

Whole School Art and Design Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Unit of Work		Colour Chaos		Fabricate		Nature Sculptures
	Key Vocabulary (Tier 2/Tier 3)		Work, work of art, idea, starting point, observe, focus, design, improve, primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint		Work, work of art, idea, starting point, observe, focus, design, improve, portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space, textiles, fabric, weaving, woven, loom, alternate, over, under, decoration, batik dye, wax, resist, ink, apply, set		Work, work of art, idea, starting point, observe, focus, design, improve, sculpture, statue, model, 3D, land art, sculptor, carving, installation, shapes, materials, pyramid, abstract, geometric
	Prior Knowledge	<p>In EYFS, pupils will demonstrate the following outcomes (Expressive Arts and Design) which are prerequisite skills for Art and Design within the National Curriculum:</p> <ul style="list-style-type: none"> ➤ To explore colour and how colours can be changed ➤ To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects ➤ To begin to be interested in and describe the texture of things ➤ To develop a preference for forms of expression ➤ To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there ➤ To capture experiences and responses with a range of media, such as paint and other materials ➤ To explore what happens when they mix colours ➤ To experiment to create different textures ➤ To understand that different media can be combined to create new effects ➤ To manipulate materials to achieve a planned effect ➤ To construct with a purpose in mind, using a variety of resources ➤ To use simple tools and techniques competently and appropriately ➤ To select the appropriate resources and adapt work where necessary ➤ To select tools and techniques needed for shape, assemble and join materials they are using 					

Whole School Art and Design Curriculum Map

Year 1		<ul style="list-style-type: none"> ➤ To create simple representations of events, people and objects ➤ To choose particular colours to use for a purpose ➤ To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ➤ To use what they have learnt about media and materials in original ways, thinking about uses and purposes ➤ To present their own ideas, thoughts and feelings through art 				
	Sticky Knowledge		<p>Name the primary and secondary colours</p> <p>Mix primary colours to make secondary colours</p> <p>Add white and black to alter tints and shades</p> <p>Sort and arrange materials</p> <p>Describe the work of famous, notable artists and designers (Wassily Kandinsky)</p>		<p>Draw lines of varying thickness</p> <p>Use different materials to draw</p> <p>Show pattern by weaving</p> <p>Use a dying technique to alter a textile's colour and pattern</p> <p>Describe the work of famous, notable artists and designers</p>	<p>Draw lines of varying thickness</p> <p>Use dots and lines to demonstrate pattern and texture Draw lines of varying thickness</p> <p>Use a variety of natural, recycled and manufactured materials for sculpting</p> <p>Use a variety of techniques (e.g. rolling, cutting, pinching)</p> <p>Use a variety of shapes, including lines and texture</p> <p>Describe the work of famous, notable artists and designers (Andy Goldsworthy)</p>

Whole School Art and Design Curriculum Map

Year 1	<p>Specific skills to be taught/applied (taken from subject skills progression map)</p> <p>(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>		<p>I can create images from a variety of media</p> <p>I can arrange and glue materials to different backgrounds</p> <p>I can sort and group materials for different purposes</p> <p>I can fold, crumple, tear and overlap papers</p> <p>I can create, select and use textured paper for an image</p>		<p>I can experiment with a variety of media</p> <p>I can control the types of marks made with a range of media</p> <p>I can invent new lines</p> <p>I can draw on different surfaces with a range of media</p> <p>I can observe and draw shapes from observations</p> <p>I can cut and shape fabric using scissors</p> <p>I can apply colour with printing, dipping and fabric crayons</p>		<p>I can manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>I can explore sculpture with a range of malleable media</p> <p>I can manipulate malleable materials for a purpose</p> <p>I can use simple 2D shapes to create 3D form</p> <p>I can change the surface of malleable material</p>
--------	--	--	--	--	--	--	--

Whole School Art and Design Curriculum Map

Year 1	Learning Sequence		<ol style="list-style-type: none"> 1. To know how to make a collage in primary colours 2. To know how to create a colour field painting using colours I have mixed 3. To know how to create a painting using tints I have mixed 4. To know how to create a drip painting using shades I have mixed 5. To know how to create a painting using warm and cool colours 6. To know how to describe the work of the artist Wassily Kandinsky 		<ol style="list-style-type: none"> 1. To know how to use ideas from artists and craft-makers in my own work 2. To know how to use materials creatively to decorate a product 3. To know how to use materials creatively to make a product 4. To know how to use materials creatively to design a batik product 5. To know how to use batik to make a product 6. To know how to use batik to make a product 		<ol style="list-style-type: none"> 1. To know how to make a clay model of a natural object 2. To know how to draw an observational drawing of a natural object 3. To know how to collect appropriate materials for my nature sculpture 4. To know how to describe the work of the sculptor Andy Goldsworthy 5. To know how to draw comparisons between my sculpture and the work of Andy Goldsworthy 6. To know how to make a collage about my work on nature sculptures
--------	-------------------	--	--	--	--	--	--

Whole School Art and Design Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Unit of Work		Landscapes and Cityscapes		Let's Sculpt		Portraits
	Key Vocabulary (Tier 2/Tier 3)		Portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space, primary colours, secondary colours, natural colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint		Work, work of art, idea, starting point, observe, focus, design, improve, sculpture, statue, model, 3D, land art, sculptor, carving, installation, shapes, materials, pyramid, abstract, geometric		Work, work of art, idea, starting point, observe, focus, design, improve, portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space
	Prior Knowledge		<p>Name the primary and secondary colours (Y1 Aut 2)</p> <p>Mix primary colours to make secondary colours (Y1 Aut 2)</p> <p>Add white and black to alter tints and shades (Y1 Aut 2)</p> <p>Sort and arrange materials (Y1 Aut 2)</p> <p>Describe the work of famous, notable artists and designers</p>		<p>Draw lines of varying thickness (Y1 Sum 2)</p> <p>Use dots and lines to demonstrate pattern and texture Draw lines of varying thickness (Y1 Sum 2)</p> <p>Use a variety of natural, recycled and manufactured materials for sculpting (Y1 Sum 2)</p> <p>Use a variety of techniques (e.g.</p>		<p>Name the primary and secondary colours (Y1 Aut 2, Y2 Aut 2)</p> <p>Mix primary colours to make secondary colours (Y1 Aut 2, Y2 Aut 2)</p> <p>Add white and black to alter tints and shades (Y1 Aut 2, Y2 Aut 2)</p> <p>Sort and arrange materials (Y1 Aut 2, Y2 Aut 2)</p>

Whole School Art and Design Curriculum Map

			<p>(Wassily Kandinsky) (Y1 Aut 2)</p>		<p>rolling, cutting, pinching) (Y1 Sum 2)</p> <p>Use a variety of shapes, including lines and texture (Y1 Sum 2)</p> <p>Describe the work of famous, notable artists and designers (Andy Goldsworthy) (Y1 Sum 2)</p>		<p>Describe the work of famous, notable artists and designers (Wassily Kandinsky, Monet, Van Gough and Metzinger) (Y1 Aut 2, Y2 Aut 2)</p>
<p>Year 2</p>	<p>Sticky Knowledge</p>		<p>Draw lines of varying thickness</p> <p>Use different materials to draw</p> <p>Use a range of different brushes and brushstrokes</p> <p>Use a combination of materials that have been cut, torn and glued</p> <p>Sort and arrange materials</p> <p>Describe the work of famous, notable artists and designers (Monet, Van Gough, Metzinger)</p>		<p>Use a variety of natural, recycled and manufactured materials for sculpting</p> <p>Use a variety of techniques (e.g. rolling, cutting, pinching)</p> <p>Use a variety of shapes, including lines and texture</p> <p>Describe the work of famous, notable artists and designers (Marc Quinn and Jill Townesley)</p>		<p>Use a range of different brushes and brushstrokes</p> <p>Draw lines of varying thickness</p> <p>Use different materials to draw</p> <p>Use a combination of materials that have been cut, torn and glued</p> <p>Add texture by mixing materials</p> <p>Describe the work of famous, notable artists and designers (Picasso, Andy Warhol)</p>

Whole School Art and Design Curriculum Map

Year 2			Express an opinion on the work of famous, notable artists			
	<p>Specific skills to be taught/applied (taken from subject skills progression map)</p> <p>(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>		<p>I can develop my ideas – try things out, change my mind</p> <p>I can experiment with a variety of media</p> <p>I can invent new lines</p> <p>I can experiment with different grades of pencil to draw different forms and shapes</p> <p>I can begin to show an awareness of objects having a third dimension</p> <p>I can apply tone in a drawing in a simple way</p>		<p>I can manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>I can explore sculpture with a range of malleable media</p> <p>I can manipulate malleable materials for a purpose</p> <p>I can use simple 2D shapes to create 3D form</p> <p>I can change the surface of malleable material</p>	<p>I can develop my ideas – try things out, change my mind</p> <p>I can experiment with a variety of media</p> <p>I can invent new lines</p> <p>I can experiment with different grades of pencil to draw different forms and shapes</p> <p>I can begin to show an awareness of objects having a third dimension</p> <p>I can apply tone in a drawing in a simple way</p>

Whole School Art and Design Curriculum Map

Year 2	Learning Sequence		<ol style="list-style-type: none"> 1. To know how to describe the work of the artist Monet 2. To know how to use pastels to create a cityscape 3. To know how to use colour, texture and line in a landscape 4. To know how to describe the work of the artist Van Gough 5. To know how to use colour and pattern to create a landscape 6. To know how to draw comparisons between the work of Monet, Van Gough and Metzinger 		<ol style="list-style-type: none"> 1. To know how to describe the work of the sculptor Marc Quinn 2. To know how to make a sculpture from recycled materials 3. To know how to create an abstract sculpture of a person 4. To know how to describe the work of the artist Jill Townsley 5. To know how to use sugar cubes to make a sculpture of a building from my imagination 6. To know how to make a sculpture using line, shape, form and space 		<ol style="list-style-type: none"> 1. To know how to draw a self portrait 2. To know how to use colours to portray emotions in a portrait 3. To know how to describe Picasso's abstract portraits 4. To know how to use watercolours to create a background 5. To know how to create a line drawing 6. To know how to describe portraits by Pop Artist Andy Warhol
--------	-------------------	--	---	--	--	--	--

Whole School Art and Design Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Unit of Work		Autumn		European Art and Artists		Bodies
	Key Vocabulary (Tier 2/Tier 3)		Line, pattern, texture, form, record, detail, question, observe, refine, portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, colour, foreground, middle ground, background, abstract, warm, blend, mix, fresco		Portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, foreground, middle ground, background, abstract, warm, blend, mix, fresco, concrete, rectangular, architect, brim, peak, buckle, edging		Portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline
	Prior Knowledge		<p>Draw lines of varying thickness (Y1 Sum 2)</p> <p>Use dots and lines to demonstrate pattern and texture Draw lines of varying thickness (Y1 Sum 2)</p> <p>Use a variety of natural, recycled and manufactured materials for sculpting (Y1 Sum 2)</p> <p>Use a variety of techniques (e.g. rolling, cutting, pinching) (Y1 Sum 2)</p>		<p>Use a range of different brushes and brushstrokes (Y2 Sum 2)</p> <p>Draw lines of varying thickness (Y2 Sum 2)</p> <p>Use different materials to draw (Y2 Sum 2)</p> <p>Use a combination of materials that have been cut, torn and glued (Y2 Sum 2)</p>		<p>Use a range of different brushes and brushstrokes (Y2 Sum 2, Y3 Spr 2)</p> <p>Draw lines of varying thickness (Y2 Sum 2, Y3 Spr 2)</p> <p>Use different materials to draw (Y2 Sum 2, Y3 Spr 2)</p> <p>Use a combination of materials that have been cut, torn and glued (Y2 Sum 2, Y3 Spr 2)</p>

Whole School Art and Design Curriculum Map

			<p>Use a variety of shapes, including lines and texture (Y1 Sum 2)</p> <p>Describe the work of famous, notable artists and designers (Andy Goldsworthy) (Y1 Sum 2)</p>		<p>Add texture by mixing materials (Y2 Sum 2)</p> <p>Describe the work of famous, notable artists and designers (Picasso, Andy Warhol) (Y2 Sum 2)</p>		<p>Add texture by mixing materials (Y2 Sum 2, Y3 Spr 2)</p> <p>Describe the work of famous, notable artists and designers (Picasso, Andy Warhol) (Y2 Sum 2, Y3 Spr 2)</p>
Year 3	Sticky Knowledge		<p>Use different materials to draw</p> <p>Show an awareness of space when drawing</p> <p>Mix colours effectively using the correct language (e.g. tint, shade, primary, secondary)</p> <p>Demonstrate knowledge of a range of techniques, including overlapping, tessellation, mosaic and montage</p> <p>Replicate patterns from observations</p>		<p>Experiment with showing line, tone and texture with different hardness of pencil</p> <p>Use shading to show light and shadow effects</p> <p>Show an awareness of space when drawing</p> <p>Use varied brush techniques to create shapes, textures, patterns and lines</p> <p>Describe the work of famous, notable artists and designers (Anselm Kiefer, Michelangelo,</p>		<p>Use different materials to draw</p> <p>Show an awareness of space when drawing</p> <p>Use clay and other malleable materials</p> <p>Use a range of techniques for joining malleable materials</p> <p>Describe the work of famous, notable artists and designers (Giacometti, Vivienne Westwood)</p>

Whole School Art and Design Curriculum Map

Year 3			Describe the work of famous, notable artists and designers (Matisse, Cezanne)		Salvador Dali, Coco Chanel)	
	Specific skills to be taught/applied (taken from subject skills progression map) (Skills from previous units of work/year groups will also be revisited over the course of the year)		I can create printing blocks using relief or impressed method I can create repeating patterns I can print with two colour overlays I can work with a range of scales (e.g. thin brush on small picture) I can mix and use tints and shades I can experiment with different effects and textures		I can experiment with ways in which surface detail can be added to drawings I can draw for a sustained period of time at an appropriate level I can make marks and lines with a wide range of drawing implements I can experiment with different grades of pencil and other implements to draw different forms and shapes	I can mix colours and know which primary colours make secondary colours I can use more specific colour language I can mix and use tints and shades I can plan, design and make models from observations or imagination I can use papier mache to create a simple 3D object

Whole School Art and Design Curriculum Map

Year 3	Learning Sequence		<ol style="list-style-type: none"> 1. To know how to draw details carefully 2. To know how to show colours 3. To know how to create my own print 4. To know how to create realistic art inspired by nature 5. To know how to describe the work of the artist Matisse 6. To know how to describe the work of the artist Cezanne 		<ol style="list-style-type: none"> 1. To know how to describe the work of the artist Anselm Kiefer 2. To know how to paint in the style of the artist Michelangelo 3. To know how to design a shape house 4. To know how to draw a portrait 5. To know how to describe the work of the designer Coco Chanel 6. To know how to describe the work of the artist Salvador Dali 		<ol style="list-style-type: none"> 1. To know how to show shapes and colours 2. To know how to draw using charcoal 3. To know how to draw a person using pen 4. To know how to make a maquette 5. To know how to create a 3D model in the style of the artist Giacometti 6. To know how to describe the work of the designer Vivienne Westwood
--------	-------------------	--	--	--	---	--	--

Whole School Art and Design Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Unit of Work	British Art and Artists		Insects		Fruit and Vegetables	
	Key Vocabulary (Tier 2/Tier 3)	Portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, foreground, middle ground, background, abstract, warm, blend, mix, fresco, concrete, rectangular, architect, brim, peak, buckle, edging		Line, pattern, texture, form, record, detail, question, observe, refine, light, dark, tone, shadow, texture, shape, outline, mosaic		Line, pattern, texture, form, record, detail, question, observe, refine, light, dark, tone, shadow, texture, shape, outline, mosaic, foreground, middle ground, background, abstract, warm, blend, mix, fresco, stuffing, turn, thread, needle, textiles, decoration	
	Prior Knowledge	<p>Experiment with showing line, tone and texture with different hardness of pencil (Y3 Spr 2)</p> <p>Use shading to show light and shadow effects (Y3 Spr 2)</p> <p>Show an awareness of space when drawing (Y3 Spr 2)</p> <p>Use varied brush techniques to create shapes, textures,</p>		<p>Use different materials to draw (Y3 Sum 2)</p> <p>Show an awareness of space when drawing (Y3 Sum 2)</p> <p>Use clay and other malleable materials (Y3 Sum 2)</p> <p>Use a range of techniques for joining malleable materials (Y3 Sum 2)</p>		<p>Draw lines of varying thickness (Y1 Spr 2)</p> <p>Use different materials to draw (Y1 Spr 2)</p> <p>Show pattern by weaving (Y1 Spr 2)</p> <p>Use a dying technique to alter a textile's colour and pattern (Y1 Spr 2)</p> <p>Describe the work of famous, notable</p>	

Whole School Art and Design Curriculum Map

		<p>patterns and lines (Y3 Spr 2)</p> <p>Describe the work of famous, notable artists and designers (Anselm Kiefer, Michelangelo, Salvador Dali, Coco Chanel) (Y3 Spr 2)</p>		<p>Describe the work of famous, notable artists and designers (Giacometti, Vivienne Westwood) (Y3 Sum 2)</p>		<p>artists and designers (Y1 Spr 2)</p>	
Year 4	Sticky Knowledge	<p>Experiment with showing line, tone and texture with different hardness of pencil</p> <p>Use shading to show light and shadow effects</p> <p>Show an awareness of space when drawing</p> <p>Use varied brush techniques to create shapes, textures, patterns and lines</p> <p>Describe the work of famous, notable artists and designers (Gainsborough, Sonia Boyce, Howard Hodgkin, Anish Kapoor)</p>		<p>Use shading to show light and shadow effects</p> <p>Cut, make and combine shapes to create recognisable forms</p> <p>Use clay and other malleable materials and use joining techniques</p> <p>Add materials to a sculpture to create detail</p> <p>Demonstrate knowledge of a range of techniques (e.g. overlapping, tessellation, mosaic and montage)</p>		<p>Experiment with showing line, tone and texture with different hardness of pencil</p> <p>Use different materials to draw</p> <p>Mix colours effectively using the correct language (e.g. tint, shade, primary and secondary)</p> <p>Demonstrate knowledge of stitching, cutting and joining techniques</p> <p>Describe the work of famous, notable artists and designers (Caravaggio,</p>	

Whole School Art and Design Curriculum Map

Year 4				Describe the work of famous, notable artists and designers (Louise Bourgeois, Jennifer Angus)		Michael Brennand-Wood)	
	<p>Specific skills to be taught/applied (taken from subject skills progression map)</p> <p>(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>	<p>I can experiment with ways in which surface detail can be added to drawings</p> <p>I can draw for a sustained period of time at an appropriate level</p> <p>I can make marks and lines with a wide range of drawing implements</p> <p>I can experiment with different grades of pencil and other implements to draw different forms and shapes</p>		<p>I can experiment with different effects and textures</p> <p>I can create different effects and textures with paint for effect</p> <p>I can plan, design and make models from observation or imagination</p> <p>I can create surface patterns and textures in a malleable material</p> <p>I can use papier mache to create a simple 3D object</p>		<p>I can use a variety of techniques (e.g. printing, dyeing, weaving and stitching) to create different textural effects</p> <p>I can match the tool to the material</p> <p>I can develop skills in stitching, cutting and joining</p> <p>I can experiment with paste resist</p>	

Whole School Art and Design Curriculum Map

Year 4	Learning Sequence	<ol style="list-style-type: none"> 1. To know how to draw illustrations 2. To know how to paint in the style of the artist Gainsborough 3. To know how to describe the work of the artist Sonia Boyce 4. To know how to create a portrait 5. To know how to paint with colour in the style of Howard Hodgkin 6. To know how to describe the work of the artist Anish Kapoor 		<ol style="list-style-type: none"> 1. To know how to draw a lifelike pencil drawing 2. To know how to show colours 3. To know how to describe the work of the artist Louise Bourgeois 4. To know how to design and make a puppet 5. To know how to create a 3D model in the style of the artist Jennifer Angus 6. To know how to create a 3D model in the style of the artist Jennifer Angus 		<ol style="list-style-type: none"> 1. To know how to draw details carefully 2. To know how to sculpt using clay 3. To know how to show colours 4. To know how to describe the work of the artist Caravaggio 5. To know how to describe the work of the artist Michael Brennand-Wood 6. To know how to use decorative materials to complete my textile 	
--------	--------------------------	---	--	--	--	---	--

Whole School Art and Design Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Unit of Work		Ancient Egypt		Wildlife		South and Central American Art
	Key Vocabulary (Tier 2/Tier 3)		Develop, refine, texture, shape, form, pattern, structure, line, tone, smudge, blend, mark, fresco, portrait, graffiti, blend, mix, abstract, absorb, impressionism		Develop, refine, texture, shape, form, pattern, structure, line, tone, smudge, blend, mark, fresco, portrait, graffiti		Develop, refine, texture, shape, form, pattern, structure, line, tone, smudge, blend, mark, fresco, portrait, graffiti, blend, mix, abstract, absorb, impressionism, Hapa-Zome
	Prior Knowledge		<p>Use different materials to draw (Y3 Sum 2)</p> <p>Show an awareness of space when drawing (Y3 Sum 2)</p> <p>Use clay and other malleable materials (Y3 Sum 2)</p> <p>Use a range of techniques for joining malleable materials (Y3 Sum 2)</p> <p>Describe the work of famous, notable artists and designers (Giacometti, Vivienne Westwood) (Y3 Sum 2)</p>		<p>Use shading to show light and shadow effects (Y4 Sum 1)</p> <p>Cut, make and combine shapes to create recognisable forms (Y4 Sum 1)</p> <p>Use clay and other malleable materials and use joining techniques (Y4 Sum 1)</p> <p>Add materials to a sculpture to create detail (Y4 Sum 1)</p> <p>Demonstrate knowledge of a range of techniques (e.g. overlapping,</p>		<p>Experiment with showing line, tone and texture with different hardness of pencil (Y4 Aut 1)</p> <p>Use shading to show light and shadow effects (Y4 Aut 1)</p> <p>Show an awareness of space when drawing (Y4 Aut 1)</p> <p>Use varied brush techniques to create shapes, textures, patterns and lines (Y4 Aut 1)</p> <p>Describe the work of famous, notable artists and designers</p>

Whole School Art and Design Curriculum Map

					tessellation, mosaic and montage) (Y4 Sum 1)		(Gainsborough, Sonia Boyce, Howard Hodgkin, Anish Kapoor) (Y4 Aut 1)
					Describe the work of famous, notable artists and designers (Louise Bourgeois, Jennifer Angus) (Y4 Sum 1)		
Year 5	Sticky Knowledge		<p>Use a variety of techniques to add effects (e.g. shadows, reflection, hatching and cross-hatching)</p> <p>Use a variety of tools and select the most appropriate</p> <p>Create a colour palette, demonstrating mixing techniques</p> <p>Use tools and materials to carve, add shape, add texture and pattern</p> <p>Use materials other than clay to create a 3D sculpture</p>		<p>Use a variety of techniques to add effects (e.g. shadows, reflection, hatching and cross-hatching)</p> <p>Develop cutting and joining skills (e.g. using wire, coils, slabs and slips)</p> <p>Design and create printing blocks/tiles</p> <p>Develop techniques in mono, block and relief printing</p> <p>Describe the work of famous, notable artists and designers (Brancusi)</p>		<p>Depict movement and perspective in drawings</p> <p>Use a variety of tools and select the most appropriate</p> <p>Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces</p> <p>Use tools and materials to carve, add shape, add texture and pattern</p> <p>Add collage to a painted or printed background</p> <p>Describe the work of famous, notable artists and designers</p>

Whole School Art and Design Curriculum Map

Year 5			Describe the work of famous, notable artists and designers (David Hockney, Man Ray, Leger)				(Frida Kahlo, Joaquin Torres Garcia, Carlos Paez Vilaro)
	Specific skills to be taught/applied (taken from subject skills progression map) (Skills from previous units of work/year groups will also be revisited over the course of the year)		I can shape, form, model and construct from observation or imagination I can use recycled, natural and man-made materials to create sculptures I can plan a sculpture through drawing and other preparatory work I can develop skills in using clay (including slabs, coils, slips etc.) I can produce intricate patterns and textures in a malleable media		I can work from a variety of sources, including observation, photographs and digital images I can use dry media to make different marks, lines, patterns and shapes within drawing I can start to develop my own style using tonal contrast and mixed media I can plan a sculpture through drawing and other preparatory work I can develop skills in using clay (including slabs, coils, slips etc.)		I can add collage to a pointed, printed or drawn background I can use a range of media to create collages I can use different techniques, colours and textures when designing and making pieces of work I can use collage as a means of extending work from initial ideas I can mix and match colours to create atmosphere and light effects I can identify primary, secondary, complementary and contrasting colours

Whole School Art and Design Curriculum Map

Year 5	Learning Sequence		<ol style="list-style-type: none"> 1. To know how to draw details carefully 2. To know how to describe the work of the artist David Hockney 3. To know how to describe the work of the artist Man Ray 4. To know how to sculpt using clay 5. To know how to design and make a 3D model 6. To know how to describe the work of the artist Leger 		<ol style="list-style-type: none"> 1. To know how to draw details carefully 2. To know how to sketch using life-like proportions 3. To know how to print 4. To know how to sculpt clay 5. To know how to describe the work of the artist Brancusi 6. To know how to use paint and colour to complete my 3D model 		<ol style="list-style-type: none"> 1. To know how to describe the work of the artist Frida Kahlo 2. To know how to paint symbols 3. To know how to describe the work of the artist Joaquin Torres Garcia 4. To know how to use colour to enhance my drawing 5. To know how to design and make a collage 6. To know how to describe the work of the artist Carlos Paez Vilaro
--------	-------------------	--	--	--	--	--	--

Whole School Art and Design Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Unit of Work	Plants and Flowers		North American Art		The Seaside	
	Key Vocabulary (Tier 2/Tier 3)	Develop, refine, texture, shape, form, pattern, structure, line, tone, smudge, blend, mark, fresco, portrait, graffiti		Develop, refine, texture, shape, form, pattern, structure, line, tone, smudge, blend, mark, fresco, portrait, graffiti, blend, mix, abstract, absorb, impressionism, Hapa-Zome		Develop, refine, texture, shape, form, pattern, structure, line, tone, smudge, blend, mark, fresco, portrait, graffiti, blend, mix, abstract, absorb, impressionism, Hapa-Zome	
	Prior Knowledge	<p>Use a variety of techniques to add effects (e.g. shadows, reflection, hatching and cross-hatching) (Y5 Spr 2)</p> <p>Develop cutting and joining skills (e.g. using wire, coils, slabs and slips) (Y5 Spr 2)</p> <p>Design and create printing blocks/tiles (Y5 Spr 2)</p> <p>Develop techniques in mono, block and relief printing (Y5 Spr 2)</p>		<p>Depict movement and perspective in drawings (Y5 Sum 2)</p> <p>Use a variety of tools and select the most appropriate (Y5 Sum 2)</p> <p>Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces (Y5 Sum 2)</p> <p>Use tools and materials to carve, add shape, add texture and pattern (Y5 Sum 2)</p>		<p>Draw lines of varying thickness (Y2 Aut 2)</p> <p>Use different materials to draw (Y2 Aut 2)</p> <p>Use a range of different brushes and brushstrokes (Y2 Aut 2)</p> <p>Use a combination of materials that have been cut, torn and glued (Y2 Aut 2)</p> <p>Sort and arrange materials (Y2 Aut 2)</p>	

Whole School Art and Design Curriculum Map

		Describe the work of famous, notable artists and designers (Brancusi) (Y5 Spr 2)		Add collage to a painted or printed background (Y5 Sum 2)		Describe the work of famous, notable artists and designers (Monet, Van Gough, Metzinger) Express an opinion on the work of famous, notable artists (Y2 Aut 2)	
Year 6	Sticky Knowledge	<p>Use a variety of techniques to add effects (e.g. shadows, reflection, hatching and cross-hatching)</p> <p>Use a variety of tools and select the most appropriate</p> <p>Use tools and materials to carve, add shape, add texture and pattern</p> <p>Demonstrate cutting and joining skills (e.g. using wire, coils, slabs and slips)</p> <p>Describe the work of famous, notable artists and designers</p>		<p>Depict movement and perspective in drawings</p> <p>Use a variety of tools and select the most appropriate</p> <p>Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces</p> <p>Create and arrange accurate patterns</p> <p>Describe the work of famous, notable artists and designers (John Sargent, Frank Lloyd Wright, Michel Basquiat, Mary Casset)</p>		<p>Use a variety of tools and select the most appropriate</p> <p>Use materials other than clay to create a 3D sculpture</p> <p>Use a range of mixed media</p> <p>Plan and design a collage</p> <p>Experiment with a range of media by overlapping and layering in order to create texture, effect and colour</p> <p>Describe the work of famous, notable</p>	

Whole School Art and Design Curriculum Map

Year 6		(Henri Rousseau, Alexander Calder, David Oliveira)				artists and designers (Hokusai)	
	<p>Specific skills to be taught/applied (taken from subject skills progression map)</p> <p>(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>	<p>I can experiment with wet media to make different marks, lines, patterns, textures and shapes</p> <p>I can explore colour mixing and blending techniques with coloured pencils</p> <p>I can work into prints with a range of media (e.g. pens, coloured pens, paints)</p> <p>I can shape, form, model and construct from observation or imagination</p> <p>I can plan a sculpture through drawing and other preparatory work</p> <p>I can produce intricate patterns and textures in a malleable media</p>		<p>I can develop a painting from a drawing</p> <p>I can create imaginative work from a variety of sources</p> <p>I can mix and match colours to create atmosphere and light effects</p> <p>I can add collage to a painted, printed or drawn background</p> <p>I can use a range of media to create collages</p> <p>I can use different techniques, colours and textures when designing and making pieces of work</p> <p>I can use collage as a means of extending work from initial ideas</p>		<p>I can use different drawing techniques for different purposes (e.g. shading, hatching, cross-hatching)</p> <p>I can start to develop my own style using tonal contrast and mixed media</p> <p>I can create printing blocks by simplifying an initial sketch book idea</p> <p>I can use relief or impressed method to create prints with three overlays</p> <p>I can use different grades of threads and needles</p> <p>I can experiment with a range of media to overlap and layer, creating interesting colours</p>	

Whole School Art and Design Curriculum Map

Year 6						and textures and effects	
	Learning Sequence	<ol style="list-style-type: none"> 1. To know how to draw details carefully 2. To know how to describe the work of the artist Henri Rousseau 3. To know how to print using the Hapa-Zome technique 4. To know how to design and make a paper sculpture 5. To know how to design and make a 3D model 6. To know how to describe the work of the artists Alexander Calder and David Oliveira 		<ol style="list-style-type: none"> 1. To know how to describe the work of the artist John Sargent 2. To know how to create a landscape collage 3. To know how to paint an abstract picture 4. To know how to describe the work of the architect Frank Lloyd Wright 5. To know how to describe the work of the artist Jean-Michel Basquiat 6. To know how to create my own artwork in the style of the artist Mary Casset 		<ol style="list-style-type: none"> 1. To know how to draw details carefully 2. To know how to use oil pastels for effect 3. To know how to print 4. To know how to weave using man-made materials 5. To know how to use collage to design and make a product 6. To know how to describe the work of the artist Hokusai 	



Whole School Art and Design Curriculum Map

Whole School Overview: Work of Other Artists:

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Piet Mondrian Mark Rothko Paul Klee Jackson Pollock Robert Delaunay Wassily Kandinsky				Andy Goldsworthy
Year 2		Monet Van Gough Metzinger		Marc Quinn Barbara Hepworth Jill Townsley Brendan Jamison Eva Rothschild		Leonardo da Vinci Henri Matisse Gustav Klimt Van Gough Andy Warhol Picasso Paul Klee
Year 3		Jackson Pollock John Constable Thomas Cole Monet Matisse Paul Cezanne		Anselm Kiefer Michelangelo Le Corbusier Rembrandt Coco Chanel Salvador Dali		Julian Opie Henry Moore Giacometti Vivienne Westwood
Year 4	Paula Rego Gainsborough Sonia Boyce Lucien Freud Howard Hodgkin Anish Kapoor		Louise Bourgeois Jennifer Angus		Braque Claesz Kalf Carl Warner Caravaggio Michael Brennand-Wood	
Year 5		David Hockney Man Ray Fernand Leger		Constantin Brancusi Richard Sweeney		Frida Kahlo Leonora Carrington



Whole School Art and Design Curriculum Map

						Joaquin Torres Garcia Diego Rivera Beatriz Milhazes Carlos Paez Vilaro
Year 6		Henri Rousseau India Flint Alexander Calder David Oliveira		John Sargent Ansel Adams Helen Frankenthaler Frank Lloyd Wright Jean-Michel Basquiat Mary Cassatt		Alfred Wallis Hokusai