



# Curriculum Art - Whole School





# Curriculum Subject Rationale

<b>Intent:</b>	<p>At Wilbraham Primary School we aim to provide an inspiring, practical Art curriculum which builds on children's early creative experiences and desire to express. We intend to give children opportunities to explore and investigate a range of materials, to gain knowledge of these, to develop skills and techniques, and to then use these to express ideas, feelings and experiences. The curriculum is progressive and allows children to build on skills, knowledge and techniques year on year. The children will develop ideas whilst learning to use a range of materials competently (understanding their limitations and possibilities) and make art which focuses on a range of visual and tactile elements. These elements (texture, drawing, form, pattern, printing and colour) will form the starting point for planning a series of lessons which will challenge and encourage thinking and discussion. Children will learn about artists from a variety of backgrounds developing their cultural knowledge. In responding to these works, and their own they will develop their visual, descriptive and emotive language. They will have opportunities to make visits to local Art galleries to make links and further their understanding.</p>
<b>Implementation:</b>	<p>We want our children to become increasingly confident and competent when using the different skills that they have acquired. We want them to develop increasingly complex knowledge of a broad range of materials and techniques and processes. We want them to develop their understanding of how artists use different materials and starting points and how they choose to express themselves. We want them to acquire knowledge of the different elements of art; for example the use of tone and texture. We also want them to be able to recognise and discuss a wide range of artists including those from Black, Asian and Minority ethnic backgrounds and artists who practise a range of disciplines including photography, textiles, printmaking and sculpture. We want them to be able to evaluate and discuss their own art work and that of peers and other artists. We want them to understand the process of making a piece of art, including initial stimulus or idea, practising of techniques and skills, inspiration from artists and making choices about their own work. We want them to see art as an effective way of expressing an idea, memory or emotion. We want them to feel their art work is of value.</p>
<b>Impact:</b>	<p>Children will demonstrate competent use range of materials, techniques and processes. They will be able discuss artists works in depth through discussion using appropriate vocabulary and say how the artist makes the viewer feel. We will monitor pupil's work by conducting book looks using their art sketch book and other work examples. We will also collect evidence of impact through pupil voice and discussions with staff. Children will evaluate their own work at the end of the unit of work, commenting on successes and areas for development.</p>



# Curriculum Map Subject - EYFS

EYFS

	Strand heading	Vocabulary
Nursery	<ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> </ul>	Create Primary colours Colour mixing Painting Drawing Gluing/Sticking Artwork Imagination Story characters/setting
Reception	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Use a range of small tools, including scissors and paintbrushes.</li> <li>• Begin to show accuracy and care when drawing.</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>	



# Curriculum Map

## Subject - Whole School

	Autumn	Spring	Summer
Y1	<p>Use of line and colour Exploring line and colour with pencils, pastels, crayons, pens. Colour mixing. Secondary Portraits Texture and pattern</p>	<p>Textiles Drawing weather Simply decorate fabrics Simple textile techniques (sew, weave, dye, dip)</p>	<p>Drawing. 3D sculpture. Paper and possibly clay. Animal forms.</p>
Y2	<p>Alma Thomas Drawing and painting. Colour and abstract art. Brush strokes. Warm colours and GFoL.</p>	<p>Drawing and printing William Morris Observational drawings of leaves, fruit, flowers etc. Press prints and relief printing. Collagraphs and embellishment.</p>	<p>Drawing, photography and collage L.S. Lowry Manchester</p>
Y3	<p>Painting and drawing Making tertiary, tints and shades Artists' works and types of brushstrokes Colour wheel</p>	<p>Drawing and printing relating to topic stimulus with variety of media. Relief prints. Monoprints, layering colours.</p>	<p>Textiles Drawings relating to stimulus. Range of textile techniques including fold, pleat, plait, dye, wax resist, felt, embellish. Sewing main piece.</p>



# Curriculum Map

## Subject - Whole School

	Autumn	Spring	Summer
Y4	<p>Drawing with variety of media and painting people</p> <p>Variety of poses</p> <p>Artists' works and responses</p> <p>Drawing and sketching techniques for bodies, clothes etc</p>	<p>Drawing and 3D Abstract sculpture</p> <p>Artists works as stimulus</p> <p>Unit building. Repeating and combining forms</p> <p>Paper sculpture. Clay sculpture. Drawing.</p> <p>Natural sculpture</p>	<p>Drawing Still lifes. Light and dark on objects. Shading techniques. Reflections. Artists' works on still lifes.</p> <p>Scale and proportion</p> <p>Still life composition. Explore collage ideas.</p>
Y5	<p>Drawing focus and 3D clay. Stimulus relating to topic or imagination, observation and memory.</p> <p>Movement in drawing. Create clay piece transferring drawing skills.</p>	<p>Painting topic stimulus or portrait.</p> <p>Colour study and mixing. Mixed media.</p> <p>Developing own painting style using skills learnt.</p>	<p>Textiles. Artist stimulus.</p> <p>Use of all previous skills to select materials and range of techniques to create finished piece. Dye, stitch, fold, pleat, plait, embellish.</p>
Y6	<p>3D Sculptures-</p> <p>Giacometti and Gormley. Wire and Modroc</p>	<p>Drawing and printing</p> <p>Islamic and celtic and mandala patterns Print of different surfaces and produce other</p> <p>Lino/screen print</p>	<p>Landscape. Drawing skills showing depth and tone. Mastery of techniques. Create complex collage using various images, techniques and materials. collage</p> <p>Landscape</p>



# Curriculum Map

## Subject - Endpoints KS1

By the end of KS1

Printing	Painting		Drawing		Collage	3D Art	Textiles
<p>KS1 To create simple repeated patterns using both impressed images and relief printing</p> <ul style="list-style-type: none"> <li>-what a repeated pattern is.</li> <li>-that a repeated pattern can be -created through print.</li> <li>-how to create a printed image by press printing and relief printing.</li> <li>-how to interpret ideas into print.</li> </ul>	<p><b>Year 1</b></p> <p>Using line, shape and colour, create paintings by mixing primary colours to create secondary colours and by using a variety of tools.</p> <ul style="list-style-type: none"> <li>-how to mix two primary colours to make a secondary colour (orange, green and purple).</li> <li>-that a sketchbook is where ideas can be collected and painting skills can be practised.</li> <li>-how to use line, shape and colour in their paintings.</li> <li>-how to use a variety of painting tools (eg: fingers, brushes, pencils etc) &amp; the effects they create.</li> <li>-how to use an effective grip to control a wide range of painting tools (including different types and sizes of brushes).</li> </ul>	<p><b>Year 2</b></p> <p>-Develop paintings by adding tone and by developing their knowledge of the colour wheel and by using a variety of -different paints.</p> <ul style="list-style-type: none"> <li>-how to paint with a variety of painting tools.</li> <li>-that adding black or white creates a darker or lighter tone.</li> <li>-that a colour wheel is a chart representing the relationship between colours.</li> <li>-how to use a sketchbook to plan ideas for paintings of varied scales.</li> <li>-that different paints can be used for different purposes eg: ready mixed paint, acrylics etc.</li> <li>-how to use colour in their paintings to describe different feelings.</li> </ul>	<p><b>Year 1</b></p> <p>To make marks for a purpose or meaning - creating drawings on a theme e.g. family, animals, friends.</p> <ul style="list-style-type: none"> <li>-how to draw with an extensive variety of drawing tools.</li> <li>-that a sketchbook is where ideas can be collected and drawing skills can be practised.</li> <li>-how to use line, shape and colour in their drawings.</li> <li>-how to use an effective grip to control a wide range of drawing tools.</li> <li>-how to use a viewfinder to look closely at an area of interest before drawing.</li> </ul>	<p><b>Year 2</b></p> <p>To draw from something remembered or imagined as well as from direct experience</p> <ul style="list-style-type: none"> <li>-how to layer different medias - felt tips over pastels, ballpoint over charcoal.</li> <li>-how to use a sketchbook to plan ideas for drawings of varied scales.</li> <li>-Can draw for a sustained period from real objects.</li> <li>-how to use of the visual elements - line, shape, pattern and colour - in their drawing.</li> <li>-how to use marks in their drawings to describe thoughts and feelings.</li> <li>-how to effectively manipulate drawing tools and use them confidently.</li> <li>-how to use a viewfinder to focus in on a specific part of an object/artefact before drawing.</li> </ul>	<p>To create a simple paper collage</p> <p>Key Vocab: Paper Card Tear Glue Rip Modify Elements Thickness</p> <ul style="list-style-type: none"> <li>-how to identify different types and textures of materials for collage.</li> <li>-how to tear, stick and cut paper of different thicknesses.</li> <li>-how to place and modify elements of collage.</li> <li>-how to use appropriate language to describe colours, equipment and processes.</li> <li>-how to express their feelings and ideas about their collage</li> </ul>	<p><b>KS1</b></p> <p>To manipulate materials for a purpose.</p> <ul style="list-style-type: none"> <li>-how to manipulate and explore materials</li> <li>-that materials can be joined securely</li> <li>-how to use tools safely and effectively</li> <li>-how to use simple joining and fastening techniques</li> <li>-how to comment on their work and the work of others, explaining how it makes them feel</li> </ul>	<p>KS1 To know materials can be used creatively for different purposes</p> <ul style="list-style-type: none"> <li>-how to use simple techniques to decorate textiles ( crayon on fabric, inks)</li> <li>-how to select the correct material for a particular purpose.</li> <li>-how to use simple textile techniques eg- sewing , weaving , dyeing- dipping)</li> </ul>



# Curriculum Map

## Subject - Overview Y1

Autumn 1		Spring 1		Summer 1	
Drawing and painting Texture weaving		Drawing and textiles		3D Sculpture paper, card and clay	
<p>Introduce idea of colour being all around us through a colour walk. Discuss how to use paints appropriately. Use primary colours and mix to create secondary colours. Look at artists works, including BAME. Discuss how they use colour to create a response or express something.</p> <p>Explore using a variety of painting tools (fingers, brushes, pencils, etc) Discuss effects. Develop effective grip.</p> <p>Explore a range of drawing tools and describe the lines made.</p> <p>Explore line, shape and colour in response to Basquiat portraits. Create own portraits of family and friends using similar approach.</p> <p>Use viewfinder to look closely at object or image related to topic and draw parts.</p> <p>Explore and describe different textures and patterns around the environment. Compare and collect examples. Record in sketch book.</p> <p>Try basic paper weaving,</p>		<p>Use weather topic as stimulus. Make drawings, using an effective grip, in sketchbooks of different types of weather. Discuss how you can show this.</p> <p>Use extensive variety of tools to show line, colour, shape.</p> <p>Use a viewfinder to look at parts of drawings.</p> <p>Look at range of textiles works.</p> <p>Explore simple techniques to decorate textiles (Crayon on fabric, inks,dyes )</p> <p>Discuss selecting correct materials for different purposes.</p> <p>Use simple textile techniques (sewing, weaving, dyeing, dipping)</p> <p>Look at natural dyes and discuss how they are different.</p> <p>Try paper weaving using colours to show seasons or weather.</p> <p>Work on joint fabric weave to create weather piece.</p> <p>Stitch simply on embroidery ring on dyed piece of fabric to show weather.</p> <p>Evaluate final piece commenting on own progress, what they learnt, favourite artists and inspirations, tricky bits, successes, what they can take forward or improve on.</p>		<p>Use topic (animals) or real life experience as stimulus. Look at and discuss examples of sculpture. Discuss responses and feelings and ways we can create or recreate them.</p> <p>Explore how we can make 3D forms with paper. Explore the possibilities and limitations of paper. Ask questions relating to this.</p> <p>Explore ways of joining, fastening and changing paper. Discuss how to use tools safely.</p> <p>Revisit artists work and look are more examples. Manipulate paper to make own sculpture. Discuss how might we make animals and the forms we will need.</p> <p>Repeat focus with clay. Explore possibilities and limitations and how that differs to paper. Create clay animals or clay tiles.</p> <p>Discuss how the work of others makes you feel.</p> <p>Evaluate final piece commenting on own progress, what they learnt, favourite artists and inspirations, tricky bits, successes, what they can take forward or improve on. Compare different materials.</p>	
Colour, paint, primary, secondary,artists, Mix, create, painting tools, effects,portraits, viewfinder,image,		fabric,weather, fog, wind, snow, rain, thunder, storms, lightning, sunshine,sew, weave,dye, dip dye,natural dyes,weave,		Sculpture, 3D forms, join, changefasten, change,clay, squeeze, squash, pinch, roll, coil, tiles,	



# Curriculum Map

## Subject - Overview Y2

Alma Thomas abstract art	William Morris printing	L.S.Lowry mixed media collage, drawing, photography, collage
<p>Use Alma Thomas works to discuss idea of abstract art. Respond to and explain feeling towards Alma Thomas and other abstract artists. Experiment with and record different brush strokes. Discuss real life experiences and use these a stimulus. Record ideas in sketch books. Use marks in drawings to describe thoughts and feelings. Experiment with making different colours by adding in white. Repeat with black.</p> <p>Discuss and make the kinds of colours that show warmth and heat. Create final piece of abstract art inspired by Alma Thomas and the Great Fire of London. Discuss the effect of scale in their plans. Use colour in paintings to describe different feelings of people involved. Explore using other materials.</p> <p>Evaluate final piece commenting on own progress, what they learnt, favourite artists and inspirations, tricky bits, successes, what they can take forward or improve on.</p>	<p>Make careful observational drawings of plants, flowers and fruits using different media. Look at range of leaf shape, flower shape, fruits etc. Explore, discuss and respond to the works of William Morris. Look at layer of vines underneath fruits and flowers. Draw examples of these from plants. Zone in on interesting elements of his artwork using a viewfinder. Use viewfinder on own art works too.</p> <p>Look at various ways (not just one, cutting multiple shapes etc) repeating patterns are made. Explore using cutting shapes and layering onto vines.</p> <p>Create a pattern inspired by William Morris. Plan the background and details.</p> <p>Print the repeating pattern using a press print and ink. Discuss the image created from the printing block.</p> <p>Extend press printing and relief printing including creating collagraph. Embellish the finished prints.</p> <p>Evaluate final piece commenting on own progress, what they learnt, favourite artists and inspirations, tricky bits, successes, what they can take forward or improve on.</p>	<p>Explore the works of L.S.Lowry and others as a starting stimulus. Practise doing quick sketches by sketching real buildings in Manchester. (including street view outside school)</p> <p>Use photography to capture own images of Manchester as stimulus on trip. Look at other photos of Manchester (possibly artists). Practise scissor skills by cutting out buildings in Manchester. Explore how to layer different medias- felt tips over pastels, ballpoint over charcoal etc. Record and respond in sketchbooks.</p> <p>Explore different materials in sketch books and select materials for collage explaining why you have chosen them.</p> <p>Plan and create a mixed media collage inspired by L.S.Lowry and Y2 trip to Manchester and own drawings and photos.</p> <p>Identify different types and textures of materials for collages. Tear, stick and cut paper of different thicknesses.</p> <p>Place and modify elements of collage. Discuss choices using appropriate language.</p> <p>Evaluate final piece commenting on own progress, what they learnt, favourite artists and inspirations, tricky bits, successes, what they can take forward or improve on.</p>
<p><b>Key Vocabulary:</b> Abstract, responses, brush strokes, real life experiences, tines, tones, warmth in colour, scale,</p>	<p>Careful observation, vines, background, viewfinder, pattern, press print, printing ink, relief printing, collagraph, embellish,</p>	<p>Stimulus, sketch, photography, image, compose, layering, collage, mixed media, tear, stick, cut, modify, place, inspiration, thickness, texture</p>





# Curriculum Map

## Subject - Endpoints LKS2

By the end of LKS2

Printing	Painting	Drawing		Collage	3D Art	Textiles
<p><b>LKS2</b></p> <p>To create overlapping colour prints using relief printing and impressed images.</p> <ul style="list-style-type: none"> <li>-how to layer colour through print.</li> <li>-effect layering colour can have on my artwork.</li> <li>-how to make informed choices on colour</li> <li>-how to create a desired effect.</li> </ul>	<p><b>LKS2</b></p> <p>Develop skills by using different painting techniques, to develop knowledge of the colour wheel to use and describe colour and to express mood.</p> <ul style="list-style-type: none"> <li>-how to apply colour by using different techniques eg: dabbing, stippling, pointillism, adding texture to paint (scratching), washes, splashing and using different tools.</li> <li>-how to describe an exact colour eg: tint - adding white to a colour, tone - how light or dark a colour is and shade - adding black to a colour.</li> <li>-how colour can be used to reflect mood.</li> <li>-that the colour wheel is a circular chart that shows primary, secondary and tertiary colours.</li> </ul>	<p><b>Year 3</b></p> <p>To plan, refine and alter their drawings as necessary.</p> <ul style="list-style-type: none"> <li>-why they are using different grades of pencil and other implements (e.g. pastels, charcoal, pencil etc) in their drawing.</li> <li>-how to use their sketchbook to collect and record visual information from different sources.</li> <li>-Can draw for a sustained period of time.</li> <li>-how to use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>-how to show in their drawings that objects have a third dimension.</li> <li>-how to use a viewfinder to create drawings that show differences in scale and distance.</li> </ul>	<p><b>Year4</b></p> <p>To show patterns and textures in their work which differentiate tones and begin to overlay colours.</p> <ul style="list-style-type: none"> <li>-why they might use different grades of pencils in their drawing and what effects can be created.</li> <li>-how to alter and refine their drawings and describe the changes they have made using art vocabulary.</li> <li>-ways in which surface detail can be added to drawings.</li> <li>-how to use images and information independently to inform their own drawing in their sketchbooks.</li> <li>-how to use research to inspire drawings from imagination and memory.</li> <li>-about the relationships between line and tone, pattern and shape, line and texture.</li> </ul>	<p><b>LKS2</b></p> <p>To develop a collage using mixed media</p> <p>Key Vocab: Overlap Layer Manipulate Texture Effect Embellish Evaluate</p> <ul style="list-style-type: none"> <li>-how to overlap and layer.</li> <li>-how to select and manipulate colours and textures for visual effect.</li> <li>-how to embellish using a variety of techniques e.g. drawing, printing and painting.</li> <li>-how to use appropriate vocabulary to describe the develop of their work.</li> <li>-how to evaluate their work through discussion with their peers.</li> </ul>	<p><b>LKS2</b></p> <p>To independently make choices to create a 3D model</p> <ul style="list-style-type: none"> <li>-how to create a plan for developing a 3D form</li> <li>-how to transfer skills from 2D to a 3D form</li> <li>-how to select appropriate tools and use effectively</li> <li>-how to combine and manipulate materials effectively</li> <li>-how to make observations about their work and make comparisons with the work of others</li> </ul>	<p><b>LKS2</b></p> <p>To use tools and techniques with confidence using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>-how to use craft tools in their textile work (Needles, printing)</li> <li>-how to manipulate materials by folding, pleating, plaiting)</li> <li>-how to use a variety of techniques to create different textile effects ( wax resist , felting, embellishment )</li> <li>-how to record techniques and responses in their sketchbooks.</li> <li>-how to use own research to stimulate and develop ideas.</li> </ul>



# Curriculum Map

## Subject - Overview Y3

Autumn 2 Drawing and Painting		Spring 2 Printing		Summer 2 Textiles	
<p><b>Drawing</b> Explore different media and discuss which are best for achieve variations in tone, line, pattern etc. Record in responses in sketchbooks. Provide opportunities to draw for a sustained time relating to stimulus. Use examples of colours and artists works to explore colour work. Develop skills further by using different painting techniques, dab, stipple, scratch, splash etc Develop knowledge of the colour wheel to use and describe colour and to express mood (primary, secondary and tertiary colours) Describe exact colours (tints and tones) Use knowledge of materials to plan main piece from stimulus related to topic and colour focus. Plan and create own piece using newly learned knowledge and skills, especially stimulus, use of colour and paint application. Evaluate final piece commenting on own progress, what they learnt, favourite artists and inspirations, tricky bits, successes, what they can take forward or improve on.</p>		<p><b>Drawing</b> Start with drawing for extended time relating to stimulus. (eg landscape or other related to topic) Explain in sketchbooks why they are using different grades of pencils or pastels, charcoal etc in their drawings Explore using media to create variations in line, tone, texture, colour, shape and pattern. Use artists works to reference variety of marks. Use own drawings and artists works to plan own print. Create overlapping colour prints using relief printing and impressed images in main piece. Explore different ways of using relief prints and impressed images. Explore how to layer colours through printing Discuss effect layering has on art work. Produce final piece showing above techniques. Evaluate final piece commenting on own progress, what they learnt, favourite artists and inspirations, tricky bits, successes, what they can take forward or improve on.</p>		<p>Use stimulus from topic and artists works. Use drawings to develop ideas and respond to artists works in sketch books. Explore as a class a range of textile techniques and examples. Include examples of BAME artists and designers. Manipulate materials to create examples of folding, pleating, and plaiting. Explore different ways of dyeing fabric. Explore wax resist techniques or felting and embellishment Explore use of needles correctly to create different stitches and respond to these in sketchbooks Create main textile piece using needles and above materials and techniques. Evaluate final piece commenting on own progress, what they learnt, favourite artists and inspirations, tricky bits, successes, what they can take forward or improve on.</p>	
<p><b>Key Vocabulary:</b> Tone, line, pattern, texture, application, brush strokes, dab, stipple, scratch, splash, inspiration, stimulus, primary, secondary, tertiary, tints, tones, techniques, apply</p>		<p>Landscape, pastel, charcoal, tone, texture, colour, shape, pattern, line, print, overlap, relief, impressed images, layering, layers, technique</p>		<p>Textiles, manipulate, fold, pleat, plait, dye, Wax resist, felting, embellishment, needles, stitches, fabric,</p>	



# Curriculum Map

## Subject - Overview Y4

<p style="text-align: center;">Autumn 1 Drawing and painting/oil pastels People</p>	<p style="text-align: center;">Spring 2 Sculpture paper and found natural materials</p>	<p style="text-align: center;">Summer 2 Drawing light and still life</p>
<p>Draw a person as they usually do. Compare to the real body. Look at body proportion. Discuss the common mistakes( eg too short arms) Look at examples of drawings of bodies (quick sketches, movement etc) Discuss how we use these ideas in our drawings of people. Follow tutorials and lessons on different ways of drawing bodies. (lines of action, sketching, clothes) Focus on proportion and different viewpoints. Demonstrate techniques in a variety of poses. Show ways of shading in drawing clothes. Look at a range of artists' works(two sessions)(Elizabeth Catlett, Rousseau, Matisse, Monet, Lubina Hamid) who focus on people. Discuss in depth the composition, emotion, methods, materials, elements etc. Compare and discuss preferences. Discuss whether people are shown at work or at leisure. Record image and response in sketchbooks. Drawing each other in poses in "life drawing class" Try range of drawing techniques as practised in tutorials. Expand drawing to include one minute drawings, using your non-dominant hand, eyes closed, range of scales. Use research to plan main piece. Use previous learning to plan a main piece to include two to six people at work or leisure with a background. Ensure focus is on proportion and body shape. Create main piece using chosen colour medium of paint or oil pastels. Ensure focus as before. Evaluate final piece commenting on own progress, what they learnt, favourite artists and inspirations, tricky bits, successes, what they can take forward or improve on.</p>	<p>Look at range of artists' work on abstract sculpture as a stimulus (Goldsworthy, Long, Hepworth etc). Discuss and describe the forms, the emotion, the shapes, including negative shapes. Discuss how they create responses in the viewer as much as figurative work. Draw simple shapes found in the sculptures and repeat them. Explore how they can be joined. Link to 3D unit building. Build 10 small simple structures from paper eg a loop, a coil, a cylinder. Choose one you like. Repeat making it many times. Explore joining it in different combinations. Draw these in book. Revisit artists works. Record responses to works in sketchbooks. Create plan for developing 3D abstract form. Transfer skills from 2D to 3D form. Combine and manipulate paper effectively. Discuss sculptures together. Take photos from different angles. How does light alter the view. Repeat process by combining 2 different units or repeat with clay or other material. Look at possibilities and limitations of each materials and record. Compare to artists works. Use research to create a piece of work using found natural materials. Discuss artist's influence. Evaluate final piece including photo commenting on own progress, what they learnt, favourite artists and inspirations, tricky bits, successes, what they can take forward or improve on.</p>	<p>Look at range of objects. Look how light and dark appears on them. Observe surface pattern and texture. Draw simple shapes and show how the light and shadow falls on them. Demonstrate in lesson or tutorial. Use shading and cross-hatching to show this. Discuss how surface detail can be added to drawings. Look at how a range of artists use light and shadow in their work. Look at reflection. Discuss the effects. Use ideas in drawings of more complex objects. Experiment with scale (tiny, huge) Look at light and dark in life drawings and how artists use these skills to make them 3D. Set up a range of still lifes in hall with children (fruit, bottles, bowls other objects). Discuss importance of placement and relationships. Use drawing skills to show light, dark and reflection when drawing still lifes. Show patterns and textures in work which differentiate tones and begin to overlay colours. Discuss how to alter drawings and describe changes they have made using art vocabulary. Children move around a carousel with different viewpoints. Use drawing to plan and create main piece using collage if time. Evaluate final piece commenting on own progress, what they learnt, favourite artists and inspirations, tricky bits, successes, what they can take forward or improve on.</p>
<p><b>Key Vocabulary:</b> Life drawing, figurative Mood, impact, gaze, viewer, viewpoint, sketches, techniques, dynamic, poses, preference, foreshortened, methods, line, tone, proportion, scales, composition, background.</p>	<p>Abstract, coil, loop, negative space, relationship, view, compose, stimulus, forms Structure, simple, 2D, 3D, combine, found natural materials, influence, combine, manipulate, response, unit building, sculpture, evaluate</p>	<p>Still life, light, dark, shadow, reflection, scale, pattern, texture, mood, evaluate, composition, tone, overlay</p>



# Curriculum Map

## Subject - Endpoints UKS2

By the end of UKS2

Printing	Painting	Drawing		Collage	3D Art	Textiles
<p><b>UKS2</b></p> <p>Print on to different surfaces, combining colours and techniques building up an image(s) using screen or lino printing.</p> <ul style="list-style-type: none"> <li>- the effect printing on different surfaces will have on my artwork.</li> <li>-to combine colours for effect.</li> <li>-how to create a lino print.</li> <li>-how altering my print will affect my image.</li> <li>-how to screen print.</li> <li>-how to make informed choices when printing and explain these.</li> </ul>	<p><b>UKS2</b></p> <p>To develop their skills by applying their knowledge of colour and painting techniques to create artwork based upon observation, experience and Imagination.</p> <ul style="list-style-type: none"> <li>-that complementary colours are directly opposite each other on the colour wheel.</li> <li>-how to describe an exact colour eg: hue - describes the colour within a spectrum, tint, tone and shade.</li> <li>-how to develop ideas using painting techniques or mixed media in their sketchbook.</li> <li>-how to select and mix suitable media within a single piece, justifying their selection.</li> <li>-how to work from observation, experience and imagination.</li> <li>-To begin to develop their own painting style.</li> <li>-To use the correct terminology for painting materials they have selected.</li> </ul>	<p><b>Year 5</b></p> <p>To use a variety of techniques in their drawing to create mood and texture, shadow, direction and reflection.how to use a variety of source material for their drawings.</p> <ul style="list-style-type: none"> <li>-how to work from observation, experience and imagination.</li> <li>-how to use their sketchbook to develop ideas for drawings.</li> <li>-how to make informed choices in drawing including media and the visual elements: line, tone, pattern, texture, colour and shape.</li> <li>-Use the correct terminology for drawing materials they have selected.</li> <li>-how select and mix suitable media within a single piece to create different effects.</li> <li>-Know how to use shading and tone to add depth and shape to their drawings.</li> <li>-Know how to use line to create movement in a drawing.</li> </ul>	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>-To draw with precision and simple perspective making choices about effects and media to use for a particular purpose.</li> <li>-how to make drawings that show use of shading techniques to create depth and tone.</li> <li>-how to create drawings that show mastery of a variety of techniques.</li> <li>-how the use of media and drawing skills can support other medias.</li> <li>-how to use perspective in both abstract and real-life art.</li> <li>-how to develop ideas using drawing techniques or mixed media in their sketchbook.</li> <li>-how to use simple perspective in their work using a single focal point and horizon.</li> <li>-how to select and mix suitable media within a single piece justifying their selection.</li> <li>-how to make small studies in a sketchbook using a viewfinder to select parts of an arrangement, composition or landscape.</li> <li>-how to work in a sustained and independent way.</li> <li>-Begin to develop their own drawing style.</li> </ul>	<p><b>UKS2</b></p> <p>To design and make a collage features manufactured or printed surfaces.</p> <p>Key Vocab: Scale Proportion Perspective Symbolism Expression Assemble Components Composition Justify</p> <ul style="list-style-type: none"> <li>-how to be selective over their choice of images, techniques and materials.</li> <li>-how to develop their collage based on work of a chosen artist.</li> <li>-how to assemble components carefully to represent an idea.</li> <li>-how to describe and evaluate the inspiration behind their collage.</li> <li>-how to justify their ideas for further development.</li> </ul>	<p><b>UKS2</b></p> <p>To independently make a 3D model and justify choices of materials used</p> <ul style="list-style-type: none"> <li>-how to create a plan for a 3D form, responding to a stimulus</li> <li>-which materials and tools are most appropriate for the purpose</li> <li>-how to use sketchbooks to gather researched information to inform final 3D form</li> <li>-how to review and revisit their ideas - making suitable adjustments during construction and justifying their decisions in a final evaluation.</li> </ul>	<p><b>UKS2</b></p> <p>To combine materials and techniques to create a finished textile product.</p> <ul style="list-style-type: none"> <li>-how to research, develop, and refine ideas to create a completed textile piece.</li> <li>-Can select, justify, and evaluate their choice of materials and techniques</li> <li>-Can sensitively give opinions on their own and others' artwork.</li> </ul>



# Curriculum Map

## Subject - Overview Y5

Drawing and 3D Clay	Colour mixing - paints use in portrait work  (Now move to using this knowledge already gained in own previous)	Textiles
<p>Reference previous skills in Year 4</p> <p>Use variety of source material for drawings. Use stimulus related to topic. Make drawings from observation, experience and imagination. Bridge back to learnt drawing skills.</p> <p>Make informed choices when selecting drawing media relating to visual elements, line, tone, pattern, texture, colour and shape (show this in sketch book)</p> <p>Select and mix suitable media within a single piece to create different effects and use shading and tone to add depth and shape. Revisit ways to use line to create movement in a drawing.</p> <p>Transfer skills and ideas into claywork.</p> <p>Explore the limitations and possibilities of clay work. Explore ways to create pattern, texture, form etc. Look at techniques of mark-making, coiling, slabs, joining. Record in sketchbook with photos if possible.</p> <p>Draw ideas together to create plan for piece of claywork. Reference artists works.</p> <p>Create final piece using above skills. Evaluate final piece commenting on own progress, what they learnt, favourite artists and inspirations, tricky bits, successes, what they can take forward or improve on. Justify decisions made in their final piece.</p>	<p>Explore what we already know about colours including warm and cold colours, that complementary colours are directly opposite each other on the colour wheel. Describe an exact colour eg: hue - describes the colour within a spectrum, tint, tone and shade.</p> <p>Explore and make informed choices in drawing including media and the visual elements: line, tone, pattern, texture, colour and shape.</p> <p>Discuss how a range of artists use colour referencing topic or portrait work. Describe exact colours in these works.</p> <p>Explore mixing different media together and discuss different effects.</p> <p>Focus on range of artists works on portraits as a stimulus. Discuss methods, emotions, colours etc. Discuss and record responses.</p> <p>Teach ways of drawing faces accurately.</p> <p>Use knowledge from previous lessons to plan a portrait using observation, experience and imagination</p> <p>Try to develop own painting style and make own portrait work. Develop ideas using painting techniques and mixed media in sketchbooks.</p> <p>Use correct terminology for materials selected.</p> <p>Create final piece using above skills. Evaluate final piece commenting on own progress, what they learnt, favourite artists and inspirations, tricky bits, successes, what they can take forward or improve on.</p>	<p>Use different artist (not William Morris or Van Gogh) as stimulus</p> <p>Question and make thoughtful observations about starting points for their work. Explore a range of textile artists and textile works.</p> <p>(Children should now have developed a bank of skills, knowledge and understanding that they should now use to develop more independent ideas.)</p> <p>Collect visual and other information from the art works to help them develop their ideas. (relate to skills previously learnt) Make studies in sketchbooks of artists' works.</p> <p>Investigate and combine visual and tactile qualities of materials and processes and match these qualities to the purpose of the work in sketchbooks.</p> <p>Try out different techniques such as folding, pleating, plaiting, stitching. then making final piece) Dye and stitch a range of stitches.</p> <p>Compare ideas, methods and approaches in their own and others' work and select to use to plan their final piece.</p> <p>Use research, develop, refine ideas to create completed textile piece, justifying choice of materials and techniques. Sensitively discuss opinions on other children's work.</p> <p>Evaluate final piece and adapt their work according to their views and describe how they would develop it further.</p>
<p><b>Key Vocabulary:</b> Observation, experience, imagination, media, line, tone, texture, colour, shape, mixed media, movement, dept, tone, photo, coiling, slabs, joining</p>	<p>Warm, cold colours, complementary, hue, tint, tone, shade, line, texture etc</p>	<p>Textiles, fabric, visual, tactile, materials, processes, fold, pleat, plait, stitch.</p>



# Curriculum Map

## Subject - Overview Y6

### 3D Art Sculpture

Look at the sculptures by Antony Gormley and Alberto Giacometti. Also look at BAME sculptors. Discuss, share and record opinions and thoughts on a few pieces in sketchbooks.  
Focus on describing the form and the mood of the piece and what impact it has as you look at it.  
Create a human figure out of paper then foil. Discuss how they differ. Create several more and move the limbs to create different poses.  
Look at WW2 paintings and photos of soldiers. Discuss how they might create these in 3D form.  
Draw and annotate a range of poses in their books that depict soldiers in WW2. Make small detailed studies of hands, face etc.  
Explore the limitations and possibilities of wire and modroc.  
Use to create their own human figure sculpture in a 'soldier' pose.  
Paint with precision and care.  
Evaluate final piece commenting on own progress, what they learnt, favourite artists and inspirations, tricky bits, successes, what they can take forward or improve on.

**Key Vocabulary:**  
Sculpture, form, mood, impact, limbs, poses, wire, modroc,

### Drawing and printing Islamic and Celtic Art

Look at a range of patterns and art works including pattern as a stimulus.  
Discuss, share and record opinions and thoughts on a few pieces in sketchbooks.  
Explore a range of different examples of Islamic art to share their opinions on. Discuss what are the key elements of these.  
Compare with Celtic art or mandalas. Record opinions on these.  
Design and create their own Islamic or Celtic tile.  
Use knowledge of previous skills developed in printing. Discuss the limitations and possibilities of printmaking.  
Explore the effect of printing on different surfaces on their work using monoprints and press prints.  
Explore combining colours for effect.  
Use skills and knowledge to plan and create a lino print then possibly a screen print.  
Explore how you can alter print to affect image.  
Evaluate final piece commenting on own progress, what they learnt, favourite artists and inspirations, tricky bits, successes, what they can take forward or improve on. Justify decisions made in final piece.

Pattern, Islamic art, Celtic Art, mandalas, lino print, screen print, monoprints

### Landscape (Drawing and collage)

Draw in the local area from observation to create drawings that show use of shading techniques to create depth and tone. Learn and show mastery of a variety of techniques in these drawings.  
Focus perspective in real life and abstract art. Develop use of simple perspective using single focal point and horizon.  
Revisit previous skills of overlapping, layering, selecting and manipulating colours and textures for effect and embellishing.  
Use artists focus on landscapes use to develop collage ideas.  
Transfer drawing skills and be selective in choice of images, techniques and materials.  
Plan main drawing and collage piece considering how to assemble components to represent idea.  
Represent inspiration from chosen artist (choice)  
Evaluate process and final piece. Describe and evaluate inspiration behind collage  
Justify ideas for further development. Sensitive give opinions on other childrens works.

Close observation, perspective, focal point, horizon, overlap, layer, select, manipulate, texture, colour, collage, embellish, components, landscape