



## ART CURRICULUM MAP

At SDA Primary School, the curriculum is centred around a two-year rolling programme. Each curriculum topic contains specific knowledge webs for each subject area. Within each web, knowledge categories provide curriculum coverage.

<b>Reception</b>	<p><b>Drawing and working with materials</b> Create simple representations of themselves by drawing. Artist- Gerald Macdermott</p> <p><b>Working with different materials</b></p> <p><b>Sculpture:</b> Moulding, layering and adding texture. Using playdough and clay.</p> <p><b>Painting:</b> Colour mixing Brush strokes Selecting colours Artist- Vincent Van Gough</p>					
<b>END POINT Reception</b>	ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.					
<b>Key Stage 1</b>	<b>YEAR A</b>			<b>YEAR B</b>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Painting &amp; Drawing</b> CQ-Georges Seurat – Pointillism	<b>Drawing</b> CQ-Food Artists – Paul Cezanne	<b>Sculpture</b> CQ- Explore Natural Materials Artists – Andi Goldsworthy	<b>Collage &amp; Drawing</b> <b>Exploring patterns in nature</b> CQ-Rousseau: In the Jungle	<b>Textiles</b> <b>Weaving</b> Artist: William Morris	<b>Digital Media &amp; Print</b> Climate pictures – use tools to create different textures, lines, tones, colours and shapes.
<b>Lower Key Stage 2</b>	<b>Painting</b> <b>Abstract art</b> Kandinsky	<b>Painting</b> Use short, loose and thick brushstrokes to give the idea of motion. Pissarro/Cityscape	<b>Renaissance</b> <b>Leonardo da Vinci</b> <b>Drawing &amp; painting</b> Mosaics	Drawing All work no play Observational drawing Negative printing block	Sculpture Animals- clay drinking vessel pinch/pull	Sculpture: Inspiration: Ancient Egypt Death Mask-clay slab
<b>Upper Key Stage 2</b>	<b>Painting</b> <b>Surrealism</b> Salvador Dali	<b>Drawing</b> <b>Amazing architecture</b> Zaha Hadid	<b>Printmaking</b> <b>The Explosion of Pop Art</b> Andy Warhol	<b>Collage</b> <b>Conflict</b> Paul Nash	<b>Sculpture</b> <b>The Power of Love</b> Auguste Rodin	<b>Textiles</b> <b>Art and Fashion</b> Piet Mondrian



	Milestone 1 - (Years 1&2)	Milestone 2 - (Years 3&4)	Milestone 3 - (Years 5&6)
<b>To develop ideas - This concept involves understanding how ideas develop through an artistic process.</b>			
	<ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>Use the qualities of materials to enhance ideas.</li> <li>Spot the potential in unexpected results as work progresses.</li> <li>Comment on artworks with a fluent grasp of visual language.</li> </ul>
<b>To master techniques - This concept involves developing a skill set so that ideas may be communicated.</b>			
Painting	<ul style="list-style-type: none"> <li>Use thick and thin brushes.</li> <li>Mix primary colours to make secondary.</li> <li>Add white to colours to make tints and black to colours to make tones.</li> <li>Create colour wheels.</li> </ul>	<ul style="list-style-type: none"> <li>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>Mix colours effectively.</li> <li>Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>Experiment with creating mood with colour.</li> </ul>	<ul style="list-style-type: none"> <li>Sketch (lightly) before painting to combine line and colour.</li> <li>Create a colour palette based upon colours observed in the natural or built world.</li> <li>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>Combine colours, tones and tints to enhance the mood of a piece.</li> <li>Use brush techniques and the qualities of paint to create texture.</li> <li>Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>
Collage	<ul style="list-style-type: none"> <li>Use a combination of materials that are cut, torn and glued.</li> <li>Sort and arrange materials.</li> <li>Mix materials to create texture.</li> </ul>	<ul style="list-style-type: none"> <li>Select and arrange materials for a striking effect.</li> <li>Ensure work is precise.</li> <li>Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	<ul style="list-style-type: none"> <li>Mix textures (rough and smooth, plain and patterned).</li> <li>Combine visual and tactile qualities.</li> <li>Use ceramic mosaic materials and techniques.</li> </ul>
Sculpture	<ul style="list-style-type: none"> <li>Use a combination of shapes.</li> <li>Include lines and texture.</li> <li>Use rolled up paper, straws, paper, card and clay as materials.</li> <li>Use techniques such as rolling, cutting, moulding and carving.</li> </ul>	<ul style="list-style-type: none"> <li>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>Include texture that conveys feelings, expression or movement.</li> <li>Use clay and other mouldable materials.</li> <li>Add materials to provide interesting detail.</li> </ul>	<ul style="list-style-type: none"> <li>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>Use tools to carve and add shapes, texture and pattern.</li> <li>Combine visual and tactile qualities.</li> <li>Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>
Drawing	<ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> <li>Colour (own work) neatly following the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>Show different tones by using coloured pencils.</li> </ul>	<ul style="list-style-type: none"> <li>Use different hardnesses of pencils to show line, tone and texture.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Use shading to show light and shadow.</li> <li>Use hatching and cross hatching to show tone and texture.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>Use lines to represent movement.</li> </ul>
Print	<ul style="list-style-type: none"> <li>Use repeating or overlapping shapes.</li> <li>Mimic print from the environment (e.g. wallpapers).</li> <li>Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>Press, roll, rub and stamp to make prints.</li> </ul>	<ul style="list-style-type: none"> <li>Use layers of two or more colours.</li> <li>Replicate patterns observed in natural or built environments.</li> <li>Make printing blocks (e.g. from coiled string glued to a block).</li> <li>Make precise repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Build up layers of colours.</li> <li>Create an accurate pattern, showing fine detail.</li> <li>Use a range of visual elements to reflect the purpose of the work.</li> </ul>



Textiles	<ul style="list-style-type: none"> <li>• Use weaving to create a pattern.</li> <li>• Join materials using glue and/or a stitch.</li> <li>• Use plaiting.</li> <li>• Use dip dye techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch.</li> <li>• Colour fabric.</li> <li>• Create weavings.</li> <li>• Quilt, pad and gather fabric.</li> </ul>	<ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces.</li> </ul>
Digital Media	<input type="checkbox"/> Use a wide range of tools to create different textures, lines, tones, colours and shapes.	<input type="checkbox"/> Create images, video and sound recordings and explain why they were created.	<input type="checkbox"/> Enhance digital media by editing (including sound, video, animation, still images and installations).
<b>To take inspiration from the greats (Classis and Modern) - This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</b>			
	<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>

#### Future learning in KS3:

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught: ♣ to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas ♣ to use a range of techniques and media, including painting ♣ to increase their proficiency in the handling of different materials ♣ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work ♣ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day