

Art Curriculum Map – Nursery

<p>EYFS- Exploring and using media and materials</p> <p>30 to 50 months</p> <ul style="list-style-type: none"> Realises tools can be used for a purpose. 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. <p>40 to 60+ months</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 –</p> <ul style="list-style-type: none"> Exploring and using media and materials 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>EYFS-Being imaginative</p> <p>30 to 50 months</p> <ul style="list-style-type: none"> Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words <p>40 to 60+ months</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</p> <ul style="list-style-type: none"> Being imaginative 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><u>Drawing</u></p> <ol style="list-style-type: none"> Enjoy using a variety of media. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations. 	<p><u>Painting</u></p> <ol style="list-style-type: none"> Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. 	<p><u>Sculpture</u></p> <ol style="list-style-type: none"> Enjoy a range of malleable media such as clay, papier Mache, Salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. 	<p><u>Printing</u></p> <ol style="list-style-type: none"> Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects. Develop simple patterns by using objects. Enjoy using stencils to create a picture 	<p><u>Textile</u></p> <ol style="list-style-type: none"> Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric. Show experience in simple stitch work. Show experience in simple weaving: paper, twigs. Show experience in fabric collage: layering fabric. Use appropriate language to describe colours, media, equipment and textures.

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Settling in Autumn Harvest	Colour Spiders Gingerbread Man Winter/Christmas	Bears (our Bears) Goldilocks and the 3 bears Tiger who came to tea	Elmer World book week Spring Easter	Pets Farm Caterpillars	Butterflies Dinosaurs Sports and Health Summer New School
High Quality Artists/artworks used		Hevre Tullet books	Judith Kerr illustrations	Marimeko Geometric prints Van Gogh - children create art work inspired by artist. Look at swirls, printing and brushstrokes.	Clay for farmers market	
Skills Taught	Drawing 1, 2, 3 Painting 1 Printing 1	Painting 1, 2, 3, Textiles 1, 2,4,5	Drawing 1,2 ,3 4 Sculpture 1, 2, 3, 4	Printing 2, 3, 4 Textiles 123 Drawing all	Textiles all Printing all Sculpture all Drawing all Painting all	Textiles all Printing all Sculpture all Drawing all Painting all
Mediums used	Variety of one handed tools <ul style="list-style-type: none"> Brushes Sponges Paintsticks Playdough Pencils/Pens Chalks Oil pastels 	Increasing range of materials: Oil pastels Watercolour Ready mixed paint Playdough Pencils/Pens Threading	Refining our choices of materials used so far. Choosing appropriate colours. Using increasing control, using appropriate pen grip. Recycled materials, variety of collage materials. Collaborative sculpture.	Textiles – patterns Collage Marbling Rubbings Printing	Children now able to control tools much better and make simple colour and material choices. Add Clay, papier mache, rubbings, fabric paint.	Children now able to control tools much better and make simple colour and material choices. Add Clay, papier mache, rubbings, fabric paint.

Art Curriculum Map – Reception

<p>EYFS- Exploring and using media and materials</p> <p>30 to 50 months</p> <ul style="list-style-type: none"> Realises tools can be used for a purpose. 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. <p>40 to 60+ months</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 –</p> <ul style="list-style-type: none"> Exploring and using media and materials 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>EYFS-Being imaginative</p> <p>30 to 50 months</p> <ul style="list-style-type: none"> Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words <p>40 to 60+ months</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</p> <ul style="list-style-type: none"> Being imaginative 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. 		
<u>Drawing</u>	<u>Painting</u>	<u>Sculpture</u>	<u>Printing</u>	<u>Textile</u>
<ol style="list-style-type: none"> Enjoy using a variety of media. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations. 	<ol style="list-style-type: none"> Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. 	<ol style="list-style-type: none"> Enjoy a range of malleable media such as clay, papier Mache, Salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. 	<ol style="list-style-type: none"> Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects. Develop simple patterns by using objects. Enjoy using stencils to create a picture 	<ol style="list-style-type: none"> Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric. Show experience in simple stitch work. Show experience in simple weaving: paper, twigs. Show experience in fabric collage: layering fabric. Use appropriate language to describe colours, media, equipment and textures.

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me Harvest Autumn Percy the Park Keeper The Little Red Hen	Light (and a bit of dark) Space Fireworks Christmas	Winter Bears Chinese New Year Robots	Superheroes Jungles and Rainforests Dragons and Castles	Traditional Tales	Minibeasts Dinosaurs Transport Under the Sea Pirates
High Quality Artists/artworks used	Across EYFS children will experience the work of: Andy Goldsworthy, Kandinsky and Henri Rousseau, Matisse Throughout EYFS children will have the opportunity to explore and develop skills in drawing, printing, painting, sculpture, collage and textile through discreet teaching as well as opportunities in continuous provision to embed the skills taught.					
Skills Taught	Drawing: 1, 2, 5 Painting: 1, 2, 3, 4 Sculpture: 3, 4 Printing: 1, 2, 3 Textile: 1, 4, 5, 6	Drawing: 1, 2, 3, 5 Painting: 1, 2, 3, 4 Sculpture: 1, 2, 3, 4 Printing: 1, 2, 3 Textile: 1, 2, 4, 5, 6	Drawing: 1, 2, 3, 5 Painting: 1, 2, 3, 4 Sculpture: 1, 2, 3, 4 Printing: 1, 2, 3 Textile: 1, 2, 4, 5, 6	Drawing: 1, 2, 3, 4, 5 Painting: 1, 2, 3, 4 Sculpture: 1, 2, 3, 4 Printing: 1, 2, 3, 4 Textile: 1, 2, 4, 5, 6	Drawing: 1, 2, 3, 5 Painting: 1, 2, 3, 4 Sculpture: 1, 2, 3, 4 Printing: 1, 2, 3 Textile: 1, 2, 3, 4, 5, 6	Drawing: 1, 2, 3, 4, 5 Painting: 1, 2, 3, 4 Sculpture: 1, 2, 3, 4 Printing: 1, 2, 3 Textile: 1, 2, 4, 5, 6
Mediums used	Printing Rubbing Crayons Paint Pencils Collage Threading Fabric	Printing Rubbing Crayons Paint Pencils Collage Threading Papier mache Chalk Fabric	Photography Printing Rubbing Crayons Paint Pencils Collage Threading Papier mache Chalk Fabric	Photography Printing Rubbing Crayons Paint Pencils Collage Threading Papier mache Chalk Fabric	Photography Printing Rubbing Crayons Paint Pencils Collage Threading Papier mache Chalk Fabric	Photography Printing Rubbing Crayons Paint Pencils Collage Threading Papier mache Chalk Fabric Clay Mod Rock Charcoal

Art Curriculum Map – Year 1

<u>KS1 Curriculum Objectives</u>				
<ul style="list-style-type: none"> • 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 				
<u>Drawing Year 1</u>	<u>Painting Year 1</u>	<u>Sculpture Year 1</u>	<u>Printing Year 1</u>	<u>Textile Tear 1</u>
1. Experiment with a variety of media. 2. Begin to control the types of marks made with the range of media. 3. Draw on different surfaces. 4. Start to record simple media explorations in a sketch book. 5. Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. 6. Investigate textures by describing, naming, rubbing, copying. 7. Produce an expanding range of patterns and textures.	1. Explore with a variety of media; different brush sizes and tools. 2. Explore lightening and darkening paint without the use of black or white. 3. Begin to control the types of marks made with the range of media. 4. Paint on different surfaces with a range of media. 5. Start to record simple media explorations in a sketch book. 6. Start to mix a range of secondary colours, moving towards predicting resulting colours.	1. Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc. 2. Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. 3. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. 4. Impress and apply simple decoration techniques: impressed, painted, applied. 5. Use tools and equipment safely and in the correct way.	1. Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. 2. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. 3. Explore printing in relief: Sting and card. Begin to identify forms of printing: Books, posters pictures, fabrics.	1. Begin to identify different forms of textiles. 2. Have experience in colouring textiles: printing, fabric crayons. 3. Use more than one type of stitch. 4. Explain how to thread a needle and have a go. 5. Have some experience of weaving and understand the process and some techniques. 6. Begin to identify different types and textures of fabric and materials for collage. 7. Use appropriate language to describe colours, media, equipment and textures.



We're working towards Artsmark
Awarded by Arts Council



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Here Come the Aliens...	Light and Dark	Toys	Home and Away	How Does Your Garden Grow?	We're Going to the Zoo
High Quality Artists/artworks used		Mondrian - Composition with Yellow, Red and Blue (1937-1942) The Tree (1913) Bridget Riley - Blaze (1964) Movement in Squares (1961) Cataract 3 (1967)				Henry Moore - Recumbent figure (1938) Reclining Figure (1969-1970)
Skills Taught	Drawing self portraits: 1, 2, 4 and 5 Painting: 1, 3 and 5 Alien self portraits using pastels Chalk space pictures	Drawing: 1, 2, 3, 4, 5, 6 and 7 Painting: 1, 2, 3, 4, 5 and 6 Firework pictures Create optical illusions in the style of Bridget Riley Collage- Mondrian pictures- learning about primary and secondary colours	Drawing: 1, 2, 4 and 7 Textile skills: 1, 4, 6 and 7 Sewing their own toys Observational drawing of their favourite toy	Painting- making collaborative giant paintings: 1 and 2 Textile skills: 5 Making flags inspired by the Welsh flag.	Observational drawing link to Science, growing beans: 2, 4 and 5 Sculpture- Loch ness monsters made from Clay: 4	Sculpture- clay animals, animal enclosures- modroc: 1, 2, 3, 4 and 5 Animal Pictures Drawing: 1, 2, 4 and 5 Painting: 1, 2, 3, 4, 5 and 6 Oil Pastel animal prints.
Mediums used	Pencils Crayons Oil Pastels Collage	Chalk Digital art Glitter glue Glitter pens Collage	Fabric Pencils Wax crayons Collage	Printing Paint	Collage Pencils clay	Modroc Clay Oil Pastels

Art Curriculum Map – Year 2

<u>KS1 Curriculum Objectives</u>				
<ul style="list-style-type: none"> • 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 				
<u>Drawing Year 2</u>	<u>Painting Year 2</u>	<u>Sculpture Year 2</u>	<u>Printing Year 2</u>	<u>Textile Year 2</u>
<p>1. Control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p>2. Use a sketchbook to plan and develop simple ideas.</p> <p>3. Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</p> <p>4. Name, match and draw lines/marks from observations.</p> <p>5. Continue to Investigate textures and produce an expanding range of patterns.</p>	<p>1. Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>2. Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones.</p> <p>3. Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</p> <p>4. Continue to control the types of marks made with the range of media.</p> <p>5. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p>	<p>1. Use equipment and media with increasing confidence.</p> <p>2. Shape, form, construct and model from observation and imagination.</p> <p>3. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>4. Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>5. Explore carving as a form of 3D art</p>	<p>1. Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>2. Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>3. Use equipment and media correctly and be able to produce a clean printed image</p> <p>4. Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing.</p> <p>5. Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.</p> <p>6. Experiment with overprinting motifs and colour.</p>	<p>1. Begin to identify different forms of textiles.</p> <p>2. Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>3. Gain confidence in stitching two pieces of fabric.</p> <p>4. Explain how to thread a needle and have a go.</p> <p>5. Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel</p> <p>6. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>7. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>8. Gain experience in applying colour with printing, dipping, fabric crayons</p> <p>9. Create and use natural dyes i.e. onion skins, tea, coffee</p>

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Superheroes	Titanic	Great Fire of London	Maps	Animal Kingdom	Seaside Holidays
High Quality Artists/artworks used	Colour mixing Primary, Secondary and Tertiary colours Mark Rothko – Colour Field(colour mixing)	Drawings/paintings of Titanic. Technical drawings.	Drawing- Self portraits Drawing- Portraits of Samuel Pepys	Shades and Tints Paul Klee – Moonshine (writing done through this too)	Henri Rousseau – Tiger in the Jungle (Jack is happy to change this to printing if year 1 do not do)	Sculpture On the Beach – Anthony Gormley Giacometti – Man pointing Maori patterns – culture week
Skills Taught	Painting 1, 3, 4, 5	Drawing- 1 2 3	Drawing: 1, 2, 3, 4, 5	Painting: 2	Drawing: 1, 2, 3, 4, 5	Sculpture: 1, 2, 3, 4 Painting Maori patterns
Mediums used		Water colours	Charcoal Pencils	Poster paint	Oil pastels	Sculpture clay tinfoil wire Modroc Printing polystyrene printing ink objects for printing

Art Curriculum Map – Year 3

<u>KS2 Curriculum Objectives</u>				
<ul style="list-style-type: none"> • 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 				
<u>Drawing Year 3</u>	<u>Painting Year 3</u>	<u>Sculpture Year 3</u>	<u>Printing Year 3</u>	<u>Textile Year 3</u>
<ol style="list-style-type: none"> 1. Developing intricate patterns/ marks with a variety of media. 2. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. 3. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. 4. Begin to show an awareness of objects having a third dimension and perspective. 5. Create textures and patterns with a wide range of drawing implements. 	<ol style="list-style-type: none"> 1. Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. 2. Use light and dark within painting and begin to explore complimentary colours. 3. Mix colour, shades and tones with increasing confidence. 4. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. 5. Confidently create different effects and textures with paint according to what they need for the task. 	<ol style="list-style-type: none"> 1. Use equipment and media with confidence. Learn to secure work to continue at a later date. 2. Join two parts successfully. 3. Construct a simple base for extending and modelling other shapes. 4. Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. 5. Produce more intricate surface patterns/ textures and use them when appropriate. 6. Produce larger ware using pinch/ slab/ coil techniques. 7. Continue to explore carving as a form of 3D art. 8. Use language appropriate to skill and technique 	<ol style="list-style-type: none"> 1. Print simple pictures using different printing techniques. 2. Continue to explore both mono-printing and relief printing. 3. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. 4. Demonstrate experience in 3 colour printing. 5. Explore 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. 6. Demonstrate experience in combining prints taken from different objects to produce an end piece. 	<ol style="list-style-type: none"> 1. Show an awareness and name a range of different fabrics. 2. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects 3. Apply decoration using beads, buttons, feathers etc. 4. Continue to gain experience in applying colour with printing. 5. Explore using resist paste and batik. 6. Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. 7. Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas. 8. Demonstrate experience in looking at fabrics from other countries.



We're working towards Artsmark
Awarded by Arts Council



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stone Age	Bronze & Iron Age	Location, Location, Location	Ancient Egyptians	Shakespeare – A Midsummer Night’s Dream	From Farm to Fork
High Quality Artists/artworks used	Stone age cave paintings as examples		Walking trip Architectural drawings buildings in Wymondham Stephen Wiltshire architectural drawings Sainsburys centre building- Norman Foster	Artefact pictures Artefacts from the castle museum trip	WAGOLL Shakespeare portrait artist?	Paul Nash- outdoor sculpture Andy Goldsworthy
Skills Taught	Drawing 3 (Cave paintings) Painting 1,3,4 (Stone henge sunsets) Sculpture- Making clay beads Technical animal drawings (using a drawing guide)	DT Unit	Drawing 1, 2, 3 (Sketches of buildings in Wymondham)	Sculpture 1,2 3,4,5,6,8 (Canopic jars) Papier mâché Egyptian Masks	Textiles 1,2, 3, 6, 7, 8 (Story sacks for MSND) Costume and make up design	DT Unit
Mediums used	Pencil Chalk Pastels Charcoal Paint Clay		Pencil Charcoal	Clay and carving tools Papier mâché	Fabrics Threads Needles Cord Decorative trimmings	

Art Curriculum Map – Year 4

<u>KS2 Curriculum Objectives</u>				
<ul style="list-style-type: none"> • 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 				
<u>Drawing Year 4</u>	<u>Painting Year 4</u>	<u>Sculpture Year 4</u>	<u>Printing Year 4</u>	<u>Textile Year 4</u>
<p>1. Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. Understanding why they best suit.</p> <p>2. Draw for a sustained period of time at an appropriate level.</p> <p>3. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>4. Have opportunities to develop further drawings featuring the third dimension and perspective.</p>	<p>1. Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>2. Start to develop a painting from a drawing.</p> <p>3. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>4. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>5. Start to look at working in the style of a selected artist (not copying).</p>	<p>1. Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>2. Make a slip to join to pieces of clay.</p> <p>3. Decorate, coil, and produce marquettes (scaled model) confidently when necessarily.</p> <p>4. Model over an armature: newspaper frame for modroc.</p> <p>5. Use recycled, natural and man-made materials to create sculptures. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>6. Adapt work as and when necessary and explain why.</p> <p>7. Gain more confidence in carving as a form of 3D art.</p> <p>8. Use language appropriate to skill and technique.</p> <p>9. Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures.</p>	<p>1. Increase awareness of mono and relief printing.</p> <p>2. Demonstrate experience in fabric printing.</p> <p>3. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>4. Expand experience in 3 colour printing.</p> <p>5. Continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>6. Create repeating patterns.</p>	<p>1. Plan a design in a sketchbook and execute it.</p> <p>2. Use a technique as a basis for stitch embroidery.</p> <p>3. Apply decoration using needle and thread: buttons, sequins.</p> <p>4. Become confident in applying colour with printing, tie dye. Create and use dyes. Use resist paste and batik.</p> <p>5. Use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as well as try out ideas.</p> <p>6. Adapt work as and when necessary and explain why.</p> <p>7. Change and modify threads and fabrics, Use language appropriate to skill and technique.</p> <p>8. Demonstrate experience in looking at fabrics from other countries.</p>

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Planet Protectors	Great British Artists	Romans on the Rampage	Robot Wars	Norfolk Coasts	Let's Rebel- Robert Kett
High Quality Artists/artworks used	Paul Bonomini - <i>WEE Man sculpture</i>	Artists/Works for Discussion: Damien Hirst -The Physical Impossibility of Death in the Mind of Someone Living, 1991, Butterfly Collection J.M.W. Turner - Sunrise with Sea Monsters , 1845 Henry Moore - Reclining Figure, 1951 John Constable - Harwich Lighthouse Banksy - Flower Thrower Francis Bacon - Three Studies for Figures at the Base of a Crucifixion David Hockney: <u>Paintings</u> - <i>Bigger Splash 1967, Garrowby Hill, More Felled Trees on Woodgate, Felled Totum I, An Arrival of Spring in Woodgate, Portrait of an artist (pool two figures)</i> <u>Photo Montages</u> - <i>Pearblossom Highway, Prehistoric Museum, Ipad works</i> - Untitled numbers: 852, 820, 883, 651, 780, 863. Lowry - Assorted Industrial images.	Images of ancient mosaics Images of modern mosaics. Images of Roman artefacts Escape from Pompeii book cover	<i>DT UNIT- not much art this term</i> Robot Drawings: -Images of Robot Wars robots. -Images of robots from popular culture	Technical/observational drawings of coastlines Marine artefacts for observational drawing alongside WAGOLLS.	Culture Week: Japanese Artwork, Prints Anima/manga The Great Wave off Kanagawa -Print by Hokusai
Skills Taught	Sculpture: 5 and 9	Drawing: 1, 2 and 3 Painting: 1, 2, 4 and 5 Digital Art- drawing and photograph collage	Drawing: 1, 2 and 3	Drawing: 1, 2, 4	Drawing: 1 –4 Painting: 1-4	Painting: 1, 2, 4 and 5 Prints: 1, 3, 4 and 6
Mediums used	Recycled material	Pencils, oil pastels, Watercolour paint, Poster paints, Collage, Photography, Digital art.	Collage: Paper mosaics	Pencils, colouring pencils,	Pencil Watercolour	Watercolour, Pencils Ink, Lino print, Stencils Fabric, Collage, Sketchbook

Art Curriculum Map – Year 5

<u>KS2 Curriculum Objectives</u>				
<ul style="list-style-type: none"> 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 				
<u>Drawing Year 5</u>	<u>Painting Year 5</u>	<u>Sculpture Year 5</u>	<u>Printing Year 5</u>	<u>Textile Year 5</u>
<ol style="list-style-type: none"> 1. Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. 2. Use different techniques for different purposes i.e. shading, hatching within their own work. 3. Use sketchbooks to collect, record and plan for future works. 4. Start to develop their own style using tonal contrast and mixed media. 5. Develop further simple perspective in using a single focal point and horizon. 6. Begin to develop an awareness of composition, scale and proportion in their drawings/paintings. 7. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. 8. Develop close observation skills using a variety of view finders. 	<ol style="list-style-type: none"> 1. Confidently control the types of marks made and experiment with different effects and textures. 2. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. 3. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. 4. Start to develop their own style using tonal contrast and mixed media. 5. Recognise the art of key artists and begin to place them in key movements or historical events. 	<ol style="list-style-type: none"> 1. work in a safe way, caring for equipment. Secure work to continue at a later date. 2. Show experience in combining pinch, slabbing and coiling to produce end pieces. 3. Develop understanding of different ways of finishing work: glaze, paint, polish 4. Gain experience in model ling over an armature: newspaper frame for modroc. 5. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. 6. Use sketchbooks to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. 7. Adapt work as and when necessary and explain why. 8. Confidently carve a simple form. 9. Compare the style of different styles and approaches: Moore, Aztec. 	<ol style="list-style-type: none"> 1. Use tools in a safe way 2. Continue to gain experience in overlaying colours. 3. Start to overlay prints with other media. 4. Use print as a starting point to embroidery. 5. Show experience in a range of mono print techniques. 6. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works 	<ol style="list-style-type: none"> 1. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. 2. Demonstrate experience in 3D weaving. 3. Produce two colour tie dye. 4. Continue to develop experience in dyes, resist paste and batik- use more than one colour. 5. Plan a design in a sketchbook and execute it. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works 6. Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye. 7. Show awareness of the skills involved in aspects such as knitting, lace making. 8. Change and modify threads and fabrics, Use language appropriate to skill and technique.



We're working towards Artsmark
Awarded by Arts Council



Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Rainforests	Anglo-Saxons and Vikings	Survival	Ancient Greece	CSI	Harry Potter
High Quality Artists/artworks used	Scientific diagrams of eggs Henri Rousseau- group collage layered pictures of the rainforest	DT focused half term	John Constable- landscapes Use this to inspire a watercolour landscape painting. Contrast this with a modern landscape print (street art style)	Sculpture – Greek pots	DT focused half term.	Culture week: Indian artwork- Henna patterns, Batik textile
Skills Taught	Drawing- 1, 2, 3,6 and 8		Painting 1 and 3	Sculpture 1, 2, 3, 6, 7, 9		Printing: 1, 5, 6 Textile: 1, 2, 3, 6
Mediums used	Pencils Crayons Rubbings Pastel Collage		Watercolour Print making- acetate and acrylic	Clay Acrylic paint Oil pastels Charcoal		Pencils Fabric paint Dye Fabric Printing

Art Curriculum Map – Year 6

<u>KS2 Curriculum Objectives</u>				
<ul style="list-style-type: none"> • 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 				
<u>Drawing Year 6</u>	<u>Painting Year 6</u>	<u>Sculpture Year 6</u>	<u>Printing Year 6</u>	<u>Textile Year 6</u>
<ol style="list-style-type: none"> 1. Draw for a sustained period of time over a number of sessions working on one piece. 2. Develop their own style of drawing through: line, tone, pattern, texture. 3. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. 4. Develop their own style using tonal contrast and mixed media. 5. Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further. 6. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. 7. Develop an awareness of composition, scale and proportion in their paintings. 	<ol style="list-style-type: none"> 1. Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. 2. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. 3. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. 4. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. 5. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. 	<ol style="list-style-type: none"> 1. Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. 2. Model and develop work through a combination of pinch, slab, and coil. 3. Work around armatures or over constructed foundations. 4. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. 5. Demonstrate experience in relief and freestanding work using a range of media. 6. Recognise sculptural forms in the environment: Furniture, buildings. 7. Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook. 8. Confidently carve a simple form. 9. Solve problems as they occur. 10. Use language appropriate to skill and technique. 	<ol style="list-style-type: none"> 1. Develop ideas from a range of sources. 2. See positive and negative shapes. 3. Demonstrate experience in a range of printmaking techniques. 4. Describe techniques and processes. 5. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. 6. Develop their own style using tonal contrast and mixed media. 	<ol style="list-style-type: none"> 1. Experiment with a variety of techniques exploiting ideas from sketchbook. 2. Use a number of different stitches creatively to produce different patterns and textures. 3. Work in 2D and 3D as required. 4. Design, plan and decorate a fabric piece. 5. Recognise different forms of textiles and express opinions on them. 6. Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. 7. Use language appropriate to skill and technique.



We're working towards Artsmark
Awarded by Arts Council



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	World War 2	World War 2	Our Kingdom	Our Kingdom	The Mayans	The Mayans
High Quality Artists/artworks used	Geoff Nutkins – Aircraft drawing	Frida Kahlo	Illustrations from Floodland	Architecture		
Skills Taught	Transition day- St Pauls painting Children create pastel and Silhouette Sketching - 1, 2, 3, 4, 5, 6 and 7 Military aircraft		Sketching - 1, 2, 3, 4, 5, 6 and 7 Floodland	Painting - 1, 2, 3, 4 and 5 Landscape painting Wonder Sketching	Sculpture and painting - Day of the Dead masks	Textiles - 1, 2, 3, 4, 5, 6 and 7 Cushions Culture Week – China (origami, lanterns)
Mediums used	Graded pencils Pastels, collage		Graded pencils	Watercolour paints Wonder Sketching – graded pencils	Papier mache, collage, ready mixed paint	Digital art, fabric, sewing