communicate ideas	Use software packages to create pieces of digital art Create a piece of art which can be used as part of a wider presentation
Knowledge	Describe what they can see and like in the work of another artist Ask sensible questions about a piece of art	Link colours to natural and man-made object Say how other artists have used colour, pattern and shape Create a piece of work in response to another artist's work	Compare the work of different artists Explore work from other cultures Explore work from other periods of time Understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work	Experiment with different styles which artists have used Explain art from other periods of history	Experiment with different styles which artists have used Learn about the work of others by looking at artists' work in books, the internet, visits to galleries and other sources of information	Make a record about the styles and qualities in their work Say what their work is influenced by Include technical aspects in their work, e.g. architectural design
Artists	About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.			
	Pablo Picasso Paul Klee Henri Matisse	Claude Monet Wassily Kandinsky Andy Goldsworthy	L.S Lowry Stone Age Art Roman Art Benin Art	Antoni Gaudi Andy Goldsworthy William Turner L.S Lowry Saxon Art Viking Art Egyptian Art	Jean Michel Basquiat Henri Rousseau Paul Kenton Greek Art British Historical Art	Megan Coyle Andy Goldsworthy Georgia O'Keefe British Historical Art