



Whole School Curriculum Map: art & design



Art	EYFS A	KS1 B	KS1 C	KS2 A	KS2 B	KS2 C	KS2 D
EYFS/NC objectives	<p>N2:</p> <ul style="list-style-type: none"> 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 Use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand Explore colour and colour-mixing Join different materials and explore different textures Use one-handed tools and equipment, for example, making snips in paper with scissors <p>YR: Begin to show accuracy and care when drawing</p>	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 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 (Poster paint colour mixing, brush technique & sculpting techniques (Picasso)) 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 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 (Water colours & brush technique, colour mixing & mark making techniques (Pointillism technique Georges Seurat & Aboriginal art)) 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, oil pastels charcoal, paint, clay] (Pencil and pastel drawing techniques: hatching and cross hatching, stippling, blending,) https://www.vectomator.io/blog/drawing-styles/ 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, oil pastels charcoal, paint, clay] (Painting & brush techniques & clay sculpting techniques) 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, oil pastels charcoal, paint, clay] (Technical drawing & wire work) 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, oil pastels charcoal, paint, clay] (Printing, + perspective drawing/3D drawing techniques)
Autumn (6 lessons taught on a fortnightly timetable)	EA&D: exploring mediums and techniques	Overview unit: colour mixing (poster paint) & sculpting techniques	Overview unit: colour mixing (water colours) & mark making	Overview unit: drawing with pencil & pastel techniques	Overview unit: painting, (blending & brush) & sculpting (clay) techniques	Overview unit: technical drawing & wire work	Overview unit: printing techniques & perspective/3D drawing
EYFS/NC objectives	<p>N2:</p> <ul style="list-style-type: none"> 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 Use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand Explore colour and colour-mixing Join different materials and explore different textures Use one-handed tools and equipment, for example, making snips in paper with scissors Explore colour and colour-mixing Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Use a comfortable grip with good control when holding pens and pencils (paint brushes/painting tools) Show a preference for a dominant hand (Use a wider range of vocabulary) <p>YR: Begin to show accuracy and care when drawing</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paintbrushes and cutlery (ELG) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) (learn new vocabulary) 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 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. (Picasso inspired portraits) 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products 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. (Pointillism technique Georges Seurat & Aboriginal art & pencil sketching) 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, [pencil] about great artists, architects and designers in history. (Alfred Wainwright) 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history. (Carolyn Clayton – clay flowers sculptor) 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 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] (isometric rocket drawings) about great artists, architects and designers in history (Banksy, Jean-Michel Basquiat, Graffiti artists) 	
Spring (6 lessons taught on a fortnightly timetable)	EA&D: faces and portraits	Go Deeper unit: Picasso portraits	Go Deeper unit: pointillism & pencil drawing	Go Deeper unit: Wainwright pencil & pen sketches	Go Deeper unit: clay flowers (ceramics)	Go Deeper unit: isometric drawing (graphics)	Going Deeper unit: Banksy & Jean-Michel Basquiat, Graffiti artists
EYFS/NC objectives	<p>N2:</p> <ul style="list-style-type: none"> 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 Use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand Explore colour and colour-mixing Join different materials and explore different textures Use one-handed tools and equipment, for example, making snips in paper with scissors Explore colour and colour-mixing Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Use a comfortable grip with good control when holding pens and pencils (paint brushes/painting tools) Show a preference for a dominant hand (Use a wider range of vocabulary) <p>YR: Begin to show accuracy and care when drawing</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paintbrushes and cutlery (ELG) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) (learn new vocabulary) 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (Goldworthy sculptures) to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (Clay tiles) 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 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. (Water colour Beatrix Potter illustrations) 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [charcoal/pastel & clay] about great artists, architects and designers in history (Georgia O'Keefe pastel landscapes) 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 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] (John Ruskin Lakes landscapes & Simon Bull comparison) 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, clay] (wire animal sculptures) about great artists, architects and designers in history (John Ruskin Lakes landscapes & Simon Bull comparison) 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 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] (plant inspired printing)
Summer	EA&D: painting & colour mixing & clay and natural sculpture	Go Deeper unit: clay tiles & natural sculpture	Go Deeper unit: Beatrix Potter inspired water colour	Go Deeper unit: Georgia O'Keefe pastel landscapes	Go Deeper unit: John Ruskin & Simon Bull landscapes	Go Deeper unit: wire sculptures	Go Deeper unit: plant inspired printing

