



Art Curriculum Map

Reception	Autumn Term	Spring Term	Summer Term
<i>Areas of learning</i>	Self-portraits	Painting a setting	
		Playdough sculptures	
<i>Knowledge</i>	Know and recognise famous self portraits (Pablo Picasso) Know how to draw shapes and lines Know how to explain my drawing choices	Know how to make secondary colours Know how to make colours darker or lighter Know how to paint within lines using good grip control	
		Know that sculpture is 3D art Know how to spot shape in sculptures (Henry Moore) Know how to join clay together using score and slip Know how to collaborate with others	
<i>Vocabulary</i>	face, eyes, nose, hair, ears, lips, position, portraits, self, colour names, mix, paint, draw, pencil, lines, straight, curved, wavy, zig-zag, Picasso,	Colours, lines, red, blue, green, brown, purple, yellow, orange, landscape, control, paint, paintbrush, Mondrian, white, black, dark, light	
		Sculpt, shape, 2D and 3D, Henry Moore, craft, modelling, moulding, shaping, tools, safety, playdough	
<i>Progression standards (Early Learning Goals)</i>	Creating with materials • 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		

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

Year 1	Autumn Term	Spring Term	Summer Term
<i>Unit</i>	The formal elements of art: Line and colour (Autumn 1)		Nature sculptures (Summer 1)
			Seaside landscapes (Summer 2)
<i>Content</i>	What is abstract art? What is composition? How can we create shapes using string? How can we draw from observation? How can we create a class piece of art inspired by music? What are primary colours? What are secondary colours? How can we create secondary colours? How can we mix colours effectively?		What is sculpture? How can we use materials in different ways? How can we use space well when creating 3D works of art? What is form? How can we gain inspiration from other artists? How can we reflect on our work?
			What is a landscape? What is a horizon line? What is composition? How can we use lines to represent water? Who is Van Gogh? What is texture? How can we create texture in a beach scene? What materials have you chosen to use and why? What sounds do the textures create? How can we create different tints and shades of a colour? What is the difference between light and dark colours? How can we use an artist's work as inspiration? How can we create detail in a painting?
<i>Knowledge</i>	Know how to create abstract art Know how to create a line drawing Know how to create a water effect with line Know about colours		Know how to make a clay model of a natural object. Know how to create an observational drawing of a natural object Know how to gain inspiration from a sculptor (Andy Goldsworthy) Know how to make land art sculptures

			Know how to identify the key features of a landscape Know how to explore different textures Know how to paint using different tints and shades Know how to use an artist's work as inspiration Know how to create details in our painting
<i>Vocabulary</i>	Abstract art, Composition, Overlap, Wavy, Vertical, Horizontal, Cross hatch, Waves, Water, Lines, Primary colours, Secondary colours		Sculpture, statue, model, work, work of art, 3-D, colour, tone, shape, circle, spiral, large, small, line, material, wavy, straight, bendy, zigzag, contrast, texture, symmetry, natural, natural materials, nature, sculptor, land art, pattern, shape, colour, line, natural materials, nature, ephemeral
			Horizon Landscape Sea Beach Texture Colour Tint Shade Collage Composition
<i>Prior learning</i>	Reception - forest school, trees, bushes, plants, leaves, shapes, sizes, colours		Autumn 1 - chn learnt about line, colour, shape and composition
<i>Future learning</i>	Texture and tone in Y2, exploring mixing colour and creating patterns in Y2		Chn will learn about pattern, texture, and colour mixing in Y2.
<i>Progression standards</i>	Explore mark making, experiment with drawing lines and use 2D shapes to draw. Develop skill and control when painting. Paint with expression. Learn a range of materials and techniques such as clay etching, printing and collage. Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose Learn about form and space through making sculptures and developing language. Use, express and experiment with lines for purpose, then use appropriate language to describe lines. Identify, describe and use shape for purpose. Use materials to create textures. Understand what tone is and how to apply this to their own work. To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. Explore and create ideas for purposes and intentions. Study the work of the artists: Beatriz Milhaze, Bridget Riley, David Hockney and Vija Celmins Recognise and describe key features of their own and other's work.		

Year 2	Autumn Term	Spring Term	Summer Term
<i>Unit</i>	The formal elements of art: Texture & tone (Autumn 1)	Australian indigenous paintings (Spring 1)	
		Weaving (Spring 2)	
<i>Content</i>	What is a pattern? How can we create patterns? What is texture? How can we create rubbings? What is frottage? Who invented the term frottage? How can we use pencils to create different tones? How can we create tonal drawings of the solar system?	What is a primary colour? What primary colours do we mix to make green? What colour will we make if we mix red and blue? How many colours could we make using our three primary colours? How can we create different shades of the same colour? What is Aboriginal art? How can we create patterns using dots? How can we create patterns using secondary colours? How can we change the tone of a colour?	
		What is weaving? How do we weave? How is fabric made? How do we fold and cut well? What is threading? What does 'warp' mean? What does 'weft' mean? What is a mood board? How is a mood board useful in a visual diary?	
<i>Knowledge</i>	Know how to create repeating patterns Know how to explore different textures Know how to create a picture using collage and frottage Know how to create a 3D drawing Know how to create a 3D drawing in colour	Know that primary colours are mixed together to create secondary colours. Know how to create patterns using secondary colours Know how to mix primary and secondary colours create dot effects Know how to create our own dot painting using contrasting colours	
		Know how to research traditional weaving patterns Know how to create a mood board Know how to weave using paper Know how to weave a picture	

<i>Vocabulary</i>	Colour, line, pattern, tone, shape, form, tone, Jupiter, shading, three-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern.	Colour, Aboriginal art, mix, primary, secondary, red, blue, yellow, purple, green, orange, brush, shades, black, white, lighten, darken, colour wheel, contrast, tone, indigenous	
		Weaving, horizontal, vertical, template, overlay, weave, warp, weft, loom pattern, natural, synthetic, colour, line, shape, pattern, texture	
<i>Prior learning</i>	Formal elements of art (Y1), seaside painting and sculptures	Line and colour were introduced in Y1 Autumn and revisited in Year 2, Spring 1. Previous experience of painting and understanding basic techniques from Year 1	
<i>Future learning</i>	Australian indigenous paintings in Term 2	Prehistoric art with a focus on shape and tone in Y3	
<i>Progression standards</i>	Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials Further improve skill and control when painting. Paint with creativity and expression. Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections Learn a range of techniques to make repeating and non repeating patterns. Identify natural and man-made patterns. Create patterns of their own. Identify and describe different textures. Select and use appropriate materials to create textures. Experiment with pencils to create tone. Use tone to create form when drawing. To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. Study the work of the artists. Compare other's work, identifying similarities and differences Recognise that ideas can be expressed in artwork Experiment with an open mind Try out a range of colours and mixing processes and recognise that they produce different effects (shades of the same colour vs new secondary colour) Use colour purposefully to achieve particular characteristics or qualities Show interest in and describe what they think about the work of others Recognise and describe some simple characteristics of different kinds of art, craft and design Name the tools, techniques and the formal elements (colours, shades, tones etc) that they use Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay		

Year 3	Autumn Term	Spring Term	Summer Term
<i>Unit</i>	The formal elements of art: Shape & tone / Prehistoric art (Autumn 1)	Ancient Egypt clay work (Spring 1)	Roman mosaics (Summer 1)
<i>Content</i>	What is a 2D shape? What is a 3D shape? Can you find shapes within images? What are geometric shapes? What are the rules of shading? What is prehistoric art? How is charcoal used to create tone? How can natural resources create drawings?	What is a figure? Why should we consider shape, colour and line when creating a figure? How do we use clay? Can you recall any techniques for using clay? Why should we edit our designs?	What is a pattern? What are mosaics? How can we create patterns using mosaics? What are geometric designs? What are border patterns?
<i>Knowledge</i>	Know how to recognise and draw shapes in objects Know how to scale up drawings and sketches in a different medium Know how to experiment with the pigments in natural products to make different colours Know how to show tone by shading	Know how to research and generate ideas Know how to plan and design a clay sculpture Know how to make a clay sculpture Know how to add the finishing touches to our clay sculpture	Know how to explore and discuss mosaics as an art form brought to Britain by the Romans, looking particularly at borders. To explore and develop different border patterns to use for a large printed mosaic. Know how to develop and practise the technique of printing individual small squares using tesserae. Know how to build the mosaic using stone tesserae
<i>Vocabulary</i>	Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch. Negative, positive, tints, shades, natural form names, charcoal, scaling, texture, fixative.	Texture, colour, shape, mood board, sketch, initial ideas clay, sculpture, tools, mould, sarcophagus, tomb, modroc, paper mache, color scheme, size, features	Mosaic Print Pattern Border Corner Romans Tesserae Archaeologists Geometric Design Central motif Colours Scheme
<i>Prior learning</i>	Formal elements of art (Y1 + Y2), seaside paintings, sculptures, aboriginal art	Chn have covered sculpture in Year 1 - exploring different malleable materials Formal elements such as line, colour, shape, texture, tone have also been introduced.	Chn learned about line and colour in Year 1.
<i>Future learning</i>	Texture and pattern in Y4	Paper mache sculptures in Y4	Digital art in Y4 - building on line and colour elements of Art

<i>Progression standards</i>	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Increase skill and control when painting. Apply greater expression and creativity to own paintings. Use aspects of colour such as tints and shades, for different purposes. Express and describe organic and geometric forms through different types of line. Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. Develop skill and control when using tone. Learn and use simple shading rules. To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments. Study the work of the artists. Analyse and describe texture within artists' work. Reflecting on their own work in order to make improvements Understand the historical and cultural development of art forms (mosaics); Explore ideas to improve mastery of art and design techniques (printing). Develop their technique (of printing) including their control and use of materials. Begin to evaluate and analyse their work. Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).
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Year 4	Autumn Term	Spring Term	Summer Term
<i>Unit</i>	The formal elements of art: Texture and pattern (Autumn 1)	Reimagined rainforests (Spring 2)	
	Paper mache sculptures (Autumn 2)		
<i>Content</i>	Where does charcoal originate from? How is charcoal made? How can mark making create meaning? How can we print using clay? What is reflection? What is symmetry? How can reflection and symmetry help create patterns? What is a geometric pattern? How can we use a compass to create patterns?	How can art be presented through different mediums? What are different art mediums? What is digital art? Is digital art widely used? Can I seek inspiration from other artists?	
	What is sculpture? Why do we sculpt? What materials can be used in sculpting techniques? What is paper mache? Why is paper mache used? How can paper mache be used effectively?		
<i>Knowledge</i>	Know how to develop a range of mark making techniques	Know how to develop ideas by investigating art from another culture	

	Know how to create patterns using printing techniques Know how to create patterns using reflection and symmetry Know how to create a geometric pattern	Know how to create a background Know how to create observational drawings. Know how to edit photos	
	Know and explore the purpose of sculpture Know and understand the artistic choices of Anish Kapoor Know how to plan our own abstract sculptures Know how to create an abstract sculpture using a theme		
<i>Vocabulary</i>	Colour, line, tone, form, shape, pattern, texture, symmetrical, mark making	colour, mood, shapes, lines, inspiration, Amazon Indian art, composition, rule of thirds, background , shape, proportion, tone, sketch, observational drawing, contours, form, saturation, vibrant, exposure, cropping, layer, focal point	
	Texture, colour, shape, sketch, initial ideas clay, sculpture, tools, mould, modroc, paper mache, color scheme, size, features, sculptor, technique, process, space, carving construct		
<i>Prior learning</i>	Formal elements of art (Y1, Y2 + Y3), seaside paintings, sculptures, aboriginal art, egyptian claywork, roman mosaics	Formal elements of art (shape, tone, texture, line and colour)	
<i>Future learning</i>	Architecture in Y5, Digital art - focusing on mark making using ICT	Develop skills of self-portraiture in Y5, Photography in Year 5 - Spring 2	
<i>Progression standards</i>	Draw still life from observation and for mark making. Develop skill and control when painting. Paint with expression. Analyse painting by artists. Analyse and describe colour and painting techniques in artists' work. Manipulate colour for print. Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use patterns. Analyse and describe the use of shape in an artist's work.		

	Use a range of materials to express complex textures. Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work. Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique. Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives Study the work of the artists. Build a more complex vocabulary when discussing your own and others' art
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Year 5	Autumn Term	Spring Term	Summer Term
<i>Unit</i>	The formal elements of art: Composition (Autumn 2)	Street Photography (Spring 2)	Self-portraits (Tam Joseph) (Summer 1)
<i>Content</i>	Why is form, context, mood, content and the artist's process considered in a piece of artwork? Can we analyse an artist's creative choices? How can observation allow us to sketch? Why do we consider background and foreground in a piece of artwork? Why is composition important? How can a sketchbook be used as a visual diary? What is print-making? How can we create a printing plate? What is a collagraph? What is an architectural style? Can we create architectural sketches?	What is photography? What is composition? Who is Fan Ho? What is framing? How can I create lines in a photo? Why are digital techniques useful for artists? How do we take powerful photographs?	What is a portrait? How are portraits created? What is the purpose of portraiture? What is a continuous line drawing? How can we think critically about a piece of work? What is triptych art? How can using consistent brush strokes affect our artwork?
<i>Knowledge</i>	Know how to analyse creative works using the language of art Know how to sketch by recording our observations. Know how to use ideas in sketchbooks to plan and make a collagraph printing plate. Know how to use our collagraphs to print	Know and understand street photography in the style of Fan Ho Know how to observe the use of lines in photography Know how to frame subjects in a photo Know how to tell a story using photographs	Know the purpose of self portraits Know how to think critically about about a piece of artwork Know how to plan our own triptych portraits using artists as inspiration Know how to use acrylic paint on canvas fabric
<i>Vocabulary</i>	Form Context Content Process Mood Foreground Background Middleground Perspective Composition Collagraph Printing Plate Woodcuts Landscapes	photography, composition, background, foreground, middleground, Fan Ho, colour, shapes, exposure, pattern, leading lines, subject, lines, curves, compositional tool, vertical, horizontal, framing, scale, subject,	art medium self portraiture self portraits continuous line drawing stereotype triptych acrylic canvas tones colour scheme

		foreground, background, focal point, framing, scale, subject, foreground, background, focal point, leading lines, storytelling	
<i>Prior learning</i>	Formal elements of art (shape, tone, texture, line and colour)	Formal elements of art, digital art in Year 4	Digital art portraits in Y4
<i>Future learning</i>	Photography (abstract art) in Spring 2	Self portraiture in the Summer term	Graffiti art - exploring line colour shape and tone. Art skills in Y6, considering all the elements of art (form, texture, tone, line, colour, space etc) and then incorporating drawing, designing, crafting and sketching.
<i>Progression standards</i>	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. Create mixed media art using found and reclaimed materials. Select materials for a purpose. Select and mix more complex colours to depict thoughts and feelings. Construct patterns through various methods to develop their understanding. Develop understanding of texture through practical making activities. Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone. Independently develop a range of ideas which show curiosity, imagination and originality Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches Provide a reasoned evaluation of both their own and professional's work which takes account of the starting points, intentions and context behind the work Develop a greater understanding of vocabulary when discussing their own and others' work. Develop personal, imaginative responses to a theme. Express ideas about art through messages, graphics, text and images.		

Year 6	Autumn Term	Spring Term	Summer Term
<i>Unit</i>	Calligraphy (Autumn 2)	Surrealism (Rene Magritte) (Spring 2)	Graffiti art (Banksy) (Summer 2)
<i>Content</i>	What is Middle Eastern art? How does this differ from Western art? What is calligraphy? What are the similarities and differences between Chinese and Arabic calligraphy? What is calligraffiti? How can symbols represent meaning?	How can a sketchbook be used as a visual diary? What is Surrealism? Who is Rene Magritte? How can we develop our techniques? How can I use a range of materials when making artistic choices? How can we refer to the formal elements of art to	How can art depict a message? Who is Picasso? How can our artwork speak to the viewer? How can we express our personality through art? How can we add shadows to a drawing and to what effect? What is symbolism? What is realism?

		describe an artist's work? How can we create surreal art? How can we alter reality? How do we reflect on artwork?	
<i>Knowledge</i>	Know the historical and cultural significance of Middle Eastern art (calligraphy) and experiment with mark making. Know the influence of calligraphy worldwide Know how to seek inspiration from calligraphers Know how to plan and create our own calligraphy pieces	Know how to develop ideas by investigating and collecting visual information. Know how to create surreal art in the style of Rene Magritte Know how to design a piece of surreal art Know how to use materials effectively to create my surreal artwork Know how to analyse and evaluate artwork	Know how to create graffiti art Know how to draw emotions Know how to create an impactful piece of art Know how to produce a finished piece of art
<i>Vocabulary</i>	Calligraphy, script, typeface, figures, designs, geometric, cursive, hieroglyphics, posture, thickness, length, tools, carve, style, characters, symbols, calligrapher, calligraffiti, writing, embellish, lettering	surrealism, mood, dark, light, tones, automatism, composition , object, subject, self-portrait, symbol, background, foreground, surreal, design, sketch, illusion, medium, material, primary and secondary colours, colour-mixing, surreal elements, scale, proportion	Graffiti, street art, wildstyle tag, mural, Picasso, Guernica, First World War, Spanish Civil War, composition, painting, chiarascuro technique, halo technique, pastel, features, shading
<i>Prior learning</i>	Patterns, textures, colour, shapes and lines studied in previous years will be relevant. Y3 Ancient Egypt topic - mentioning hieroglyphics	Every year group recaps and develops their knowledge on the formal elements of art. Calligraphy (scale and proportion)	Self-portraits in Y5 - identities, sending a message through art
<i>Future learning</i>	Typography in graphic design (KS3)	Art movements (KS3)	Portraiture (KS3)
<i>Progression standards</i>	Learn and apply new drawing techniques such as negative drawing, expression and sketching. Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Surrealist painters. Express and articulate a personal message through sculpture. Analyse and study artists' use of form. Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work. Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks. Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.		

	Use the language of art with greater sophistication when discussing own and others art Collect, examine and select resource material to use in developing ideas Look at and talk about the work of artists, designers and craft workers from their own and other cultures
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