

Curriculum map

Art and Design

	Autumn	Spring	Summer
EYFS	<p>Topic: All About Me Key Focus: Colour</p> <ul style="list-style-type: none"> To name colours To experiment with colour, creating a self-portrait To look for similarities between themselves and others To choose appropriate colours (e.g. skin colour, hair colour, eye colour) 	<p>Topic: Artist Focus – Van Gogh Key Focus: Experimentation</p> <ul style="list-style-type: none"> To experiment with a variety of materials, tools, techniques To experiment with colour, design, texture, form To take inspiration from artwork by Vincent Van Gogh. To experiment with lines and mark-making using different materials. To choose appropriate colours for a purpose. Share their creations, explaining the process they have used. 	<p>Topic: Artist Focus – Kandinsky Key Focus: Experimentation</p> <ul style="list-style-type: none"> To experiment with a variety of materials, tools, techniques To experiment with colour, design, texture, form and shape To take inspiration from artwork by Kandinsky To choose appropriate colours for a purpose. Share their creations, explaining the process they have used.
Year 1	<p>Key Question: What is a self-portrait? Key Focus: Drawing and Collage Cross-curricular link: Science (Animals including Humans)</p> <ul style="list-style-type: none"> To understand what a self-portrait is. To experiment with lines and mark-making. To learn about a famous artist. To draw a self-portrait from observation. To create a collaged self-portrait. 	<p>Key Question: How can I use different tools to apply paint? Key Focus: Painting Cross-curricular link: Geography (Local area/ The United Kingdom)</p> <ul style="list-style-type: none"> To identify warm and cool colours. To mix primary colours to make secondary colours. To use different tools to apply paint. To create trees inspired by Eloise Renouf. To create a collaged landscape. 	<p>Key Question: What patterns can be found in nature? Key Focus: Printing and Land Art Cross-curricular link: Science (Plants)</p> <ul style="list-style-type: none"> To create our own land art sculpture inspired by Andy Goldsworthy. To create leaf rubbings. To print with leaves. To create a patterned print inspired by William Morris.
Year 2	<p>Key Question: How can I collage this media to create a piece of artwork? Key Focus: Collage and Architecture Cross-curricular link: Geography (London)</p> <ul style="list-style-type: none"> To draw buildings, focusing on form, shape and line. 	<p>Key Question: What are the similarities and differences between colours? Key Focus: Colour Cross-curricular link: Geography (Hot and Cold places)</p>	<p>Key Question: How is colour and shape used in African warrior mask designs? Key Focus: Sculpture Cross-curricular link: Geography (Is life the same all over the world? A village in Kenya)</p>

	<ul style="list-style-type: none"> • To design buildings, taking inspiration from Paul Klee. • To develop skills in collage. • To develop skills in collage, including overlapping materials. • To evaluate our collage. 	<ul style="list-style-type: none"> • To mix primary colours to make secondary colours. • To experiment with watercolours. • To experiment with different lines and texture. • To take inspiration from the artist Jen Aranyi. • To use warm or cool colours to create a background. • To draw a winter landscape, focusing on form and line. 	<ul style="list-style-type: none"> • To explore different shapes and forms in sculpture. • To explore different shapes and colours. • To use different techniques to create a 3D mask. • To design a 3D mask using a range of different shapes. • To decorate a 3D mask, focusing on shape and colour. • To evaluate our 3D masks.
Year 3	<p>Key Question: How has art changed over time since the Stone Age?</p> <p>Key Focus: Clay Sculpture</p> <p>Cross-curricular link: History (Britain from the Stone Age to the Iron Age)</p> <ul style="list-style-type: none"> • To explore line and mark making. • To explore and combine monochromatic colours. • To compare the work of craftspeople working in different times. • To design a stone age inspired clay pot, focusing on line and texture. • To develop a range of techniques in using clay. • To evaluate our clay sculpture. 	<p>Key Question: Which types of patterns can be seen in Roman mosaics?</p> <p>Key Focus: Colour and Patterns</p> <p>Cross-curricular link: History (The Romans)</p> <ul style="list-style-type: none"> • To explore natural and geometric patterns. • To experiment with ICT to create a geometric mosaic pattern. • To plan and design our own mosaic artwork. • To combine coloured tiles to create our own mosaic image. • To evaluate and analyse our mosaic artwork. 	<p>Key Question: What is pointillism, how is the technique achieved and where did it originate?</p> <p>Key Focus: Painting</p> <p>Cross-curricular link: Geography (France)</p> <ul style="list-style-type: none"> • To research pointillism and the artists who pioneered this technique. • To mix colours effectively and understand complementary colours. • To explore and develop the skills needed to create pointillism artwork using different media. • To draw a landscape, focusing on composition. • To use pointillism techniques to create a piece of artwork.
Year 4	<p>Key Question: How can I combine a range of media effectively?</p> <p>Key Focus: Shape and Form</p> <p>Cross-curricular link: History(Saxons/Vikings)</p> <ul style="list-style-type: none"> • To compare artists with different styles. • To draw Viking ships, focusing on shape and form. • To use different techniques with watercolours. 	<p>Key Question: How can I create a successful composition in my landscape art?</p> <p>Key Focus: Composition and Colour</p> <p>Cross-curricular link: Geography (Amazon Rainforest/ Cotswolds)</p> <ul style="list-style-type: none"> • To research different landscape artists, comparing their artworks. • To explore Van Gogh's style and techniques. 	<p>Key Question: What does the art of the Ancient Egyptian civilisation look like?</p> <p>Key Focus: Pattern and Portraiture</p> <p>Cross-curricular link: History (Ancient Egyptians)</p> <ul style="list-style-type: none"> • To understand the style of Ancient Egyptian drawings and art. • To develop skills in drawing facial features. • To compare portraits by different artists.

	<ul style="list-style-type: none"> To develop drawing techniques with oil pastels. To use a range of media effectively. To create a mixed-media piece, focusing on the foreground and middle ground. 	<ul style="list-style-type: none"> To develop drawing techniques by drawing 'en plein air'. To mix colours and understand how to create tones and tints. To create visual texture through lines and mark-making. 	<ul style="list-style-type: none"> To draw the features on a face correctly, focusing on proportion. To experiment with shape, colour and pattern. To create a self-portrait inspired by images of Ancient Egyptian pharaohs.
Year 5	<p>Key Question: What patterns, colours and textures can be seen in water?</p> <p>Key Focus: Colour, Pattern and Texture</p> <p>Cross-curricular link: Geography (Rivers)</p> <ul style="list-style-type: none"> To evaluate and compare artworks by different artists. To explore line, shape and pattern. To develop collage techniques. To experiment with colour and texture. To evaluate an artist's work. To create a piece of artwork inspired by Claude Monet. 	<p>Key Question: What does the art of the Mayan civilisation look like?</p> <p>Key Focus: Printmaking</p> <p>Cross-curricular link: History (The Mayans)</p> <ul style="list-style-type: none"> To explore line, pattern and shape within Mayan symbols. To experiment with block printing. To experiment with monoprinting. To design my own Mayan inspired symbol, focusing on pattern and line. To develop skills in lino printing. To use my lino print to create a final piece inspired by Mayan artwork. 	<p>Key Question: How can I achieve a sense of perspective in my artwork?</p> <p>Key Focus: Perspective and Proportion</p> <p>Cross-curricular link: History (Transport Changes over Time)</p> <ul style="list-style-type: none"> To analyse and discuss pop-art style artwork. To use computer programmes to create pop-art inspired artwork. To develop my skills in drawing and making objects look 3D by shading and using different tones. Understand how to draw from a one-point perspective. To create a pop-art style artwork inspired by transport.
Year 6	<p>Key Question: How can I achieve a sense of movement in my artwork?</p> <p>Key Focus: Line and Movement</p> <p>Cross-curricular link: P.E. (Movement)</p> <ul style="list-style-type: none"> To analyse the work of Heather Hansen. To analyse the work of Giacomo Balla. To take inspiration from other moving figures. To create mannequins. To capture a figure in motion by taking pictures. To plan a piece of artwork. To sketch out possible positions. To create a piece of artwork with a 'moving' figure. 	<p>Key Question: What different styles do artists have and what is the effect?</p> <p>Key Focus: Composition and Form</p> <p>Cross-curricular link: Geography (The Mountain Environment)</p> <ul style="list-style-type: none"> To explore different styles of artwork on the theme of mountains. To explore and choose appropriate media to create a desired effect. To take inspiration from an artist's style and use appropriate media to create an intended effect. To evaluate our artwork, focusing on style, techniques and effect. 	<p>Key Question: How can I convey emotions through art?</p> <p>Key Focus: Drawing</p> <p>Cross-curricular link: History (World War II)</p> <ul style="list-style-type: none"> To research war artists and analyse their artworks. To use an artist's techniques to achieve tone and 3D form. To experiment with wax resist. To use an artist's style as inspiration, using a range of media. To create an artwork which conveys an emotion, through subject matter and media.