

Art and Design Curriculum Map 2016-17

Foundation Stage



	Autumn	Spring	Summer
Nursery and Reception	<p><u>Ourselves</u> <u>Light and Dark</u> 22-36 months Experiments with blocks, colours and marks Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>30-50 Months 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.</p> <p>40 -60 months Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Creates simple representations of events, people and objects. Chooses particular colours to use for a purpose</p>	<p><u>Fairy Tales</u> <u>The Rainbow</u> 22-36 months Experiments with blocks, colours and marks. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>30-50 Months 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.</p> <p>40-60 months Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Creates simple representations of events, people and objects. Chooses particular colours to use for a purpose</p>	<p><u>Growing and Food</u> <u>Journeys</u> 22-36 months Experiments with blocks, colours and marks. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>30-50 Months 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.</p> <p>40-60months Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Creates simple representations of events, people and objects. Chooses particular colours to use for a purpose</p>

Key Stage 1

	Autumn	Spring	Summer
Year 1	<p>Looking at faces in mirrors Sketching faces Drawing and using colour Draw round children using chalks. Making finger puppets. Using watercolours for a Christmas card scene. Painting characters from stories. Studying art by Kandinsky; interpreting and creating concentric circles.</p> <p>Aims: To respond to ideas. To use a variety of materials and processes. To communicate their ideas and meanings from their immediate interest. To show more control in making marks</p>	<p>Observational drawings of plants Winter collages using different textures Land art: studying the art of Andy Goldsworthy.</p> <p>Aims: To understand that by mixing primary colours many new colours can be created. To talk about their own and other artists' work. To describe what they think or feel about their own and others' work.</p>	<p>Celtic art-Celtic knot designs. Designing and creating own flag designs. Outdoor art-colour spotting.</p> <p>Aims: To respond to ideas. To develop their use of a variety of materials and processes. to communicate and develop their ideas and meanings from their immediate interest.</p>
Year 2	<p>The Fire of London Colour mixing fire colours Using famous pictures from the period - children to discuss how the artists has recreated an actual event</p> <p>Aims: Show more detail and increased awareness of proportion in work from observation. Recognise when art is from different historical periods. Develop an understanding of colour to convey moods.</p>	<p>Cooking Use of clay Use of collage to make dinner plates Plants and Animals Studying art by Georgia O'Keefe - her use of plants and flowers.</p> <p>Aims: Experiment with the texture of clay and mould and carve shapes Comment on similarities and differences between their own and others' work, and adapt and improve their own. Be aware of the work of different artists</p>	<p>African symbols and printing techniques Printing African sunset pictures Studying Monet's seaside themed paintings</p> <p>Aims: Show more detail and increased awareness of proportion in work from observation. Recognise when art is from different historical periods. Develop an understanding of colour to convey moods.</p>

Key Stage 2

	Autumn	Spring	Summer
Year 3	<p>Stone Age Art Learning the skills of: Using a sketch book mark making and line drawings cave line drawings cave painting sketching designs of stone circles</p> <p>Iron Age/Celtic Art Learning the skills of: Research about Celtic jewellery Create our own Celtic art patterns Create a Torc necklace Create a brooch with a Celtic knot design</p> <p>WW2 - Group Evacuee sketches Look at relationships from evacuee pictures. Practise techniques of bracelet drawing, including basic drawing and adding clothes. Map out proportions and relationships to get the scale correct.</p> <p>Aims: Use sketches to produce a final piece of art. Use different grades of pencil to shade and to show different tones and textures. Question and make thoughtful observations Show more detail and increased awareness of proportion in work for observation. Use a range of brushes to create different effects in painting Experiment with the texture of clay and mould and carve shapes</p>	<p>WW2 - Blitz pictures Create the effect of a Fire lit sky with a good range of mixed colours from white-yellow-orange-red-brown-black, showing energy in the brush strokes Paint silhouettes</p> <p>Flowers Study William Morris symmetrical textile designs Design a stamp to use to print Print patterns on paper and fabric Observational drawing of flowers Observational painting of flowers</p> <p>Aims: Question and make thoughtful observations Collect visual and other information in a sketchbook and use as a source material for their work. Explore ways of creating symmetrical and repeated patterns Develop an understanding of colour to convey moods. Demonstrate increased confidence and skill in planning their work and in using materials and tools. Show more detail and increased awareness of proportion in work from observation. Use a range of brushes to create different effects in painting Understand the different purposes of artists, craftspeople and designers.</p>	<p>French Artists Study the impressionist artists A focus on Monet Create own Monet pictures Create an impressionist landscape paintings Create a layered Paris silhouette picture - developing a sense of perspective</p> <p>Spirited Art competition</p> <p>Aims: Question and make thoughtful observations Collect visual and other information in a sketchbook and use as a source material for their work. Explore ways of creating symmetrical and repeated patterns Develop an understanding of colour to convey moods. Demonstrate increased confidence and skill in planning their work and in using materials and tools. Show more detail and increased awareness of proportion in work from observation. Use a range of brushes to create different effects in painting Understand the different purposes of artists, craftspeople and designers. Comment on similarities and differences between their own and others' work, and adapt and improve their own.</p>

	<p>Show more detail and increased awareness of proportion in work from observation. Recognise when art is from different historical periods.</p> <p>Comment on similarities and differences between their own and others' work, and adapt and improve their own.</p>	<p>Comment on similarities and differences between their own and others' work, and adapt and improve their own.</p>	
Year 4	<p>Roman Art Etruscan art - make and paint vases Create a roman shield and decorate it with symmetrical patterns.</p> <p>Science Making a model invertebrate. Drawing out the life cycle of an invertebrate.</p> <p>Black history week Create a sunset picture of members of the Masai tribe using pastels.</p>	<p>Egyptian art Egyptian silhouette pictures. Make and decorate a canopic jar. Design a cover for a non-chronological report into Egypt.</p> <p>Science Drawing scientific sketches of what we can see through a microscope.</p>	<p>Native American art Creating illustrations for native American stories Decorating a totem pole. Drawing a self portrait of us wearing our native American head dresses.</p>
Year 5	<p><u>Victorian Art (Lowry)</u> To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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].</p> <p>To learn about great artists, architects and designers in history.</p>	<p><u>Ancient Greek Art</u> To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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].</p> <p>To learn about great artists, architects and designers in history.</p>	<p><u>Ocean & Seas Art (Water Colour)</u> To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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].</p> <p>To learn about great artists, architects and designers in history.</p>
Year 6	<p><u>Aztec and Mayan Art and Artefacts</u></p>	<p><u>Viking Art</u> Painting Rune stones</p>	<p><u>Art in nature</u></p>

	<p>Make shields and headdresses using tissue paper Use mod-roc to recreate sacrificial knives. Make clay pots using thumb or coil technique Use dyes to paint codices and sketch pictograms Create balloon masks using collage. Whole class montage of Mexico then and now. Window paint scenes from the period. AIMS: 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]. To learn about great artists, architects and designers in history.</p>	<p>Window paintings of Viking Gods and Goddesses Microbe Art Use microbes as a stimulus for painting and sketching. Study pattern and colour. Changes since 1900- Artist study Research different types of art- surrealism, impressionist, cubism, pop art etc... Write biographies and copy styles. AIMS: 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]. To learn about great artists, architects and designers in history.</p>	<p>Waterscapes- study well-known artists and their painting techniques Textiles Project - sewing, weaving, rag rugging, wool-winding etc... Colour matching and texture. Window painting- food chains AIMS: 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]. To learn about great artists, architects and designers in history.</p>
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