



## Art Curriculum Map 2023-2025 Year B

	<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

**Painting and Drawing**  
Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve. KS1 Art and Design National Curriculum

- To produce creative work, exploring their ideas and recording experiences.

**Skills for Painting** Using Watercolours Colour Understanding primary colours and how to mix them to create secondary colours. Blending colours smoothly to achieve gradient effects.  
Brush Techniques  
Using different brush sizes for various effects (broad strokes, fine lines).  
Controlling brush pressure to achieve desired thickness and texture.  
Water Control  
Adjusting the amount of water used to control the transparency and saturation of colours.  
Understanding how to layer colours without muddying the painting.

**Skills for Grid Drawing**  
Observation and Accuracy  
Training the eye to observe and replicate details accurately.  
Understanding the relationship between parts of an image and their placement within a grid.  
Proportion and Scale  
Using the grid to maintain correct proportions and scale in drawings.  
Translating smaller grid sections to a larger grid accurately.  
Detail Work  
Breaking down complex images into manageable sections.  
Focusing on one square at a time to achieve detailed and precise drawings.

**Sculptures -clay work**  
Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. KS1 Art and Design National Curriculum

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

**Skills**  
Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. Press objects into a malleable material to make textures, patterns and imprints.

- Draw, paint and sculpt natural forms from Observation, imagination and memory.
- Select the best materials and techniques to develop an idea.

**Knowledge:**  
To know that clay is a natural material.  
To know that clay can be rolled, squeezed, pulled or pinched using hands to make different shapes.  
To know different types of clay tools including a rolling pin, modelling sticks, tipped shaping tools and a wire loop.  
To know how to use sharper tools to cut clean lines in the clay.  
To know that joined and finished using a range of different techniques and tools.  
To know that coiling will make my clay piece taller and stronger.  
To know what techniques to choose to make my final clay piece.

**Vocabulary**

**Printing and Drawing: Seascapes**  
Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1. KS1 Art and Design National Curriculum

- To understand 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.

**Skills**  
mixing of colours  
Find collections of colour  
applying colour with a range of tools Begin to describe colours by objects  
Make as many tones of one colour as possible (using white)  
Darken colours without using black using colour on a large scale

**Knowledge**  
Primary colours are mixed to create secondary colours  
Brown is made by mixing: -all the primary colours – 2 complementary colours.  
Tints are created by adding white Tones are created by adding black- more complex colour wheel.  
Match thick and thin brushes according to purpose.  
Texture in paintings -add different things to it e.g. sand, sawdust, wood shavings etc  
Paint techniques - layering and scraping through with combs and other found objects.  
To know the work of a range of artists/ types of art.  
Make comparisons between their own work and that of an artist.

**Vocabulary**



## Key Skills for Pointillism

Developing the patience to create images using small dots.

Placing dots precisely to form shapes and gradients. Building Images Gradually Learning to build up images gradually, layer by layer. Creating depth and texture by varying dot size and density.

Maintaining a consistent technique to ensure uniformity in the artwork.

Practicing control over the medium to achieve desired visual effect

### Knowledge:

1. Painting Using Watercolours

Basic properties of watercolour paints (transparency, fluidity).

Difference between watercolours and other paints (acrylics, oils).

Colour Mixing: Experimenting with mixing primary colours to create secondary colours.

Creating Gradients: Practicing how to create a smooth transition from one colour to another.

2. Grid Drawing Understanding Grids:

What is a grid and how it helps in drawing (breaking down complex images into manageable parts).

Using a ruler to draw a grid on paper and on a reference image .Transferring an Image: Matching squares from the reference grid to the drawing grid to accurately transfer the image.

3.Pontillism Introduction to Pointillism:

Explanation of pointillism as a technique using small dots of colour to create an image.

Dot Application: Practicing making dots with brushes or markers. Colour Blending: Using dots of different colours close together to blend and create new colours from a distance.

### Vocabulary

Scale, Size, Grid, Proportion, Accuracy, Observation, Sketch, Shade, Tone, Blend, Colour, Detail, Shapes, Realism, Artist copy

Pointillism, Grid Drawing

**Artist:** Sarah Graham (local artist)

Reflective, hollow, Solid, Modelling, Decorative, Potters wheel, Mould, Cast, Knead, Slip, Score, Kiln, Earthenware

**Artist:** Emma Bridgewater

Lighter, Darker, Tone, Shade, Sketching, Brush strokes, Horizontal, Seascape, Turner, Monet, Hokusai

**Artist:** J.M.W. Turner, Katsushika Hokusai, Claude Monet.



	Enrichment opportunities: Organise for an artist to visit school. Visit Art gallery.		
National Curriculum Expectation	<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.</p> <p>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>		
Lower KS2 Year A	<p><b>Painting :Cave art</b> Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>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> Create sketch books to record, review and revisit their observations. Respond to art from other cultures and other periods of time. Develop intricate patterns/ marks with a variety of media. Drawing and painting with a range of materials [for example, pencil, charcoal, paint]. Create textures and patterns with a wide range of drawing implements</p> <p><b>Knowledge:</b> 'Tone' describes the lightness or darkness of a colour.</p> <ul style="list-style-type: none"> <li>• Cave drawings were used to tell stories and record events.</li> <li>• Charcoal was a key component of cave painting.</li> </ul>	<p><b>Textiles: Weaving</b> Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p>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 – textiles.</li> </ul> <p><b>Skills</b> Weave natural or man-made materials on cardboard looms, making woven pictures or patterns. Use a range of stitches to add detail and texture to fabric or mixed-media collages. Use a range of stitches to add detail and texture to fabric or mixed-media collages.</p> <p><b>Knowledge</b> Weaving is a method of textile production in which two distinct sets of yarns or threads are interlaced at right angles to form a fabric or cloth. Other methods are knitting, crocheting, felting, and braiding or plaiting Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns</p> <p><b>Vocabulary</b> pattern, line, texture, colour, shape, wrap, weft stuffing, turn, thread, needle, textiles, selvedge, fibre, yarn decoration.</p> <p><b>Artist:</b> Anni Albers</p>	<p><b>Collage-Mosaics</b> Children continue to explore creating collage with a variety of media. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>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 – collage.</li> </ul> <p><b>Skills</b> Use sketch books to collect ideas and develop a plan for a piece of work. Use taught technical skills to adapt and improve work. Draw familiar objects with correct proportions. Create different effects by using a variety of tools and techniques to produce a mosaic. Develop control and use of materials—collage Describe key ideas, techniques and practises of artists, architects and designers in Roman history.</p> <p><b>Knowledge</b> A mosaic is a pattern or image made of small regular or irregular pieces of coloured stone, glass or ceramic, held in place by plaster/mortar, and covering a surface. Mosaics are often used as floor and wall decoration and were particularly popular in the Ancient Roman world. Mosaics originated in Ancient Greece. Greeks were the first to make mosaics. They started by using pebbles and then</p>



	<ul style="list-style-type: none"> <li>The most common subjects in cave paintings are large wild animals, such as bison, horses, aurochs, and deer, and tracings of human hands</li> <li>Drawings of humans were rare.</li> <li>Hand stencils were sometimes drawn and then decorated with dots, dashes, and patterns.</li> </ul> <p><b>Vocabulary:</b> Sketch, Blend, Smudge, shading, Charcoal Pigments, Engraving</p>		<p>also began to use cut stone with the pebbles. The Romans then copied their method but used cut stone.</p> <p><b>Vocabulary:</b> Mosaic, Tesserae, mosaics, Mortar, tesserae Motif, Pattern, Geometric designs, Border, Hardie.</p> <p><b>Artist :</b> Antoni Gaudí,</p>
<p>Enrichment opportunities: Visit the Henry Moore Studios and Gardens.</p>			
<p>Upper KS2 Year B</p>	<p><b>Drawing:</b> Portraits 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> Review and revisit ideas and sketches to improve and develop ideas.</p> <ul style="list-style-type: none"> <li>Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.</li> <li>Explore and create expression in portraiture.</li> <li>Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.</li> <li>Use line and tone to draw perspective.</li> </ul> <p><b>Knowledge:</b></p>	<p><b>Textiles-wax resist</b> KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles. Children can:</p> <ul style="list-style-type: none"> <li>a select appropriate materials, giving reasons;</li> <li>b use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</li> </ul> <p><b>Skills:</b> To collect and select visual information and develop ideas. To develop design for a relief print To use relief printed textile processes to communicate ideas and observations To develop and apply batik designs. To work using a mixed medium</p> <ul style="list-style-type: none"> <li>(wax resist)</li> </ul> <p>Develop visual literacy skills Explore watercolour, ink and wax resist Explore how to convey form in drawings by using contour lines</p> <p><b>Knowledge:</b> Relief printing is a process consisting of cutting or etching a printing surface in such a way that all that remains of original surface is the design to be printed. Dip Dyeing Fabric involves submerging your fabric into</p>	<p><b>Painting- through the years</b></p> <p><b>Skills</b> Mix and use tints and shades of colours using a range of different materials, including paint.</p> <ul style="list-style-type: none"> <li>Explore and create expression in portraiture.</li> <li>Children will create their own colour wheel and learn how it works.</li> <li>Children will colour mix and create tints and shades of secondary colours.</li> <li>Children will explore with shape line and colour</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Children will learn about each artist was, who they Were influenced by and why they chose to paint in a particular style.</li> <li>Children will learn about abstract art and expressionism.</li> <li>Children will create their own colour wheel and learn how it works.</li> <li>Children will colour mix and create tints and shades of secondary colours.</li> <li>Children will explore with shape line and colour.</li> <li>Children will understand what high and low contrasting colours are and experiment with using them.</li> <li>Children will understand what</li> </ul>



- 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.
- Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade.
- 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.
  - In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life.
- Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).

**Vocabulary:**  
Line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

**Artist:** Käthe Kollwitz, Pablo Picasso

bucket or vat of dye to make it a different colour. Batik is an Indonesian technique of wax-resist dyeing applied to the whole cloth. This technique originated from Java, Indonesia. Batik is made either by drawing dots and lines of the resist with a spouted tool called a tjanting.

**Vocabulary:**  
Wax, crayon, fabric, dye, djanting tools, batik relief -In printing, the raised parts of a block print.

resist printing Using wax or resist paste, a pattern is drawn. Where there is wax, the colour will not take to the fabric or paper.

**Artist :** William Morris, Henry Moore

complementary colours are and will experiment in using them.

Children will experiment with various materials, such as: pastel, paint, pens, crayons and watercolours on various surfaces.

**Vocabulary:**  
blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists

**Artist Focus:**  
Kandinsky, Turner, Monet, Matisse, Zarah Hussain (Islamic artwork artist)

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