

Art and Design Curriculum Map, Endpoints, Knowledge and Skills

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1		<b>Andrew Goldsworthy</b> Natural Object art & photo	<b>Louise Condon</b> Imprinted clay tiles	<b>Native North American Art &amp; Craft</b> Woven piece	<b>Judith Scott</b> 3D Fabric sculpture	<b>Andy Warhol</b> Photographic collage of faces.	<b>Vincent Van Gogh</b> 1 point perspective drawings and paintings.
Spring 1		<b>Mary Blair</b> Castle pictures - collage, printing, watercolour- based paintings.	<b>Paul Klee</b> Castle in the Sun or The Architect Watercolour &/or pastel paintings.	<b>Stephen Wiltshire</b> Line drawing – buildings.	<b>Hokusai</b> The Great Wave – painting.	<b>Steampunk - Michael Lang</b> Pastel paintings	<b>Frida Kahlo</b> Paint Portraits
Summer 1		<b>Eric Carle</b> Animal collages Thick textured paint.	<b>Leonid Afremov</b> Paint Caribbean sunsets.	<b>William Morris</b> Printing.	<b>Mayan Inspiration</b> Clay masks.	<b>Giacometti</b> Wire sculptures.	<b>Batik</b> painting on Fabric Colourful Animals

Drawing Painting Sculpture Collage Printing Photographic Craft/Learning a technique

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Project & Endpoints		<p><b>Andrew Goldsworthy</b> Natural Object art &amp; photo</p> <p>Learn some facts about land artist, Andrew Goldsworthy.</p> <p>Make a collection of many natural objects. Make outdoor pictures or patterns individually or in pairs, and photograph. Ask and answer questions about your pieces. Create some ice hangings incorporating the natural objects, referencing Goldsworthy's work. Observe and photograph the outdoor pieces, noticing what happens over time.</p>	<p><b>Louise Condon</b> Imprinted clay tiles</p> <p>Learn about local artist Louise Condon, and how she uses flora to make art work from clay.</p> <p>Collect natural plants, twigs &amp; leaves to use to experiment with arranging, photographing, sketching (pencil, pen, charcoal) and pressing into pieces of soft clay. Learn techniques for rolling out a flat clay tile.</p> <p>Final Piece: Create a textured imprinted tile, using the natural objects.</p>	<p><b>Native North American Art &amp; Craft</b> Woven piece</p> <p>Research Native American craft, artefacts, textiles, imagery, colours, materials, and patterns.</p> <p>Respond to research by creating pencil drawings, pastel, charcoal and colour combination experiments. Learn and try out weaving techniques. Explore how different fabrics, wool, threads work together for good aesthetic effect.</p> <p>Final Piece: Plan and create a woven piece inspired by Native American Art &amp; Craft, adding natural materials for decorative effect.</p>	<p><b>Judith Scott</b> 3D Fabric sculpture</p> <p>Research Judith Scott, her work and her life as an artist.</p> <p>Investigate threads, strips of fabric, wool etc, how different textures can be created by tangling, threading through paper/ card, plaiting, twisting, combing, fraying, binding over card pieces, or sticks. Consider use of colours and textures and how they can be combined for good aesthetic effect. Make sketches, colour/pastel sketches of Scott's work, and of their own experiments.</p> <p>Final Piece: Create a 3D sculpture with a variety of different materials, binding the shapes with threads, wool and fabric strips.</p>	<p><b>Andy Warhol</b> Photographic collage of faces.</p> <p>Research Modern artist, Andy Warhol, his life, famous works, and how they were created.</p> <p>Experiment with colour images of Warhol's art. Changing foreground/ background colours, change facial features, etc. Take photographs of faces and change the images by exploring the filter options, colour, black and white and 2 tone options.</p> <p>Final Piece: Collect 4 images to present in a photographic collage.</p>	<p><b>Vincent Van Gogh</b> 1 point perspective drawings and paintings.</p> <p>Learn about Van Gogh's famous works and his life as an artist.</p> <p>Observe and discuss a range of famous paintings and specifically Van Gogh's sketches, depicting pathways and one point perspective. Use his sketches to practice drawing an imaginary landscape including a pathway. Use pencil, pen &amp; charcoal.</p> <p>Final Piece: Use their own sketches to create a landscape painting using thick acrylics. Use Van Gogh's colourful paintings for colour inspiration and choices.</p>

<p><b>Spring 1 Project &amp; Endpoints</b></p>		<p><b>Mary Blair</b> Castle pictures - collage, printing, watercolour- based paintings.</p> <p>Learn about Illustrator, Mary Blair in particular her castle pictures.</p> <p>Explain what shapes, patterns and colours Blair used in her work. Experiment with paper shapes and collage techniques. Draw shapes and paint with water based Brusho paints. Experiment with different sized brushes or paintsticks. Use decorative effects drawn with pastels or felt pens, etc.</p> <p>Final Pieces: Castle inspired pictures based on combining shapes - using paper collage shapes and Brusho paints.</p>	<p><b>Paul Klee</b> Castle in the Sun or The Architect Watercolour &amp;/or pastel paintings.</p> <p>Learn about world famous artist: Paul Klee. Observe lots of his works and in particular, Castle in the Sun and Architecture.</p> <p>Learn about warm and cold colours. Mix different colours to one colour to change it. Describe the colours. Use pastels to give different colours and effects. Consider the shape of their building and what shapes will be used to define the building.</p> <p>Final Piece: A castle/building painting created from shapes using pastel and watercolour.</p>	<p><b>Stephen Wiltshire</b> Line drawing – buildings.</p> <p>Research British artist: Stephen Wiltshire, his unique methods and continuous line drawings.</p> <p>Experiment with pen and pencil drawings of different buildings. Use famous buildings. Consider foreground, background, what makes a building recognisable. Work on small details - close up and on larger views. Add colour washes/paint effects (eg, splattering) to enhance drawings.</p> <p>Final Piece: Pen and ink line drawing of a city scape/famous building.</p>	<p><b>Hokusai</b> The Great Wave – painting.</p> <p>Research Japanese artist: Katsushika Hokusai and his painting: The Great Wave off Kanagawa.</p> <p>Observe waves and water patterns in photographs and other art work. Represent some of the patterns with sketching, watercolour and acrylic. Use line and shape to produce interesting effects.</p> <p>Final Piece: A wave painting inspired by Hokusai, using pastel paints, applying wet on wet paint and/or wet on dry paint. Explain how they will apply the paint, what brushes/tools will be used and why.</p>	<p><b>Steampunk - Michael Lang</b> Pastel paintings</p> <p>Research Contemporary artist: Mike Lang and the genre of Steampunk.</p> <p>Observational sketches of mechanical/ metal objects. Build a composition of objects to represent. Explore different drawing, paint, charcoal, pastel techniques. Consider 3D effects and shadows.</p> <p>Final Piece: Paint and pastel picture of cogs, clockwork, metal fixings, using steampunk inspired colours and metallic colours. Explain where parts of the final pieces work well or not as well, and why.</p>	<p><b>Frida Kahlo</b> Paint Portraits</p> <p>Research Female Artist: Frida Kahlo and the genre, surrealism (dreamlike, with imagery used to convey meanings). Observe and talk about images of Mexican art, colour and culture.</p> <p>Experiment with pastel blending techniques. Consider and design child's own symbols to represent aspects of their lives.</p> <p>Final Piece: Create a portrait using pastels, with decorated background linked to the symbolism Kahlo uses in her work. Explain the meanings behind the symbolism they use.</p>
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<p><b>Summer 1 Project &amp; Endpoints</b></p>		<p><b>Eric Carle</b> Animal collages Thick textured paint.</p> <p>Learn some facts about painter/ author/ illustrator: Eric Carle. Investigate and discuss his work in story books. Learn about how Carle created collages using textured painted pieces.</p> <p>Experiment with thick paint, making textured patterns in the paint, using a variety of tools and fingers.</p> <p>Final Piece: Use the coloured papers to create collages of animals, observing shapes of bodies, heads and limbs used by Carle as a guide.</p>	<p><b>Leonid Afremov</b> Paint Caribbean sunsets.</p> <p>Learn about commercial artist: Leonid Afremov. Explain how Afremov applied paint to create textured pieces. Make observations of the colours he used in his work.</p> <p>Experiment with thick acrylic and thickened acrylic paint, layering and blending colours.</p> <p>Research colours of sunsets – Discuss the feelings of the colours, where light, darker shades can be seen, how the colours appear on the pictures. Explore the colours of sunsets- mixing similar colours.</p> <p>Final Piece: Apply paints to create a sunset scene with thick acrylics, applied to generate texture.</p>	<p><b>William Morris</b> Printing.</p> <p>Research the life and some of the work of William Morris (Arts and crafts movement.) Observe repeated patterns used on fabrics, wallpapers and other objects.</p> <p>Design and make a collagraph, using a stiff card base adding card shapes, string, lace, etc, to make interesting relief patterns to print from - positive relief. Notice what happens when a print is made (flipped images.) Use 2 colours – start with lightest colour. Additional pattern can be added if time allows.</p> <p>Final Piece: Create a repeated printed pattern using 2 or more colours. Explain how the finished piece could be described in simple terms.</p>	<p><b>Mayan Inspiration</b> Clay masks.</p> <p>Research Mayan masks and artefacts, talk about the shapes, patterns, decorative adornments, and expressions, etc.</p> <p>Make sketches of Mayan masks. Present with watercolour washes. Make drawings illustrating your own ideas, experimenting with shapes, patterns, expressions and decorations.</p> <p>Learn how to create a shaped tile, using supports to create a curve.</p> <p>Final Piece: a relief mask by cutting out and adding shapes, coils and clay pieces to the curved tile. Use good joining techniques, ie, scoring the clay and slip. Talk about the aesthetic effect they have created in their masks.</p>	<p><b>Giacometti</b> Wire sculptures.</p> <p>Research Swiss sculptor, Alberto Giacometti, his life and some of his work. Learn about simple ideas behind surrealism.</p> <p>Make drawings and sketches of his sculptures. Discuss how you think the person was feeling. Use observational drawings of peers in different poses, that could express different emotions or feelings.</p> <p>Experiment with wire to work out how best to create thick/thin shapes, how to join shapes together, etc.</p> <p>Final Piece: Create body shapes to express a feeling, emotion, or action. Fix onto wood blocks or stiff card board. Explain what they feel about their figure – what does it represent?</p>	<p><b>Batik</b> painting on Fabric Colourful Animals</p> <p>Research batik art- where it is commonly used, colours, themes of batik pieces, etc.</p> <p>Learn the steps of the batik process. Draw an animal design and transfer to fabric via tracing.</p> <p>Final Piece: Apply wax to fabric, then use fabric dyes or Brusho paints to paint areas to create an animal Batik painting. Explain where the process was successful or not and describe the piece in terms of colour, shape and feel.</p> <p>Remove wax by ironing with adult help/supervision.</p>
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National Curriculum	<p>Expressive Arts and Design ELG: Creating with Materials</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>	<p>to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> <li>♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> <li>♣ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>♣ 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]</li> <li>♣ about great artists, architects and designers in history</li> </ul>			