



Aim High....Fly High!

Art Curriculum – Implementation Plan

The mapping table below shows where curriculum objectives related to the subject area above are covered. This table is intended as guidance and may be modified according to the needs/experiences of individual cohorts of learners. The ‘Big Ideas’ for our Art curriculum –Creative exploration, Knowledge of Artists and Designers, Evaluation and Analysis, and Artistic techniques – are interwoven throughout the topics below.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
EYFS	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> 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>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> 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>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used
	<p>Explore the use of colour and design</p> <p>Talk about designs</p> <p>Use various tools for artwork and design e.g. playdough tools</p> <p>Make use of props and materials in the role play area</p> <p>Re-tell and re-create well known stories</p> <p>Perform songs and stories</p>	<p>Explore the use of tools and materials</p> <p>Listen carefully to music and join in with dancing/ moving appropriately</p> <p>Invent and adapt stories through their role play and small world play</p> <p>Create and adapt designs</p>	<p>Perform poems</p> <p>Explore the use of tools safely</p> <p>Explore and share designs etc.</p> <p>Invent and adapt stories through their role play and small world play</p>
KS1			
NC	<p>Pupils should be taught:</p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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.</p>	<p>Pupils should be taught:</p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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.</p>	<p>Pupils should be taught:</p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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.</p>
Yr 1	<p><u>Drawing</u></p> <p>Creative exploration</p> <p>Make marks in response to descriptive words, different music and the story ‘The owl who was afraid of the dark’</p> <p>Knowledge of Artists and Designers</p> <p>Stephen Wiltshire b: 1974 (C)</p> <p>Joan Miro 1893 – 1983 (M)</p> <p>Leonardo Da Vinci 1452-1519 (T)</p> <p>Evaluation and Analysis</p> <p>Work co-operatively with a partner and be accepting of each other’s ideas. Identify what they might change in their work.</p> <p>Artistic techniques</p> <p>Try out a range of marks on different surfaces using different media with the focus on tone.</p> <p>Try out tools and techniques and investigate and describe texture.</p>	<p><u>Painting</u></p> <p>Creative exploration</p> <p>Using a response to a story as a starting point for an image</p> <p>Knowledge of Artists and Designers</p> <p>Jasper Johns, Jackson Pollock 1912-1956 (M)</p> <p>Evaluation and Analysis</p> <p>Talk about what they and others have done and say how they think and feel about it.</p> <p>To identify what they might change or develop in their future work</p> <p>Artistic techniques</p> <p>Develop painting techniques.</p> <p>Use techniques of pattern making, colour mixing, and brush control.</p> <p>Create patterns through selected use of colour and shape</p>	<p><u>3D</u></p> <p>Creative exploration</p> <p>Develop ideas for decorating the tube using symbols and techniques</p> <p>Experiment with aboriginal symbolism.</p> <p>Develop designs for the decoration of their didgeridoo based on experiments</p> <p>Knowledge of Artists and Designers</p> <p>Aboriginal art</p> <p>Henry Moore 1898-1986 (M)</p> <p>Antony Gormley b: 1950 (C)</p> <p>The Terracotta Army 210BC (T)</p> <p>Evaluation and Analysis</p> <p>Children adapt and modify their work as it progresses and talk about their own and others’ work.</p> <p>Artistic techniques</p>

	Work from observation and imagination		<p>Show understanding of line, shape, colour and pattern.</p> <p>Learn the techniques of pulling pinching and smoothing clay.</p> <p>Make impressions into a clay slab using found objects.</p> <p>Understand that the clay will harden and retain the pattern that has been produced.</p>
Yr 2	<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
	<p><u>Painting</u></p> <p>Creative exploration Children use the mixing and painting techniques they have learned to respond to a story.</p> <p>Knowledge of Artists and Designers Wassily Kandinsky Anthony Frost</p> <p>Evaluation and Analysis To identify what they might change in their current work. discuss what they and others have done and say what they think and feel about it</p> <p>Artistic techniques To investigate and use the visual elements of line, colour and space in a painting</p>	<p><u>3D</u></p> <p>Creative exploration Make decisions and develop ideas. Respond to the work of a famous artist and make connections with their own work. Develop simple linear designs based on natural forms.</p> <p>Knowledge of Artists and Designers Howard Hodgkin</p> <p>Evaluation and Analysis Review their own work and the work of others To modify work according to views and describe further developments</p> <p>Artistic techniques To transfer designs onto a 3D artefact. To roll and form clay slabs and inlay different coloured clays To use paper forms to produce a 3D relief surface. To develop forming and sticking techniques</p>	<p><u>Drawing</u></p> <p>Creative exploration Draw in response to a story. Use a viewfinder to select an interesting section of a patterned paper. Children to focus on the lines and shapes in the pattern and produce drawings Use different combination of colours in experimental work.</p> <p>Knowledge of Artists and Designers Vincent Van Gogh</p> <p>Evaluation and Analysis To say what they think about their work and adapt it according to their views To discuss work and identify areas for development.</p> <p>Artistic techniques Visual element of tone (light and dark). Explore different pencil positions, pressures, hatching and cross-hatching to produce a range of different light and dark tones. Explore pattern by using the elements of line, colour and shape. Enlarging and layering</p>

<u>KS2 NC</u>	<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: 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</p>	<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: 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</p>	<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: 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</p>
<u>Yr 3/4 Cycle A</u>	<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
	<p><u>Collage</u></p> <p>Creative exploration Experiment with the arrangement of the paper pieces Explore colour mixing by exploiting the translucent nature of tissue paper. Use a distorted photographic image as a starting point and produce an enlarged version using different materials. Work into the collage with drawing and painting media to adapt the image</p> <p>Knowledge of Artists and Designers Henri Matisse Frances Bacon - Develop and apply knowledge of the portrait work Andy Warhol Understand that artists use different starting points for their work.</p> <p>Evaluation and Analysis To compare ideas and approaches in own and other’s work. To question and make thoughtful observations about starting points and select ideas for their work</p> <p>Artistic techniques Understand and explore the translucent nature of tissue papers Use photographic images as a starting point for artwork Transpose imagery using different media and techniques Overwork identical designs to produce unique state imagery</p>	<p><u>Drawing</u></p> <p>Creative exploration Explore graphic media and use their own work as reference to develop an image. Use a natural object as a starting point for drawing and coloured textile work.</p> <p>Knowledge of Artists and Designers Bridget Riley Wassily Kandinsky</p> <p>Evaluation and Analysis To compare ideas, methods and approaches in own and others work.</p> <p>Artistic techniques Use viewfinders to select and analyse visual elements. Select and compose images, developing analytical observational skills Develop analytical skills and fine pencil control Produce thick and thin lines and a variety of tonal qualities</p>	<p><u>Textiles</u></p> <p>Creative exploration Experiment with different folds to produce a range of dip dye pieces using squares of white cotton fabric Explore wrapping, knotting and binding around each piece of wood Make decisions about how to develop responses to Brennand – Wood</p> <p>Knowledge of Artists and Designers Michael Brennand Wood (c) - Developing knowledge and understanding of his work <u>Henri Matisse</u> 1869-1954 (M) Bayeaux Tapestry 1476 (T) Compare responses to artists’ work</p> <p>Evaluation and Analysis Adapt and modify their work according to their views. Develop personal responses to works of art.</p> <p>Artistic techniques Develop an understanding of the mono-printing process using thick and thin marks and lines on fabric. Develop control of tools and techniques Develop dip dye and resist techniques Develop knotting, threading and binding.</p>

Yr 3/4 Cycle B	<p><u>3D</u></p> <p>Creative exploration Make notes and drawings, develop ideas in sketchbooks and collect pictures to inform designs Refine designs and choose appropriate materials to decorate and embellish</p> <p>Knowledge of Artists and Designers <u>Mayan pots</u> (T) Hans Coper 1920-1981 (M) Grayson Perry b:1960 (C)</p> <p>Evaluation and Analysis Modify designs according to purpose Adapt and modify work through class and group discussion</p> <p>Artistic techniques Understand the idea of design related to purpose. Use research and sketchbook work to explore designs Use sketchbook work to inform designs. Apply experience of materials and processes to develop work. Understand the process and techniques involved in developing coiled clay forms Dip fabric to produce 3D forms</p>	<p><u>Painting</u></p> <p>Creative exploration Produce a sky image in the style and paint medium of their choice that reflects the work of one of the artists studied Cut out stripes and blocks of colour from the different colours and assemble in the style of Sean Scully</p> <p>Knowledge of Artists and Designers Vincent Van Gogh (M) Sean Scully(C) Make a practical response to the work of Vincent Van Gogh focusing on his use of thick paint and short brush strokes Make practical responses to the work artist of Sean Scully</p> <p>Evaluation and Analysis Discuss colours produced and children say what they think and feel about them</p> <p>Artistic techniques Mix colour tints using primary and secondary colours + white 1c Understand tint and tone Experiment with the techniques of ‘tonking’ and ‘sgraffito’</p>	<p><u>Printing</u></p> <p>Creative exploration Look at examples of African designs/textiles from traditional sources. Talk about these designs and use them as a starting point for making their own. Make press print blocks and print onto a range of coloured surfaces. Produce a number of prints from the collograph block onto different surfaces. Make monoprints and experiment printing onto white and a range of prepared surfaces using coloured tissue and Brusho.</p> <p>Knowledge of Artists and Designers Investigate designs developed in another culture and using this as a basis for their own work. Investigate African printmaking</p> <p>Evaluation and Analysis Reflect on work in their sketchbooks and record ideas and modifications</p> <p>Artistic techniques Develop the technique of mono printing by scratching a drawing into an inked slab and taking a print. Transpose mono print designs onto press-print and understand that this will give the opportunity for repeat printing. Learn how to make a collograph block Explore the technique of printing with a relief block onto paper. Understand the idea of repeat printing and the use of relief blocks to rotate and flip images Learn a second method of mono printing by drawing on paper placed over an inked slab</p>
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Yr5/6 Cycle A	<p><u>Printing</u></p> <p>Creative exploration Use a range of natural objects. Produce a series of analytical drawings by placing the viewfinders onto different sections of the objects. Use the press prints to create unique prints Experiment with the batik process and produce several images in response to the work of Chinwe Chukwuogo-Roy</p> <p>Knowledge of Artists and Designers Chinwe Chukwuogo –Roy.</p> <p>Evaluation and Analysis Compare ideas and approaches to work as it progresses. Make modifications in light of developing ideas. Refer back to starting points during the progression of work. Adapt and modify work. Record and reflect.</p> <p>Artistic techniques Develop unique state prints using press-print reduction blocks and coloured tissue. Investigate the batik process</p>	<p><u>Painting</u></p> <p>Creative exploration Use a sketchbook to develop ideas in response to Fauvist imagery. Produce extended images by mixing and matching colours and patterns in response to a piece of patterned fabric.</p> <p>Knowledge of Artists and Designers <u>Winifred Nicholson</u> 1893-1981 (M) Jenna Douglass (C) Chris Ofili Henri Matisse 1869-1954 (M) Compare ideas, methods and approaches in Fauvist paintings.</p> <p>Evaluation and Analysis Question and make thoughtful observation about using the work of the Fauvists as a starting point and select ideas to use in their work</p> <p>Artistic techniques Apply their experience of materials and processes develop their control of tools and techniques for painting Understand the use of contrasting, adjacent colours. Use a range of tools and techniques to develop, modify and enhance work.</p>	<p><u>3D</u></p> <p>Creative exploration Develop a series of work that has been modified and developed as it has progressed. Select and assemble cast forms Select appropriate materials and embellish surfaces.</p> <p>Knowledge of Artists and Designers Henry Moore 1898-1986 (m) Respond to the reclining figure, and mother and child work of Henry Moore Research the work of craftspeople and designers working in different times and cultures.</p> <p>Evaluation and Analysis Compare and comment upon the ideas, methods and approaches of others’ Understand Moore’s use of the maquette Adapt and improve their work as it progresses. Compare and comment on their own and others’ work.</p> <p>Artistic techniques Understand the concept of ‘drawing’ in 3D. Apply knowledge and understanding of previously learned techniques</p>
Yr 5/6 Cycle B	<p><u>Drawing</u></p> <p>Creative exploration Enlarge own drawings and use selected media to develop work Select and using a wide range of media</p> <p>Knowledge of Artists and Designers Georgia O’Keefe 1887-1986 (M) Eileen Casey (C) Respond to portraits from different times and styles Understand and investigate the variety of methods and different media used by artists for portrait work.</p> <p>Evaluation and Analysis Discuss and review work and making modifications</p> <p>Artistic techniques Make detailed, analytical observational drawings Understand the visual element of tone Understand the importance of tone in figurative imagery</p>	<p><u>Textiles</u></p> <p>Creative exploration Explore and experiment with the construction and destruction of individual pieces of fabric. Experiment with a range of techniques and processes including: CONSTRUCTION - (layering, stitching, sticking, weaving, pleating, plaiting, tying and knotting) DESTRUCTION –(cutting, tearing, hole punching, thread removing) Create a hanging, experiment with different fixing methods, e.g. sewing, paper clips, treasury tags and sandwich ties</p> <p>Knowledge of Artists and Designers Jean Davywinter (c) <u>Henri Matisse</u> 1869-1954 (M) Bayeaux Tapestry 1476 (T) Make responses to the work of textile artist Jean Davywinter</p> <p>Evaluation and Analysis Compare ideas and approaches. Adapt their work according to their views.</p> <p>Artistic techniques Investigate and reform visual and tactile qualities using construction and destruction processes Use a variety of methods and approaches to make a hanging Apply their experience of the batik process and develop their control of tools and techniques.</p>	<p><u>Collage</u></p> <p>Creative exploration Apply their experience of materials and processes Select and match materials and processes to suit their intentions. Build up collage work in layers beginning with pale pastel colours, e.g. tissues and overworking and developing the colours with Brusho Develop images from previous session and incorporate inks, dyes and stains to enhance work and produce a multi media image.</p> <p>Knowledge of Artists and Designers Gustav Klimt 1862-1918 (m) Pablo Picasso 1881-1973 (m) Respond to the work of Gustav Klimt and Pablo Picasso</p> <p>Evaluation and Analysis Talk about own work and that of others and develop and modify ideas in the light of these discussions Compare ideas and approaches in their own and others’ work</p> <p>Artistic techniques Combine visual and tactile qualities of materials and match these to the purpose of their work Describe 3D form on a 2D surface. Apply knowledge of the Cubists.</p>

