

St Mark's Primary Curriculum Map for Art and Design (KS1 – 2)

	Autumn	Spring	Summer		
	The foundations of our art curriculum are developed in year R to ensure that the children are well prepared for year 1. In year R, art and design skills are explicitly taught to the children; they are also given opportunities to apply these through their play.				
EYFS	<p style="text-align: center;"><u>Year R Art and Design Foundations</u></p> <p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> • Can use lines to enclose a space, and then begin to use these shapes to represent objects. <p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> • Name and know the difference between colours and explore what happens when colours are mixed. <p style="text-align: center;">Mixed Media</p> <ul style="list-style-type: none"> • Children explore what happens to textures when they put different materials together, creating their own representations. <p style="text-align: center;">Printing</p> <ul style="list-style-type: none"> • Experiment with printing blocks to make patterns 				
	<p style="text-align: center;">Early Learning Goal: Creating with Materials</p> <p style="text-align: center;">Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p style="text-align: center;">-Share their creations, explaining the process they have used.</p> <p style="text-align: center;">Make use of props and materials when role playing characters in narratives and stories.</p>				
	Half Termly Milestones for Art and Design				
	Autumn 1	Autumn 2	Spring 1	Spring 2	
<p>Can draw lines and circles using chunky pencils, fat brushes, wax crayons, poster paints.</p> <p>Be able to name, sort and compare colours.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects using chunky pencils, fat brushes, wax crayons, poster paints.</p>	<p>Create closed shapes with continuous lines, progress to felt tips, thinner brushes, pencils, oil pastels, powder paint.</p> <p>Be able to mix colours and refine with support e.g. making a desired colour.</p>	<p>Draw with increasing complexity and detail such as representing a face with a circle and adding details.</p> <p>Show different</p>	Summer 1	Summer 2
				<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-Share their creations, explaining the process they have used.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-Share their creations, explaining the process they have used.</p>

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		Be able to Identify the primary colours and use paint to mix.		emotions in their drawings e.g. happiness, sadness, fear etc. Develop mixing skills to match colours they see and want to represent.	Make use of props and materials when role playing characters in narratives and stories. Can use lines to enclose a space, and then begin to use these shapes to represent objects.	Make use of props and materials when role playing characters in narratives and stories. Can use lines to enclose a space, and then begin to use these shapes to represent objects.
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Year 1			
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			
Year 1	Autumn Year 1	Spring Year 1	Summer Year 1
	<p><u>1.1 Autumn 1: Drawing – Still Life (bears)</u></p> <p>Link to Year R prior learning - create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>-Understand the basic use of a sketchbook and use it to share ideas and imagination.</p> <p>- Can hold and use drawing tools such as pencils, crayons, colouring pencils and felt tips, using them with some dexterity and control to represent their observations with clear outlines</p> <p>-shading/colouring - children can colour shapes and figures accurately using even diagonal or horizontal stokes with no gaps</p> <p>Future Learning: 2.2, 3.1, 4.2, 5.2, 6.1, 6.3</p>	<p><u>Spring 1:</u></p>	<p><u>Summer 1:</u></p>

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	<u>Autumn 2</u>	<p><u>1.2 Spring 2: Painting – Landscapes – Significant Artist MONET</u></p> <p>Link to Year R prior learning - be able to identify the primary colours and use paint to mix. Develop mixing skills to match colours they see and want to represent.</p> <p>-Explore different Monet pieces and describe the similarities and differences between them</p> <p>-To know all primary colours and start to experiment with mixing for secondary to convey a mood</p> <p>-select different brush sizes and types to explore and make marks of different thicknesses and using wet and dry paintbrush techniques for a particular effect</p> <p>-Discuss their own work in comparison to the work of</p> <p>Monet Future Learning: 2.1, 3.2, 5.1, 6.2</p>	<p><u>1.3 Summer 2: Printing – African Animal Prints</u></p> <p>Year R prior learning – pattern printing (AB, ABB etc).</p> <p>-Can explore and create patterns and textures with a range of materials (design and make own printing block)</p> <p>-Can print by marking onto ink block controlling line or tone using tools or pressure</p> <p>-can repeat a pattern randomly, placed or tiled in a grid with the same or a range of blocks</p> <p>Future Learning: 4.1</p>
Year 2			
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			
	Autumn Year 2	Spring Year 2	Summer Year 2
Year 2	<u>Autumn 1:</u>	<p><u>2.2 Spring 1: Drawing – Significant Artist – LOWRY – Street scenes.</u></p> <p>-Explore different Lowry pieces and describe the similarities and differences between them</p> <p>-Explore the differences and similarities between the work of Lowry and Monet</p> <p>-can draw carefully in line from observation, recording shapes and positioning all marks/features with some care.</p> <p>-Review shading accurately from year 1 using even diagonal or horizontal strokes with no gaps (Year 1.1 Knowledge Organiser).</p>	<u>Summer 1:</u>

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		<p>-Explore and create different tones for light and dark tones, colour and features when applying different pressures through shading.</p> <p>- Discuss their own work in comparison to the work of</p> <p>Lowry Future Learning: 2.1, 3.1, 4.2, 5.2, 6.1, 6.3, 7.1</p>	
	<p><u>2.1 Autumn 2: Painting – Fire Silhouettes from London. Panoramic</u></p> <p>Review and re-visit primary colours and mixing for secondary (1.2).</p> <p>-select different brush sizes and types to explore and make marks of different thicknesses and using wet and dry paintbrush techniques for a particular effect</p> <p>-Choose appropriate primary paints to mix for secondary colours to suit purpose (fire landscape).</p> <p>- Choose appropriate brushes, brush strokes (smooth - horizontal, vertical or angled) and size of stroke to suit purpose.</p> <p>Future Learning: 3.2, 5.1, 6.2, 7.2</p>	<p><u>Spring 2:</u></p>	<p><u>2.3: Summer 2: Sculpture: Sea Creatures</u></p> <p>-Manipulate clay for a variety of purposes: rolling, squeezing, pulling and pinching, carving details, smoothing, creating holes, joining pieces together.</p> <p>-Design a model that uses the taught skills</p> <p>-Construct a simple clay model that demonstrates the taught skills</p> <p>-Understand the safety and basic care of materials and tools Future Learning: 3.3, 5.3, 7.2</p>
Year 3			
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			
Year 3	<u>Autumn 1:</u>	<u>Spring 1:</u>	<u>Summer 1:</u>
	<p><u>3.1 Autumn 2: Drawing – Significant Artist WILLIAM MORRIS</u></p> <p>-Use sketchbooks to review and revisit previously taught artists (Monet and Lowry) How is Morris different? Likes and dislikes.</p> <p>-Review drawing techniques from year 1 and 2 (1.1) -</p>	<p><u>3.2 Spring 2: Painting – Still Life (Plants and Trees – Van Gogh)</u></p> <p>- to use sketch books to review and revisit ideas of previously studied artists - what makes Van Gogh different?</p> <p>-can use and mix primary and secondary colours with the</p>	<p><u>3.3 Summer 2: Sculpture: Mod Rock Mummies</u></p> <p>-Can design a 3D form as a maquette that can be imagined on a larger scale</p> <p>-Review year 2 (2.3) clay techniques: rolling, squeezing, pulling and pinching, carving details, smoothing, creating holes, joining pieces together.</p>

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	<p>shading accurately using even diagonal or horizontal strokes with no gaps.</p> <p>-Explore and create different tones for light and dark tones, colour and features when applying different pressures through shading (2.2).</p> <p>-Can use a range of drawing tools with control and dexterity</p> <p>-Develop a range of tones using a pencil and a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>-Use sketchbook to express likes and dislikes about the final piece.</p> <p>TEACH THESE TECHNIQUES EXPLICITLY AND RECORD IN SKETCHBOOK FOR REVIEW AND REVISIT</p> <p>Future Learning: 4.2, 5.2, 6.1, 6.3, 7.1</p>	<p>addition of black and white and other hues (colour wheel work)</p> <p>-Can understand how artists use warm and cool colours using this when mixing paint to express mood in a work</p> <p>Review: smooth - horizontal, vertical or angled brush strokes (2.1)</p> <p>To add flowing/semi-circular brush strokes to those previously learnt to emulate the style of Van Gogh</p> <p>- Use sketchbooks to record their observations and evaluate, suggesting how they can develop their work further.</p> <p>Future Learning: 5.1, 6.2, 7.2</p>	<p>-Consider how these can be applied to mod rock.</p> <p>-Construct a structure to form the basis of the sculpture and understand the purpose of this (wire or paper base)</p> <p>-Build in mod rock a functional form using 2 to 3 building techniques and some surface decoration</p> <p>Future Learning: 5.3, 7.2</p>
<p>Year 4</p>			
<p>Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</p>			
<p>Year 4</p>	<p><u>Autumn 1:</u></p>	<p><u>Spring 1:</u></p>	<p><u>Summer 1:</u></p>
	<p><u>4.1 Autumn 2: Printing – Significant Artist ANDY WARHOL</u></p> <p>-Use sketchbooks to Review and re-visit artists studied so far. Lowry, Monet, Morris, Van Gogh - what makes Andy Warhol different? What do we like/dislike about his work?</p> <p>- Use observational techniques to draw finer details of facial features.</p> <p>- design a complex pattern made up of two or more facial motives and print a tiled version</p>		<p><u>4.2 Summer 2: Drawing: Buildings</u></p> <p>-Use sketch books to record observations and use them to review and revisit ideas</p> <p>-Can draw in line with care and in scale, applying rules of simple perspective.</p> <p>- Develop a range of tone using a range of HB pencils and use a variety of drawing techniques: use sketchbook to revise and revisit - year 3 drawing skills - hatching, scribbling, stippling, and blending to create light/ dark lines (3.1).</p>

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	<p>through Monoprinting.</p> <ul style="list-style-type: none"> -Can explore colour mixing through printing, using two contrasting colours in the style of Andy Warhol - Use of sketchbook to compare own design and pattern making with that of well-known designers or familiar patterns. - Future Learning: 7.3, 7.6 		<p>Introduce cross - hatching and use to represent tone of shadows</p> <p>Future Learning: 5.2, 6.1, 6.3, 7.1, 8.1</p>
Year 5			
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			
Year 5	<p><u>Autumn 1:</u></p>	<p><u>Spring 1:</u></p>	<p><u>5.2 Summer 1: Drawing – Portraying Relationships</u></p> <ul style="list-style-type: none"> -Select, use and manipulate appropriate drawing tools using them with control and dexterity to accurately represent from observation. -Select appropriate techniques from those already taught to achieve a specific outcome. such as: hatching, scribbling, stippling, cross hatching and blending (3.1 and 4.2) to create light/dark lines. -plan and complete extended sets of drawings in sketchbook, adapting and refining their work, to plan and produce a final piece. <p>Future Learning: 6.1, 6.3, 7.1</p>
	<p><u>Autumn 2:</u></p>	<p><u>5.1 Spring 2: Painting: River Water Colours – significant artist HOKUSAI</u></p>	<p><u>5.3 Summer 2: Sculpture: Greek Pottery (clay)</u></p> <ul style="list-style-type: none"> -use a study of 3D work from the Greek culture to develop their own response through models,

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		<p>-Use sketchbooks to revisit and review work of artists studied so far. Monet, Lowry, Morris, Van Gogh, Andy Warhol)</p> <p>What makes Hokusai different? Are there any cultural differences? How can these be seen in his artwork?</p> <p>-Review of key stage one and year 3 paint strokes (horizontal, vertical, angled and flowing/semi-circular (2.1 and 3.2)</p> <p>-Create different effects by using a variety of tools and techniques, such as dots, scratches and splashes and applying paint in layers.</p> <p>-Can plan/paint symbols, forms, shapes and composition when exploring work of other artists and cultures informing their painting</p> <p>Future Learning: 6.2, 7.2</p>	<p>experimentation and design stage</p> <p>-Revise building skills from years 2 (2.3) and 3 (3.3): rolling, squeezing, pulling and pinching, carving details, smoothing, creating holes, joining pieces together and make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.</p> <p>Embellishment</p> <p>-Explore and express form, pattern, shape texture and colour of Greek pottery</p> <p>Future Learning: 7.2</p>
Year 6			
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			
Year 6	<p><u>6.1 Autumn 1: Drawing – portraits of Amazon Tribe Members</u></p> <p>-Use of sketch book to revisit and review facial drawing techniques from year 4 (printing 4.1) and year 5 (drawing 5.2).</p> <p>- create more detailed proportions and close up expressions in portraits</p> <p>- confidently and strongly uses charcoal/pastels in response to light and dark, shadows and well-lit areas:</p>	<p><u>6.2 Spring 1: Painting – Silhouette painting (scenes representing the trauma of war.</u></p> <p>-Identify artists who have worked in a similar way to their own work</p> <p>- Use photographs and media to inspire art.</p> <p>-Can choose and select different methods to apply colour using a variety of tools and techniques to express mood or emotion.</p> <p>Revisit all brush strokes covered in the curriculum: (horizontal, vertical, angled and</p>	<p><u>Summer 1:</u></p>

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	<p>-Select appropriate techniques that can be used with different tools, to achieve a specific outcome. such as: hatching, scribbling, stippling, cross hatching blending to create light/ dark lines</p> <p>This unit allows students to select and apply the explicit skills they have been taught in drawing units across key stage 2. Future Learning: Forward Links to 7.3, 8.2</p>	<p>flowing/semi-circular) dots, scratches and splashes and applying paint in layers.</p> <p>-Apply a wide variety of ways to make different marks with dry and wet media. -Develop ideas using different or mixed media, using a sketchbook</p> <p>This unit allows students to select and apply the explicit skills they have been taught in painting units across key stage 2. Future Learning: Forward Links to 7.2</p>	
	<p>Autumn 2:</p>	<p>Spring 2:</p>	<p>6.3 Summer 2: Mixed Media – Fashion designers in history (application of skills)</p> <p>-Explore the work of fashion designers and experiment with different styles that they have used.</p> <p>-Use of sketchbooks to combine graphics and text-based research of commercial design. Can annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings/designs.</p> <p>-Designing an outfit - application of drawing skills: Select appropriate techniques from those already taught to achieve a specific outcome. such as: hatching, scribbling, stippling, cross hatching, blending</p> <p>This unit allows students to select and apply the explicit skills they have been taught in painting units across key stage 2. Future Learning: Forward Links to 7.1</p>