

## 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.
- Glue sticks for glue – do not use paint brushes.
- Artists mentioned below are suggested – they **do not** all need to be covered/looked at.

Cycle A 2025/2026	Year 1/2	Year 3/4	Year 5/6
Autumn	<p><u>Portraits:</u>  <i>Drawing – line, colour.</i>                      ICT – cameras, paint/Photoshop software.                      Look at a range of portraits, explain and discuss.                      Use mirrors to draw facial features.                      Explore colour mixing for skin tones using paint and pastels.                      Using paint or pastels, chl create self-portrait.</p> <p>ARTISTS: Julian Opie, Van Gogh, Picasso, Da Vinci</p>	<p><u>Buildings and Architecture:</u>  <i>Drawing – line, pattern.</i>  <i>Printmaking – line, pattern.</i>                      Chl make observational sketches of different places around school and Amport focusing on the architecture seen.                      Viewfinders can be used to hone in on areas.                      Explore printmaking creating polystyrene relief prints printing in one colour (black/white) first.                      Explore using a range of different paper to print on.                      Move onto using more than one colour for the print.</p> <p>ARTISTS: Zaha Hadid, Sir Christopher Wren, Escher.</p>	<p><u>Still Life:</u>                      Drawing – line, pattern, texture.                      What is Still Life? Share examples. Chl record ideas in sketchbooks from a variety of artists.                      If you could make a still life of your time at school, what would be in it? Chl explore ideas focusing on observational work with line, texture and pattern. They use a variety of media.                      Chl create their own “school memories” still life. They draw it out and explore different medium to create it. Chl make large collage of their still life.</p> <p>ARTISTS: Cézanne, Giorgio Morandi, Mary Fedden, Patrick Caulfield, Winifred Nicholson, Picasso, Léger, Juan Gris, Micheal Craig Martin.</p>

<p>Spring</p>	<p><u>Great Fire of London:</u>  <i>Drawing – line, pattern, shape.</i>  <i>Printmaking – line, pattern, colour.</i>          Discuss what colours are including primary, secondary and complementary colours. Chl record examples in sketchbooks.          Chl explore the types of buildings that were around during the GoF. They make sketches in their sketchbooks of the buildings trying to get as much detail as possible. These will be used to create their prints.          Explore colour washes in sketchbooks using red and yellow (which blended together makes the orange). Then use this to create a background for their final artwork.          Chl create prints of their houses (cardboard/string). They explore printmaking in their sketchbooks first before printing onto their wash background (printing in black).</p> <p>ARTISTS: Lieve Verschuier, Ron Embleton (other artists were unknown at time).</p>	<p><u>Roman Mosaics:</u>  <i>Drawing – shape, pattern, colour.</i>  <i>Collage – colour, shape, pattern.</i>          Look at and discuss Roman Mosaic – what they depict, where used etc.          Chl design a Roman mosaic thinking about shape and pattern. Chl then create a collage of their mosaic design using different media. Can possibly put together to produce a class mosaic artwork</p> <p>ARTISTS: Antoni Gaudi and Roman examples.</p>	<p><u>Greek Pots:</u>  <i>Drawing – shape, pattern.</i>  <i>Sculpture – form. Pattern.</i>          Look at and discuss Greek pots.          Chl design a Greek pot thinking about pattern, images, shape, and decoration.          Chl make coiled clay pots based on their designs. Think about mouldings, imprints and selecting tools.</p> <p>ARTISTS: See Greek pots.</p>
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<p>Summer</p>	<p><u>Plants:</u>  <i>Drawing – line, pattern, texture.</i>  <i>Painting – colour, texture, pattern.</i>  <i>Sculpture – shape, line, pattern.</i>            Colour mixing and matching of leaves, flowers from observation.            Ephemeral art.            Use viewfinders to select details.            Continuous line drawing of flower/leaf.            William Morris style clay tile.</p> <p>ARTISTS: Andy Goldsworthy, William Morris, Georgia O’Keeffe.            Peter M. Clarke, Fiona Campbell (sculpture).</p>	<p><u>Mini-Beasts:</u>  <i>Drawing – shape, colour, texture, pattern.</i>  <i>Sculpture – form, colour, texture, pattern.</i>            ChI make observational drawings of mini-beasts (after a mini-beast hunt?)            ChI create clay minbeasts focusing on how to achieve detail and use of clay tools for effect. Consider scale.</p> <p>ARTISTS: Edouard Martinet (insect sculptures).</p>	
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Art Key:

Underlined: Aspect of Art.

*Italics:* Focus and Elements.