

## Art and Design Curriculum Map

### Pre School

Explore different materials freely in order 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 (representing a face)

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings or paintings.

Explore colour and colour mixing

**Physical development:**

Use one handed tools (making snips in paper with scissors)

Use a comfortable grip with good control when using pens and pencils

**Vocabulary:**

illustrator, artist, sculptor

pencil, paintbrush, scissors

sketch, draw, print, collage

colour mixing

pattern, texture, mark making

**Skills (children should have opportunities to frequently)**

Hold a pencil/paintbrush correctly

Cut with scissors

### Reception

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Creating collaboratively sharing ideas, resources and skills.

Return to and build on previously learning, refining ideas and developing their ability to represent them.

**Physical development:** Develop their small motor skills so that they can use a range of tools competently, safely and confidently suggested tools (pencils, paint brushes and scissors)

**Vocabulary:**

illustrator, artist, sculptor

pencil, paintbrush, scissors

sketch, draw, print, collage  
colour mixing  
pattern, texture, mark making

**Skills (children should be competent at these when leaving FS2)**

Holding a pencil/paintbrush  
cutting with scissors

**Year 1**

**Sequence**

Introduce “**sketchbook**” as being a place to record individual responses to the world. NC - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (**Autumn**)

Enjoy looking at artwork made **by artists, craftspeople, architects and designers**, and finding elements which inspire. (**Autumn**)  
**Illustrator – Anthony Browne** NC - 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.

Begin to explore a variety of drawing materials including **pencil, graphite, pen, chalk, soft pastel, wax and charcoal**. NC - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  
**Autumn Term resources: Draw like a caveman and charcoal drawing**

Recognise **primary colours** and use an experiential approach to simple **colour mixing** to discover **secondary colours**. (**Autumn**)  
**Artist- Mondrian**  
*NC - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*

Enjoy discovering the **interplay** between materials for example **wax and watercolour**  
*NC - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*  
**Autumn Term resources: Wax resist leaf drawing**

**Knowledge and Understanding**

**Each child should be given the opportunity to:**

- Discover that art is subjective (we all have our own legitimate understanding)
- Begin to feel confident to express a preference in....
- Understand ideas can come through hands-on exploration
- Begin to build knowledge of what different materials and techniques can offer the creative individual
- Work at different scales, alone and in groups

**Each child should know:**

- How to recognise and describe some simple characteristics of different kinds of art, craft and design
- The names of tools, techniques and formal elements (**in pink**)

Religion in Art focus (Autumn 2)  
**Adoration of the Magi by Fra Angelico and Fra Filippo Lippi**

Explore **pattern, line, shape and texture**.  
 NC - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  
 Explore, discover and invent ways for **2d to transform into 3d sculpture**.  
 NC - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  
**Autumn Term resources: squiggle drawings.**  
**Spring resources: Spirals and spiral snails**

Undertake projects which explore **observational drawing** (drawing what you see), to record what is seen, and also **experimental drawing**, to share what is felt.  
**Artist – Van Gogh** NC - 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.  
**Spring term resources: Drawing feathers**

Explore **modelling materials** such as Modroc, clay and plasticine in an open-ended manner, to discover what they might do.  
 NC - to use a range of materials creatively to design and make products  
**Spring term resources: Making birds**

Explore **simple printmaking**. For example using plasticine, found materials or quick print foam.  
 NC - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  
**Summer Term resources: Plasticine printing**

**Year 2**

**Sequence**

Continue to develop a **“sketchbook habit”**, using a sketchbook as a place to record individual response to the world. (ongoing)  
 Continue to mix colours experientially NC - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

**Knowledge and Understanding**

- Each child should:**
- Know how to recognise and describe some simple characteristics of different kinds of art, craft and design
  - Know the names of tools, techniques and formal elements (**in pink**)

**Autumn Term : Minibeasts**

Revisit **colour mixing** and understand relationships of **primary** and **secondary** colours and apply colour mixing skills *NC - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*

**Autumn Term: Colour Wheel**

**Religion in Art Focus – Nativity Scene by Lorenzo Lotto (Autumn 2)**

Explore how to create **space** and **places** within the sketchbook to help develop sketchbook approach to include collecting, making drawings on different surfaces, and on different shapes of paper *NC - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*

**Spring term: Making money**

**Spring Term: Drawing cartoon characters**

Explore a variety of drawing starting points (**stimuli**), including close looking via observation from **primary & secondary source material**, drawing from memory and imagination. These might include **figurative**, **still life** and **landscape**.

**Roy Lichtenstein - Pop Objectivity**

**Monet** *NC - 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.*

**Spring Term : Animal Masks**

Use drawings as basis for **collage** *NC - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*

**Summer term: Houses from around the world**

Explore painting on **different surfaces**, such as **fabric** and **different scales**

**Summer resources: Dressing up as fossils**

Explore simple **mono printing techniques** using **carbon paper**, using **observational drawing skills and mark making skills**

**(link to Geography topic – Kenya)** *NC - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*

**Summer resources: Mono printing**

- Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes
- Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary

**Each child should be given the opportunity to:**

- Discover that art is subjective (we all have our own legitimate understanding)
- Begin to feel confident to express a preference in....
- Experience the connection between brain, hand and eye
- Understand ideas can come through hands-on exploration
- Begin to build knowledge of what different materials and techniques can the creative individual
- Work at different scales, alone and in groups

Cut simple shapes from card and use them to

**construct architectural forms.**

**Artist - Louise Bourgeois (spider)** *NC - to use a range of materials creatively to design and make products*

**Summer term: Be an architect**

Use **digital media** (film and still photos) to create records of models made (computing curriculum)

### Year 3

#### Sequence

Continue to develop a “**sketchbook habit**”, using a sketchbook as a place to record individual response to the world. (ongoing)

Practice **observational drawing** from the **figure**, exploring careful looking, intention, seeing big shapes, drawing with **gesture**, and quick **sketching**

**Artist focus – Quentin Blake (illustrator)**

**Autumn Term resources: Quentin Blake and BFG**

Building on **mark-making** and **observational skills**, make drawings of animals, people and vehicles Use scissors to **dissect** them and reconstruct them into drawings that move

**Autumn Term resources: Making drawings move and Moving beasts**

Make **larger scale drawing** from observation and imagination

**Spring resources: A cheerful orchestra**

Apply and build upon **colour mixing** and **mark-making** skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome

**Spring resources: Typography**

Explore painting on new **surfaces** using colour as **decoration** (**Summer term, painting on canvas or fabric**)

#### Knowledge and Understanding

##### Each child should:

- Know the names of tools, techniques and formal elements (**in pink**)
- Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities
- Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary
- Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with

##### Each child should be given the opportunity to:

- Discover that art is subjective (we all have our own legitimate understanding)
- Experience the connection between brain, hand and eye
- Understand ideas can come through hands-on exploration
- Develop their knowledge of what different materials and techniques can offer the creative individual
- Work at different scales, alone and in groups

Make an **armature** from paper and tape and use as the basis to explore **modelling** with Modroc to make sculpture

**Artist – Alberto Giacometti (sculptor)**

**Summer term resources: 3d visual maps, making and drawing flowers and fruit inspired clay tiles** Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills

Use **digital media** to make **animations** (computing curriculum)

**Religion In Art - 1403 panel by Conrad von Soest Saint Joseph cooks a meal as Mary cares for Jesus**

**Armature**, in sculpture, a skeleton or framework used by an **artist** to support a figure being modelled in soft plastic material.

- Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge)
- Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others

#### Year 4

##### Sequence

Continue to develop a “**sketchbook habit**”, using a sketchbook as a place to record individual response to the world. (ongoing)

Use growing **technical skill** and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more **experimental drawing**, following child’s own interests/affinities.

**Artist focus – Yayoi**

**Kusama (painter/installation/digital art) (Autumn Term - Pumpkin/mushroom focus)**

**Summer term: Thoughtful mark making**

**Autumn Term: Illustrating the Jabberwocky**

##### Knowledge and Understanding

###### Each child should:

- Know the names of tools, techniques and formal elements (in pink)
- Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities
- Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary

Develop design through **making skills** and collaborative working skills through fashion design. **Explore paper** and **card manipulation** skills to build **3d forms**. (**Mayan Masks summer term**)

**Autumn Term : Pocket gallery**

Work with a **modelling material (clay or plasticine)** to create quick **3d figurative sketches** from **life** or **imagination**. Combine with developing **visual literacy skills** so that the **3d sketches** explore how we read and communicate **emotion** and **idea**.

**Autumn Term: Clay figures**

**Summer Term: Making nests**

**Layering of media**, mixing of drawing media

**Artist Focus – Henri Matisse**

**Spring resource: Dragon and birds eggs**

**Construct** with a variety of **materials (wool, string, twigs, found objects, paper etc.)** exploring how to bring different media together, both technically and visually

**Spring term: Drawing with scissors**

Combine artforms such as **collage**, **painting** and **printmaking** in **mixed media** projects

**Curriculum link – The Amazon**

**Artist Focus – Henri Rousseau (Painter)**

**Spring resources: Wax resist with ink**

Creating spaces and places in sketchbook to help **creative thinking**, **exploring** and revealing own **creative journey** from a shared starting point

**Summer Term resources: Drawing nests**

Extend into an exploration of **fabric**, **deconstructing** old clothes and **reconstructing** elements into new items

**Summer term: Birds in the trees**

**Religion in Art - Saint Peter**

**Benvenuto di Giovanni**

- Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with

**Each child should be given the opportunity to:**

- Discover that art is subjective (we all have our own legitimate understanding)
- Experience the connection between brain, hand and eye
- Understand ideas can come through hands-on exploration
- Develop their knowledge of what different materials and techniques can offer the creative individual
- Work at different scales, alone and in groups
- Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge)
- Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others

## Sequence

Continue to develop a “**sketchbook habit**”, using a sketchbook as a place to record individual response to the world. (ongoing)

Practice and develop sketchbook use, incorporating the following activities: **drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...**

**Autumn Term (1<sup>st</sup>): Line drawing**

Explore **architecture** of another time and / or culture, and make individual work in response to what is seen. **Curriculum link – Anglo Saxons**

**Autumn Term: Anglo Saxon Houses**

Explore relationship between sculpture and **design** through a sketchbook project which takes film/literature/drama as its starting point and facilitates an open-ended sculptural exploration

**Autumn Term: Anglo Saxon architecture drawings**

**Summer term: Balance sculptures**

Explore the relationship of **line, form and colour**. **Artists focus – Miro**

**Autumn Term (2nd): Precious stone drawing**

**Spring term: Miro inspired collage and sculpture**

Explore **scaling up drawings**, bringing in all **mark-making** skills previously learnt, and using **technique** to provide opportunity to **transform** original

**Autumn Term (3<sup>rd</sup>): Supersize jewelry**

Explore **sculptural** ideas of balance  
**Artist focus - Sheila Sri Prakash (architect)**

**Spring term: Flat sculptural drawings**

Paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts

**Artist Focus – Faith Ringgold**

## Knowledge and Understanding

### Each child should:

- Know the names of tools, techniques and formal elements (in pink)
- Research and discuss ideas and approaches of range of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities
- Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes
- Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with

### Each child should be given the opportunity to:

- Discover that art is subjective (we all have our own legitimate understanding)
- Experience the connection between brain, hand and eye
- Understand ideas can come through hands-on exploration
- Develop their knowledge of what different materials and techniques can offer the creative individual
- Work at different scales, alone and in groups
- Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey
- Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others



**Summer term: Communal picnic drawing**

**Religion in Art Focus – The Wilton Diptych**

**Year 6**

**Sequence**

Continue to develop a “**sketchbook habit**”, using a sketchbook as a place to record individual response to the world. (ongoing)

Explore transformation of materials following own journey to produce an object which conveys personality of maker/designer, e.g. **Making Seats**

**Autumn Term: Shadow Puppets**

**Summer term: Seats**

Revisit **still life**. Develop drawing skills using **observational drawing**

**Artist focus – Paul Cezanne**

**Spring Term: Cubist still life and Graphic Inky still life**

Explore drawing and **mark making** on new surfaces, e.g. clay, linking to genres such as **portraiture** or **landscape**

**Curriculum Link – Ancient Egypt**

**Spring Term: Exploring portraits**

Develop clay (and drawing) skills by creating **pinch pots** based upon still life observation

**Summer term: Wave bowls**

**Summer term: Fruit pinch bowls**

Explore **geometric design/pattern / structure**

**Artist focus – Barbara Hepworth**

Explore **sequential drawing** and narrative e.g. **manga and graphic novels**

**Spring term: How to make Manga**

**Religion in Art - The Annunciation, with Saint Emidius**

**Knowledge and Understanding**

**Each child should:**

- Know the names of tools, techniques and formal elements (in pink)
- Be happy to describe, interpret and explain the work, ideas and working practices of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities
- Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes
- Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with

**Each child should be given the opportunity to:**

- Discover that art is subjective (we all have our own legitimate understanding)
- Experience the connection between brain, hand and eye
- Understand ideas can come through hands-on exploration
- Develop their knowledge of what different materials and techniques can offer the creative individual
- Work at different scales, alone and in groups
- Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey

Carlo Crivelli

- Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others

**Core vocabulary all year groups:**

Sketchbook/sketchbook habit

**People** - artist, architect, craftsperson, designer, illustrator, sculptor

**Media** – pencil, graphite, pen, chalk, pastel, wax, charcoal, watercolour

**Terms** – pattern, line, shape, form, texture, colour

Primary colours, secondary colours, colour mixing

**Skills** – observational, experimental, drawing, painting, collage, sketching, mark making, sculpting, printing, animating (digital media)

Still life



Portrait



Landscape



Year Group	1	2	3	4	5	6
<p><b>Core Vocabulary</b></p> <p>Year group specific</p> <p>Yellow = repeated</p>	<p>sketchbook</p> <p>artist</p> <p>architect</p> <p>craftsperson</p> <p>designer</p> <p>illustrator</p> <p>pencil</p> <p>graphite</p> <p>pen</p> <p>chalk</p> <p>soft pastel</p> <p>wax</p> <p>watercolour</p> <p>charcoal</p> <p>printmaking</p> <p>observational</p> <p>drawing</p> <p>experimental</p> <p>drawing</p> <p>primary colours</p> <p>secondary</p> <p>colours</p> <p>colour mixing</p> <p>observational</p> <p>drawing</p> <p>scale</p> <p>dissect (using scissors)</p> <p>digital media</p> <p>animation</p>	<p>sketchbook</p> <p>space</p> <p>place</p> <p>stimuli</p> <p>primary and secondary</p> <p>source material</p> <p>figurative</p> <p>still life</p> <p>landscape</p> <p>collage</p> <p>primary colours</p> <p>secondary</p> <p>colours</p> <p>colour mixing</p> <p>fabric</p> <p>scale</p> <p>mono printing</p> <p>observational</p> <p>drawing</p> <p>mark making</p> <p>architectural</p> <p>forms</p> <p>digital media</p>	<p>sketchbook</p> <p>observational</p> <p>drawing</p> <p>figure</p> <p>gesture</p> <p>sketching</p> <p>large scale</p> <p>drawing</p> <p>colour mixing</p> <p>mark making</p> <p>surfaces</p> <p>decoration</p> <p>armature</p> <p>modelling</p> <p>observational</p> <p>skills</p> <p>dissect (using scissors)</p> <p>digital media</p> <p>animation</p>	<p>sketchbook</p> <p>technical skill</p> <p>experimental</p> <p>drawing</p> <p>layering of media</p> <p>collage</p> <p>painting</p> <p>printmaking</p> <p>mixed media</p> <p>card</p> <p>manipulation</p> <p>3d forms</p> <p>Construct</p> <p>Materials</p> <p>3d figurative</p> <p>sketches</p> <p>life imagination</p> <p>visual literacy</p> <p>skills</p> <p>emotion</p> <p>idea</p> <p>fabric</p> <p>deconstructing</p> <p>re constructing</p>	<p>Sketchbook</p> <p>Sketchbook habit</p> <p>experiment</p> <p>exploring</p> <p>collecting</p> <p>sticking</p> <p>writing</p> <p>notes</p> <p>reflecting</p> <p>making links</p> <p>architecture</p> <p>line</p> <p>form</p> <p>colour</p> <p>sculptural</p> <p>design</p> <p>scaling up</p> <p>mark making</p> <p>technique</p> <p>transform</p>	<p>sketchbook</p> <p>Sketchbook habit</p> <p>Still life</p> <p>Observational drawing</p> <p>Mark making</p> <p>Portraiture</p> <p>Landscape</p> <p>Pinch pots</p> <p>Geometric</p> <p>design/pattern/sculpture</p> <p>Sequential drawing</p> <p>Manga</p> <p>Graphic novels</p>

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