

Art Curriculum Map

Always allow children time to explore the different medium in their sketchbooks before tasks.

Teacher to demonstrate good practice where needed and model right from Year R how to use media correctly such as paint and brushes including when mixing paint.

In ALL classes, children should be encouraged to wash paint brushes and trays as well as clearing up. They should also be encouraged to make independent selection.

Cycle B 2024/2025	Year R	Year 1/2	Year 3/4	Year 5/6
Autumn	<p><u>Self-portraits</u> <i>Drawing – line, shape.</i> <i>Painting – line, colour, shape.</i></p> <p><u>Junk modelling</u> <i>Sculpture – design, form, function</i></p> <p>Take picture of children’s creations and encourage them to explaining what they did.</p> <p><u>Autumn/Firework pictures</u> <i>Drawing – line, colour, texture.</i> <i>Painting – line, colour, pattern.</i> <i>Printmaking – line, colour.</i> Large scale firework printing making.</p> <p><u>Clay Hedgehogs</u> <i>Sculpture – form, shape.</i></p> <p><u>Salt dough decorations</u> <i>Sculpture – form, function, design.</i> <i>Collage – colour, texture.</i></p> <p>Use different textures and materials to make art linked to traditional tales.</p> <p>Mixing colours and exploring textures.</p> <p><u>Artists:</u> Frida Kahlo – portraits Sir Anthony Caro – junk modelling Henry Moore – animal sculptures. Gustave Courbert – The Forest in Autumn, Autumn. Andy Goldsworthy – ephemeral art. Ippolito Caffi, John Duncan Ferguson – fireworks.</p>		<p><u>Depth and Distance:</u> <i>Drawing – line, perspective.</i> <i>Painting – colour.</i></p> <p>Share and discuss images of landscapes focusing on background, foreground, midground and terms ‘perspective’ and ‘vanishing point’.</p> <p>Chl sketch pencil drawing from Ampert Green. Use a viewfinder to hone in on an area.</p> <p>Chl explore watercolours and colour mixing.</p> <p>Chl create landscape painting using watercolours.</p> <p><u>Artists:</u> Constable, David Hockney.</p>	<p><u>Pop Art:</u> <i>Drawing – line, colour.</i> <i>Painting – line, colour.</i></p> <p>Learn how to draw facial features and facial proportions.</p> <p>Take photos of each child and print. Chl trace outline of their face. Ch create Pop Art self-portraits reflecting themselves in the background. Chl use ‘Ben-day’ dots and other Pop Art elements in their portraits.</p> <p><u>Artists:</u> Andy Warhol, Roy Lichtenstein.</p>

<p>Spring</p>	<p><u>Colours:</u>  <i>Painting – colour</i>          Beginning to mix primary colours to make secondary colours.</p> <p><u>Winter pictures and scenes:</u>  <i>Drawing – line, colour.</i>  <i>Painting – line, colour.</i></p> <p><u>Jungles:</u>  <i>Printmaking: texture, pattern, line.</i>  <i>Collage – patterns, colour, texture.</i>          Rousseau’s Tiger / animal prints.          Collage animals/ symmetrical butterflies.</p> <p><u>Artists:</u>          Monet – Winter paintings.          Kandinsky – colour.          Rousseau – rainforests.          Thandiwe Muriu - African prints (photography).</p>	<p><u>Queens:</u>  <i>Drawing – line, shape, patterns, texture.</i>  <i>Collage – patterns, textures.</i>          Look at a range of different portraits of Queens. Discuss what they look like-colours, clothes, pose, patterns etc.          ChI explore mark making to create patterns.          ChI create their own drawing of a Queen thinking about patterns and use of line to create them.          Individual/class or group collage using a variety of different materials (fabric, pastels, colouring pencils etc.) to create a Queen. (Draw round a teacher or LSA for outline).</p> <p><u>Artists:</u>          Howard Hodgkin, Picasso, Edward Spencer Beesly, Hans Holbein, Gainsborough, Franz Xaver Winterhalter.</p>	<p><u>Figures:</u>  <i>Drawing – line, shape.</i>  <i>Sculpture – form.</i>          Discuss figures and proportion.          ChI draw the outline of a partner.          ChI draw their partner in different poses.          ChI paint their partner in isolation and in a group based on their drawings.          Share Giacometti’s sculptures and discuss.          ChI sketch ideas for their own sculpture based on Giacometti.          ChI make wire sculpture of their figure in their chosen pose.          Pad out wire in newspaper and masking tape then papier-mâché. When dry, paint.</p> <p><u>Artists:</u>          Alberto Giacometti, Degas.</p>	<p><u>Flowers:</u>  <i>Drawing – line, shape, colour.</i>  <i>Painting – colour, shape.</i>  <i>Collage – colour, shape.</i>  <i>Sculpture – form, texture.</i>          ChI make observational drawings of a range of flowers. Use magnifying glass/viewfinder to hone in on an area.          Explore pastels and paints and colour matching to flowers. ChI create big collage flower pictures using a grid.          ChI create a wire flower sculpture from line drawing.</p> <p><u>Artists:</u>          Georgia O’Keeffe, Marc Quinn, Peter M. Clarke.</p>
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<p>Summer</p>	<p><u>Minibeasts:</u>  <i>Drawing: design, line, colour, pattern.</i>  <i>Painting, colour, shape, pattern.</i>  <i>Sculpture – form, pattern, texture.</i>            Draw minibeasts from observation. Create and paint.</p> <p><u>Dinosaurs:</u>  <i>Printmaking – shape, pattern.</i>  <i>Drawing – line, shape.</i>  <i>Painting – colour,</i>  <i>Sculpture – form, function.</i>            Salt dough fossils.            Junk modelling.</p> <p><u>Under the sea:</u>  <i>Drawing – line, pattern, texture.</i>  <i>Painting – colour, shape.</i>  <i>Printmaking – colour (wax resist), pattern, texture.</i>  <i>Sculpture – form, function, pattern, colour.</i>  <i>Collage – colour, shape, pattern.</i>            Wax resist/painted sea pictures.            Rainbow fish collages.            Junk modelling.            Seashell printing.            Shading by adding black or white, colour mixing for beach huts.</p> <p><u>Artists:</u>            Rosalind Monks – insects. Lucy Arnold – bugs and butterflies.            Jim Gary – dinosaur sculptures.            Samiran Sarkar - Under the sea paintings.</p>	<p><u>Recycling Sculpture:</u>  <i>Drawing - line, shape, space, colour, pattern</i>  <i>Painting - line, colour, pattern</i>  <i>Sculpture - space, form, texture</i>            Chl explore the work of Eddie Martinez and compare to Phyllida Barlow. They explore materials and use junk modelling to create sculptures, which they can also paint.</p> <p><u>Artists:</u>            Eddie Martinez, Phyllida Barlow</p>		<p><u>Great British Designers:</u>  <i>Drawing – line, shape.</i>  <i>Painting –colour.</i>  <i>Printmaking/textiles – Batik (flour and paste/ glue).</i>            Chl create an individually designed wall hanging reflecting their time and memories of school considering designer ideas and influences.            Use flour and paste or glue to create resist and paint for colour. Can sew back into the work.</p> <p><u>Artists:</u>            Orla Kiely            Cath Kidston, Mary White, Vivian Westwood, William Morris, Charles Rennie Mackintosh  <a href="http://www.batikguild.org.uk">www.batikguild.org.uk</a></p>
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Art Key:

Underlined: Aspect of Art.

*Italics:* Focus and Elements.