



Art Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Nursery Rhymes and Let's Celebrate</p> <p>Safely explore and experiment with making marks using jumbo chalk, wax crayons, pencils, colouring pencils and felt tips.</p> <p>Vincent Van Gogh Books: The Day the Crayons Quit</p>		<p>Cycle A: Dinosaurs Cycle B: Bears</p> <p>Safely explore and experiment with paint, using fingers and other parts of their bodies in addition to a range of painting tools for mark-making e.g. thick and thin paintbrushes, spatulas, combs and toothbrushes. Explore colour mixing using poster paint. Explore colour mixing using poster paint.</p> <p>Iris Scott Books: Beautiful OOPS!</p>		<p>Cycle A: Animals Cycle B: Wildlife</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function. Explore different materials, using all their senses to investigate them. Share their creations, explaining the process they have used.</p> <p>Barbara Hepworth Books: Look! Look! Look! At Sculpture</p>	
Pre-School	<p>How Great am I?</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail e.g. representing a face with a circle and including details. Show different emotions in their drawings.</p> <p>Louise Bourgeois</p>		<p>Plan it, Make it and Change</p> <p>Use and explore paint, using a range of painting tools: thick paintbrushes, spatulas, sponges, toothbrushes and straws. Explore colour mixing using poster paint. Show different emotions in their paintings. Share their creations, explaining the process they have used.</p> <p>George Seurat</p>		<p>Where are we Going?</p> <p>Safely use and explore different materials freely, to develop their ideas about how to use them and what to make (junk modelling). Develop their ideas and then decide which materials to use to express them to make a class sculpture. Select tools and techniques needed to shape (cut, twist, bend), assemble and join different materials.</p> <p>Michelle Reader</p>	

Reception	<p>All About Me Make different marks with different resources and begin to compare lines and pastel smudges. Explore where chalk and pencils come from. Draw from memory and observation. Create collaboratively, sharing ideas, resources and skills. Share their creations, explaining the process they have used</p> <p>Yayoi Kusama Books: Ish Yayoi Kusama</p>		<p>Out in the Cold Experiment with a range of painting tools: thick or thin paintbrushes, fingers, spatulas, combs, toothbrushes etc. To mix paint to match the colours they see.</p> <p>Wassily Kandinsky George Seurat Books: Katie and the Mona Lisa The Noisy Paint Box Anna's Art Adventure</p>		<p>Where Does it Come From? Use hands to manipulate malleable materials in different ways: rolling, kneading, squashing, pinching. To create models using recycled materials.</p> <p>Faith Bebbington Nicole Dyer Books: Boxitects Made by Maxine The Little Lump of Clay</p>	
Year 1	<p>How are lines and shapes used in drawings? Create a range of lines and alter their thickness through the exploration of a range of drawing mediums. Explore how famous artists use dots, lines and shapes to create works of art.</p> <p>Roger Hargreaves Piet Modrian</p>		<p>What are primary and secondary colours? Explore primary and secondary colours and represent them on a colour wheel. To paint from observation.</p> <p>Joan Miro Georgia O'Keefe</p>		<p>How can we manipulate malleable materials? Manipulate malleable materials in a variety of ways: rolling, joining and kneading. Use joining techniques of gluing, pins, staples and threading to create a collaborative piece of artwork using recycled materials.</p> <p>Andy Goldsworthy</p>	
Year 2	<p>How are landscapes created? Explore lines and blending using pencils, pastels, chalk and oil pastels. Study landscapes created by famous artists.</p> <p>David Hockney Claude Monet</p>		<p>How can paint be used to create different effects? Explore creating tints and shades in a variety of different colours. Experiment with different painting effects: washes, blocking and thickened paint. Explore texture in an artwork using various techniques: layering,</p>		<p>How can we create art with natural materials? Explore arrangements using natural materials. Experiment with techniques of twist, knot, tie, intertwine and construct using natural materials. Work with others to create a group artwork using natural materials. Explore</p>	

			<p>differing brush strokes or varying equipment e.g. a sponge or spatula.</p> <p>Claude Monet Paul Klee</p>		<p>and experiment with other sculpting materials.</p> <p>Li Hongbo Barbara Hepworth</p>	
Year 3	<p>How are hatching and cross hatching methods used to create tone in drawing? Explore and experiment with graded pencils to show tone and texture. Draw from first-hand observation and secondary sources. Explore hatching and cross-hatching to show tone and texture. Identify areas of shadow and light and blend tones accurately to create soft gradients.</p> <p>Giorgio Morandi</p>		<p>What are complementary colours and how do artists use them in painting? Experiment with brush techniques (thick and thin brushes to produce shapes, textures, patterns and lines). Mix colours effectively and explore creating hues using watercolour paints. • To create a colour wheel that displays tertiary colours.</p> <p>Vincent Van Gogh Theresa Paden</p>		<p>How can we explore clay using different techniques? Use and explore clay and experiment with mark-making tools. Press shapes into clay, engrave shapes and textures using tools and use the coiling technique.</p> <p>Rosie Hurley Kate Malone</p>	
Year 4	<p>How are shadows and reflections created in drawing? Explore blending lines to create shades and tones with different drawing mediums. Draw from observation and apply shades and tones. Refine techniques when using oil pastels and blend colours to create different tones and shades.</p> <p>Maurice Denis Maurits Cornelis Escher</p>		<p>How do you mix colours to match objects? Explore brush techniques to create different effects. Mix and match colours to objects in natural or artificial forms. Use black and white to lighten and darken tones. • To combine colours and create tints, tones and shades to reflect the purpose of the work.</p> <p>Georgia O'Keefe Henry Rousseau</p>		<p>How can we create sculptures from paper? Shape, form, model and construct sculptures from paper. Explore paper techniques such as origami and papier-mâché to create 3D models.</p> <p>Mlle Hippolyte</p>	
Year 5	<p>How to create tone and perspective in drawing? Use a range of mark-making techniques to show</p>		<p>How do you mix colours to match objects? Explore how artists express thoughts and feelings</p>		<p>How do we create sculptures from wire? Explore wire as a medium for sculptures. Use</p>	

	<p>contrast and tone in drawings. Apply drawing skills using ink pens and explore the different properties. Draw from first-hand observation and source material. Begin to use perspective and proportion.</p> <p>Paul Cézanne Edvard Munch</p>		<p>through the use of colour and application. Mix colours accurately and understand the properties of a range of different paint types. Create a mood painting through the use of colour and application.</p> <p>Edvard Munch</p>		<p>aluminium wire to model and construct sculptures, considering shape and form.</p> <p>Robin Wight Alberto Giacometti</p>	
<p>Year 6</p>	<p>How are shadows and reflections created in drawing? Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently. Show the effect of light from different directions on objects and people.</p> <p>Henry Moore Banksy</p>		<p>How do you mix colours to match objects? Know when using a wash (either with watercolour or other paint) perspective can be achieved through darkening the paint towards to foreground. Mix and match colours to create atmosphere and light effects.</p> <p>Vincent Van Gogh</p>		<p>How do we use a range of materials to create sculpture? Create sculptures using clay, wire, papier-mâché and other artificial and natural materials. • Use a sketchbook to inform, plan and develop ideas. Shape, form, model and join with confidence.</p> <p>Henry Moore</p>	