

Subject: Art Curriculum Map

	EYFS	KS1	
	YR	Y1	Y2
Curriculum Purpose of study:	Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. They foster the characteristics of effective early learning: <ul style="list-style-type: none"> • Playing and exploring • Active learning • Creating and thinking critically 	Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.	
Curriculum Aims:	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.	<ul style="list-style-type: none"> ♣ 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 	
Curriculum Subject Content / Attainment:	ELG: Creating with Materials Children at the expected level of development will: <ul style="list-style-type: none"> - 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. 	Pupils should be taught: <ol style="list-style-type: none"> 1. to use a range of materials creatively to design and make products 2. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 3. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 4. 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. 	

Subject: Art Curriculum Map

	EYFS	Y1	Y2
Autumn 1	<p>Topic: Celebrations</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Painting/drawing self-portraits and our family, our house • Colour mixing <p>Key Questions:</p> <ul style="list-style-type: none"> • What are our favourite colours? Why? • How do we make colours dark/light? <p>Onslow:</p> <ul style="list-style-type: none"> • Self-selection creative areas indoors and outside e.g. paint station • Exploring interests and developing talents 	<p>Topic: Around the UK</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Explore the work of Georgia O'Keefe <ul style="list-style-type: none"> ○ Warm colour painting ○ Large shape and form ○ Collage ○ Link to computing taking close up photographs of plants. • Drawing from observation: <ul style="list-style-type: none"> -drawing native plants -drawing flowers and vegetables from around the UK <p>Key Questions:</p> <ul style="list-style-type: none"> • What will be the best media to use? <p>Onslow:</p> <ul style="list-style-type: none"> • Visiting artist: Jenny Black. Landscape artist to demonstrate how she paints forests and trees. Children create a communal piece of artwork based on this session. Link to Science learning. 	<p>Topic: Into the Dark</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Hot/cold mixing (Paul Klee) (flames) • Hot colour printing fire • GFOL silhouettes (hot colours) • String painting • St Paul's Cathedral symmetry <p>Key Questions:</p> <ul style="list-style-type: none"> • Opinions- what do you like about it? Why? • How can we make that colour? <p>Onslow:</p> <ul style="list-style-type: none"> • Fire Painting
Autumn 2	<p>Topic: Celebrations</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Splatter painting (Jackson Pollock) • Christmas crafts • Marble rolling • Diva lamps • Rangoli patterns • Mehndi pattern • Fire colour shading • Firework painting <p>Key Questions:</p> <ul style="list-style-type: none"> • What are our favourite colours? Why? 	<p>Topic: Transport</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Collage: Paper plate poppies • Still life drawings from observation: parts of old vehicles, bikes • Artist: Harry Beck, creator the London Tube map. Explore use of colour and artwork inspired by this artist. • Christmas crafts inc. wreaths • Winter scene paintings <p>Key Questions:</p> <p>Onslow:</p> <ul style="list-style-type: none"> • Wow day- antique cars and vehicles. 	<p>Topic: Into the Dark</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Winter pictures (Hockney) • Christmas decorations • Funny Bones collage • Firework painting • Pine cone owls • Leaf owls twig art • Range of materials- collage, watercolour • Poppy wreaths/Pastel poppy fields • Sketching owls • Funnybones bold blocks of colour paint and pen <p>Key Questions:</p>

Subject: Art Curriculum Map

	<ul style="list-style-type: none"> How do we make colours dark/light? <p>Onslow:</p> <ul style="list-style-type: none"> Display on creative 'art gallery' 		<ul style="list-style-type: none"> What do you spot that is similar? How can we create that affect? <p>Onslow:</p> <ul style="list-style-type: none"> Christmas art
Spring 1	<p>Topic: Once Upon a Time</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Design gingerbread man Decorating gingerbread men Gingerbread man collage Little red hen handprint pictures River collage Printing with vegetables Painting Chinese New Year crafts Observational sketches of turnips <p>Key Questions:</p> <ul style="list-style-type: none"> How can I improve my work? <p>Onslow:</p> <ul style="list-style-type: none"> Creating using natural materials 	<p>Topic: What a wonderful world: Wintry wonderlands</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Artist: David McEwan – water colour cold colour wash. Developing skills of painting with watercolours Collage penguins – shape and form. Drawing to music inspired by colder climates Sculpture clay animals <p>Key Questions:</p> <ul style="list-style-type: none"> What skills have you learnt in clay modelling? <p>Onslow:</p> <ul style="list-style-type: none"> Wow day 	<p>Topic: Explorers</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Galaxy Jars (space) Photos of local area- digital art (link to ICT) Portrait of Amelia Earheart Portraits in style of Picasso Pastel drawings <p>Key Questions:</p> <ul style="list-style-type: none"> How do the portrait styles differ? <p>Onslow:</p> <ul style="list-style-type: none"> Wow day
Spring 2	<p>Topic: Once Upon a Time</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Self- portrait of book characters Designing book covers and illustrations Painting Easter crafts <p>Key Questions:</p> <ul style="list-style-type: none"> What materials have you used and why? <p>Onslow:</p> <ul style="list-style-type: none"> School displays 	<p>Topic: What a wonderful world: Sizzling equators</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Illustrator: Catherine Rayner- tiger artwork in pen and ink and water colour colour washes Artist: Chris Ofili Drawing to music inspired by Warmer climates. Compare warm / cool colours <p>Key Questions:</p> <ul style="list-style-type: none"> Which artists work do you like and why? <p>Onslow:</p> <ul style="list-style-type: none"> Wow day 	<p>Topic: Explorers</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Hot and cold Landscapes Sketching maps Adventurers story- design your own map <p>Key Questions:</p> <ul style="list-style-type: none"> What is a hot/cold colour? Why How can you add depth/interest to your painting? <p>Onslow:</p> <p>Wow day explorers</p>

Subject: Art Curriculum Map

<p>Summer 1</p>	<p>Topic: Our World</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Animal drawings and painting • Matisse 'The Snail' Collage • Making animals • Butterfly symmetry painting <p>Key Questions:</p> <ul style="list-style-type: none"> • What do you like about your friends' work? • Are you using appropriate resources for the design? <p>Onslow:</p> <ul style="list-style-type: none"> • Woodland natural materials artwork • Visit a virtual gallery 	<p>Topic: Castles (DT focus)</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • How art and craft have shaped our history • Know about great artists • Bayeux tapestry • How to draw cartoon characters from a castle <p>Key Questions:</p> <ul style="list-style-type: none"> • What do you like about your friends' work (2 stars and a wish)? <p>Onslow:</p> <ul style="list-style-type: none"> • Wow day • Drawing online 	<p>Topic: Tales from other cultures Andy Goldsworthy</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Sketching wolves (LRRH) • Pretty Salma collage (LRRH) • Art/artists from around the world/ different art forms • Aboriginal dot art (link to Tiddalik story) • Wave pictures (Katsushika Hokusai) <p>Key Questions:</p> <ul style="list-style-type: none"> • Which type of art do you enjoy the most? <p>Onslow:</p> <ul style="list-style-type: none"> • Wow day
<p>Summer 2</p>	<p>Topic: Our World</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Animal drawings • Water painting mixing shades • Wax relief painting <p>Key Questions:</p> <ul style="list-style-type: none"> • As above <p>Onslow:</p> <ul style="list-style-type: none"> • Creative arts week (every 3 years) 	<p>Topic: Oh I do like to be beside the seaside</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Sand art (patterns) (Jon Foreman) • Printing- monoprints and tile prints (sea creatures) <p>Key Questions:</p> <ul style="list-style-type: none"> • What do you like? • What do you dislike? <p>Onslow:</p> <ul style="list-style-type: none"> • Wow day 	<p>Topic: Tales from other cultures</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Self portraits • Louise Bourgeois 'maman' spider sculpture • Eric Carle Hungry caterpillar • Willow pattern story painting • Safari silhouette (hot and cold colours) <p>Key Questions:</p> <ul style="list-style-type: none"> • How do the sculptures differ from other artwork? <p>Onslow:</p> <ul style="list-style-type: none"> • Own art- Use art in PowerPoint • Tie Dye

Subject: Art Curriculum Map

**Additional
e.g. clubs,
wow weeks,
visitors,
whole
school
events etc**

- Art inside and out daily in designated outside areas for each year group.
- Outside: Easels, drawing, painting
- Inside: daily 'creative' table and workshop areas
- Creative Arts Wow Week every 3 years
- Artwork showcased on school displays
- Art achievements celebrated in weekly Achievement Assemblies