



## Art Curriculum Map 2023-2025 Year A

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Values</b>	Year A Compassion and Thankfulness Year B Generosity and Perseverance	Forgiveness and Truthfulness Trust and Respect	Service and Justice Friendship and Courage
Nursery	<p><b>Development Matters</b> Non-statutory curriculum guidance</p> <p>Expressive Arts and Design • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing</p> <p><b>Physical Development</b> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.</p> <p><b>Key Vocabulary</b> Draw, paint, colour Finger, stick, felt tip, chalk, pencil, charcoal Sponge, brush, hand, stick, roller, dough, roll, cut, join, squeeze, press, rolling pin stick, glue, tape Cut, tear, paper, tissue, foil, card, fabric, pasta/rice thread, join, fabric, Colour names, dark, light, mix</p> <p><b>Art opportunities will include</b> Painting – using fingers, brushes and objects Drawing with variety of tools Printing with objects, potatoes Cutting and sticking Model making- recycled materials, Shape building with clay, play dough Children will look at a variety of art work and artists and will explore the natural world for inspiration</p>		
Reception	<p><b>Skills development:</b></p> <p><b>Physical Development</b> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><b>Understanding the World</b> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them.</p> <p><b>Expressive Arts and Design</b> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.</p> <p><b>Key Vocabulary</b> Drawing –observation Colour mixing - exploration painting, printing, images Finger, stick, felt tip, chalk, pencil, charcoal Sponge, brush, hand, stick, roller, dough, roll, cut, join, squeeze, press, rolling pin stick, glue, tape Cut, tear, paper, tissue, foil, card, fabric, pasta/rice thread, join, fabric, Colour names, dark, light, mix Materials, end product, object</p>		
National Curriculum Expectation Key stage 1	<p>The national curriculum for art and design aims to ensure that all pupils: ♣ produce creative work, exploring their ideas and recording their experiences ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques ♣ evaluate and analyse creative works using the language of art, craft and design ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> to use a range of materials creatively to design and make products</li> <li><input type="checkbox"/> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>		

### Learning, Loving, Living in God’s Family

*“But I am like an olive tree flourishing in the house of God; I trust in God’s unfailing love forever and ever. Psalm 52:8*



- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Year 1 and 2  
Year A

### Collage and Mixed Media

Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.  
KS1 Art and Design National Curriculum

- To become proficient in other art, craft and design techniques – collage.
- To develop a wide range of art and design techniques in using texture, line, shape, form and space.

#### Skills

- Use textural materials, including paper and fabric, to create a simple collage.
  - Make transient art and pattern work using a r
- Create a range of textures using the properties of different types of paper.
- Use the properties of various materials, such as clay or polystyrene, to develop a block printing or combination of man-made and natural materials.

#### Knowledge

Collage is an art technique where different materials are layered and stuck down to create artwork.

- Transient art is moveable, nonpermanent and usually made of a variety of objects and materials.

Natural materials, such as grass, pebbles, sand, leaves, pine cones,

- Art papers have different weights and textures.

For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers.

### Painting and Printing

Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.  
KS1 Art and Design National Curriculum

- To become proficient in painting techniques
- To use painting to develop and share their ideas, experiences and imagination.

#### Skills

Understanding Primary and Secondary Colours:

- Recognising and naming primary colours (red, blue, yellow).
- Understanding how primary colours can be mixed to create secondary colours (green, orange, purple).

Artistic Styles:

- Recognising the diverse styles of artists like Louis Wain and Jasper Johns.
- Understanding how artists use shapes, colours, and symbols to convey meaning.

Numerical Representation in Art:

- Exploring the use of numbers as symbols in art.
- Collaborative Art:
- Appreciating the value of collaboration in creating a group display.
- Understanding how diverse individual expressions contribute to a cohesive artistic presentation.

#### Knowledge:

Colour Recognition and Mixing:

- Identifying primary and secondary colours.
- Experimenting with colour mixing to create new shades.

Observational Drawing:

- Observing and drawing inspiration from nature.
- Creating imaginative and abstract drawings.

Creativity and Expression:

- Expressing thoughts and ideas through creative artworks.
- Experimenting with different artistic techniques.

Collaboration:

### Drawing: Portraits and Artists

Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.

KS1 Art and Design National Curriculum

- To become proficient in drawing techniques.
- To use drawing to develop and share their ideas, experiences and imagination

#### Skills


- Represent the human form, including face and features, from observation, imagination or memory.
- Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.
- Draw, paint and sculpt natural forms from observation, imagination and memory.
- Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.
- Select the best materials and techniques to develop an idea

#### Knowledge

A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.

- Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).
- Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick A drawing, painting or sculpture of a human face is called a portrait.
- A landscape is a piece of artwork that shows a scenic view.



	<ul style="list-style-type: none"> <li>• A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern.</li> </ul> <p><b>Vocabulary</b> Create, variety, images, media, materials, crepe paper, magazines, sort, group, fold, crumple, overlap</p> <p>Using collage and paint to create pictures of London burning during The Great Fire of London</p> 	<ul style="list-style-type: none"> <li>- Working together to create a collaborative display.</li> <li>- Sharing ideas and appreciating the diversity of artistic expression.</li> </ul> <p><b>Vocabulary</b> Primary Colours: - Red, blue, and yellow – colours that cannot be created by mixing other colours. Secondary Colours: - Green, orange, and purple – colours created by mixing two primary colours. Colour Mixing: - The process of combining colours to create new shades and tones. Abstract: - Art that does not attempt to represent an accurate depiction of visual reality but instead uses shapes, colours, forms, and gestural marks to achieve its effect. <b>Artist:</b> Jasper Johns</p>	<ul style="list-style-type: none"> <li>• Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.</li> <li>• Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.</li> <li>• Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting</li> </ul> <p><b>Vocabulary</b> portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space <b>Artist:</b> Picasso, Salvador Dali, Leonardo da Vinci</p>
	<p>Enrichment opportunities: Organise for an artist to visit school. Visit Art gallery.</p>		
<p>National Curriculum Expectation</p>	<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><input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas</li> <li><input type="checkbox"/> 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><input type="checkbox"/> about great artists, architects and designers in history.</li> </ul>		
<p>Lower KS2 Year A</p>	<p><b>Sculpture</b>-Canopic Jars Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How</p>	<p><b>Painting</b>-Landscapes Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade,</p>	<p><b>Drawing:</b> Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve</p>



can it go higher?’ Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.

KS2 Art and Design National Curriculum

- To become proficient in sculpting techniques.
- To improve their mastery of art and design techniques, including

Sculpting with a range of materials.

**Skills**

Create a 3-D form using malleable or rigid materials, or a combination of materials.

Use clay to create a detailed 3-D form. • Explore and develop three dimensional art, using ideas from contemporary or historical starting points.

To understand the purpose of cross hatching technique when working with clay.

To use rolling, shaping and pinching techniques to make the Canopic Jars.

**Knowledge:**

Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3 D forms.

**Vocabulary:**

Canopic jars, clay pots, , cross hatching, rolling, pinching, plan, design, observation, malleable, rigid, sculptors, modelling sculpt

**Artist:** Barbara Hepworth

primary and tint. Children begin to experiment with colour for effect and mood.

KS2 Art and Design National Curriculum

- To become proficient in painting techniques
- To improve their mastery of art and design techniques, including painting with a range of materials.

**Skills**

Draw, collage, paint or photograph an urban landscape.

- Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.

- Identify, mix and use contrasting coloured paints.

- Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.

- Use and combine a range of visual elements in artwork.

**Knowledge**

- An urban landscape is a piece of artwork that shows a view of a town or city.

- A landscape is a piece of art work that shows all the visible features of an area of land, often considered in terms of their aesthetic appeal.

- Examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel.

- Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture.

Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky.

They can make people feel calm or lonely and they recede into the background of a picture.

- Visual elements include colour, line, shape, form, pattern and tone.

**Vocabulary**

colour, foreground, middle ground, background, abstract, emotion, warm, landscape, urban landscape, blend, mix, line, tone, fresco.

their work.

Children practise and share their learning and skills with others, giving and receiving feedback to improve.

KS2 Art and Design National Curriculum

- Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

- To create sketchbooks to record their observations and use them to review and revisit ideas

**Skills**

- Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.

- Make suggestions for ways to adapt and improve a piece of artwork.

- Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.

To use different materials such as pencils, pastels and charcoal create different effects.

To justify choice of materials.

To make links between their own piece and the original, using appropriate vocabulary.

**Knowledge**

- Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork.

They are often line drawings that are done in pencil.

- Artists use sketching to develop an idea over time.

- Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.

**Vocabulary:**

Charcoal, pastels, pencils, line, colour, shadow, shape, space, proportion, texture, pattern, form, record, detail, question, observe, refine.


**Artist :** Jean-Louis Sauvat, E. H. Shepard (Winnie the Pooh illustrator)

## Learning, Loving, Living in God’s Family

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		<p><b>Artist:</b> Monet, Paul Cézanne</p>	
<p>Enrichment opportunities: Visit the Henry Moore Studios and Gardens.</p>			
<p>Upper KS2 Year A</p>	<p><b>Printing – Photomontage</b> Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns. KS2 Art and Design National Curriculum</p> <ul style="list-style-type: none"> <li>• To improve their mastery of art and design techniques with a range of materials – printing.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Add text or photographic samples to a print.</li> <li>• Use the work of a significant printmaker to influence artwork.</li> <li>• create a photo montage using secondary photography</li> <li>• To use text and image together to create meaningful and powerful photo posters</li> <li>• To understand abstract art through photography</li> <li>• Know how to create a photomontage image by selecting images and creating a new image with them</li> <li>• Know how to select images and create a composition where the shapes or objects are put in a picture from them</li> <li>• To develop a self- portrait from a photograph and translate it into a drawing</li> <li>• Know how to take photographs in different poses which show different expressions</li> <li>• Know how to develop one of these into a line drawing, using continuous line</li> </ul>	<p><b>Sculpture - Mayan masks</b> Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process. KS2 Art and Design National Curriculum</p> <ul style="list-style-type: none"> <li>• To become proficient in sculpting techniques.</li> <li>• To improve their mastery of art and design techniques, including sculpting with a range of materials.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Create a relief form using a range of tools, techniques and materials.</li> <li>• Create a 3-D form using malleable materials in the style of a significant artist, architect or designer</li> <li>• Explore pattern, line, texture and shape.</li> <li>• To draw faces/ animals using a variety of pencils/inks- shade/ tones/ range of lines/ light/ composition/ perspective.</li> <li>• Experiment with expressions- changing mouth/ eyebrows- what happens.</li> <li>• Use an armature to support modelling.</li> <li>• Draw design of own mask- make card mock up- to practise adding features.</li> <li>• Explore modelling simple shapes with odd squares</li> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> </ul>	<p><b>Drawing and painting - still life</b> Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills. KS2 Art and Design National Curriculum</p> <ul style="list-style-type: none"> <li>• To become proficient in drawing techniques.</li> <li>• To improve their mastery of art and design techniques, including drawing, with a range of materials.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• To sketch ideas for a still life study</li> <li>• To draw a still life study in charcoal</li> <li>• To draw using a negative medium</li> <li>• To paint a still life study in colour</li> <li>• To create an art gallery showing the various mediums used.</li> <li>• Students create still life art, focusing on the elements of colour and value as well as the principles of pattern and emphasis.</li> <li>• Students analyse their work using elements of art and principles of design</li> </ul> <p><b>Knowledge:</b> To know about the history of realist movement To know what is highlight and shadow and how to use it to create a still life painting.</p>



# St Nicholas C of E (VA) Primary School and Nursery

- Know how to develop a self-portrait from a photograph and understand how this can be used to create expression in an image
- To replicate the mood and expression of a painting through photography

**Knowledge:**

- Know that photomontage is a type of collage in which photographs are placed in a single composition.
- Know that photomontages have been around for over 100 years.
- Know that art can convey a particular emotion or feeling within a piece (expression)
- Know that paintings and photographs can express emotion

**Vocabulary:**  
Photomontage, secondary source, expression, mood, composition, collage, replicate, portrait, edit.

**Artist:** Edward Munch, Hannah Hock, Jenny Holzer

**Knowledge:**  
Explore the role and purposes of artists, crafts people and designers working in different times and cultures.

- Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background.
- A 3-D form is a sculpture made by carving, modelling, constructing

**Vocabulary:**  
Cutting, Bending, Papier Mache, Modroc, Armature, Template, set, construction, design trimmings, shape, form, shadow, light, marionette puppet.,

**Artist :**Calixte Dakpogan, Romuald Hozume Jozef Mrva

To understand that negative image is created by first darkening an entire canvas before using a complimentary colour to create an image.  
To understand the purpose of underpainting.  
Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.  
A portrait is a picture of a person that can be created through drawing, painting and photography.  
Artistic movements or artists that communicate feelings through portraiture include the Expressionists.

**Vocabulary:**  
Still life, tints, tones, shadow, negative medium, Colour, value, composition, symmetry, angle, pattern, underpainting, shadow, highlight

**Artist Focus:** Bassanti Camarg, Paul Cezanne, Giorgio Morandi

Enrichment opportunities: Organise for an artist to visit school. Visit Art gallery.