

**This curriculum map is correct for the year 2023-2024 (revised September 2023) -SBrown**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Planning and length of topic</b></p> <p><i>These must be taught in the order they appear below</i></p>	<p>Step by Step Art book</p> <p>Drawing taught in Autumn 1 and objectives for this skill should be made in the provision</p>	<p>Each unit should take 12 sessions 1 afternoon = 2 sessions 6 sessions in total</p> <p>Planning to be taken from KAPOW- unit titles listed in each category</p>	<p>Each unit should take 12 sessions 1 afternoon = 2 sessions 6 sessions in total</p> <p>Planning to be taken from KAPOW- unit titles listed in each category</p>	<p>Each unit should take 12 sessions 1 afternoon = 2 sessions 6 sessions in total</p> <p>Planning to be taken from KAPOW- unit titles listed in each category</p>	<p>Each unit should take 12 sessions 1 afternoon = 2 sessions 6 sessions in total</p> <p>Planning to be taken from KAPOW- unit titles listed in each category</p>	<p>Each unit should take 12 sessions 1 afternoon = 2 sessions 6 sessions in total</p> <p>Planning to be taken from KAPOW- unit titles listed in each category</p>	<p>Each unit should take 12 sessions 1 afternoon = 2 sessions 6 sessions in total</p> <p>Planning to be taken from KAPOW- unit titles listed in each category</p>
<p><b>Big Concepts with substantive knowledge</b></p> <p><b>Drawing</b> TO BE TAUGHT AUTUMN</p> <p>form, line, patterns, shape, texture, tone</p>	<ul style="list-style-type: none"> <li>Drawing: Exploring colour</li> <li>Representing objects by joining lines and enclosing spaces</li> </ul> <p><b>Autumn 1</b></p> <p>ELG- 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"> <li>Explore mark making, experiment with drawing lines and use 2D shapes to draw.</li> </ul> <p><b>FORMAL ELEMENTS OF ART UNIT</b></p>	<ul style="list-style-type: none"> <li>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</li> </ul> <p><b>formal elements of art</b></p>	<ul style="list-style-type: none"> <li>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</li> </ul> <p><b>FORMAL ELEMENTS OF ART</b></p>	<ul style="list-style-type: none"> <li>Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing</li> </ul> <p><b>FORMAL ELEMENTS OF ART</b></p>	<ul style="list-style-type: none"> <li>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</li> </ul> <p><b>FORMAL ELEMENTS OF ART</b></p>	<p>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</p> <p><b>STILL LIFE</b></p>
<p><b>Big Concepts with substantive knowledge</b></p> <p><b>Painting and colour</b> TO BE TAUGHT SPRING</p> <p>colour</p>	<p>Drawing: Patterns, texture with different media. <b>Spring 1</b></p> <p>Painting: Colour mixing – animal skins and colours (link to animals in different countries UtW) <b>Spring 2</b></p> <p>ELG- 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"> <li>Develop skill and control when painting. Paint with expression</li> <li>Remember the primary colours and how to mix them to create secondary colours.</li> <li>Create shades of a colour and choose and justify colours for purpose</li> </ul> <p><b>ART AND DESIGN SKILLS</b></p>	<ul style="list-style-type: none"> <li>Further improve skill and control when painting. Paint with creativity and expression.</li> <li>Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections</li> </ul> <p><b>ART AND DESIGN SKILLS</b></p>	<ul style="list-style-type: none"> <li>Increase skill and control when painting. Apply greater expression and creativity to own paintings.</li> <li>Increase awareness and understanding of mixing and applying colour, including use of natural pigments.</li> <li>Use aspects of colour such as tints and shades, for different purposes.</li> </ul> <p><b>PREHISTORIC ART</b></p>	<ul style="list-style-type: none"> <li>Develop skill and control when painting. Paint with expression. Analyse painting by artists.</li> <li>Analyse and describe colour and painting techniques in artist's work.</li> <li>Manipulate colour for print.</li> </ul> <p><b>EVERY PICTURE TELLS A STORY</b></p>	<ul style="list-style-type: none"> <li>Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.</li> <li>Select and mix more complex colours to depict thoughts and feelings.</li> </ul> <p><b>ART AND DESIGN SKILLS</b></p>	<ul style="list-style-type: none"> <li>Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</li> <li>Mix and apply colours to represent still life objects from observation.</li> <li>Express feelings and emotions through colour. Study colours used by Impressionist painters</li> </ul> <p><b>ART AND DESIGN SKILLS</b></p>
<p><b>Big Concepts with substantive knowledge</b></p> <p><b>Collage</b> TO BE TAUGHT IN SUMMER AND APPLY DRAWING AND PAINTING SKILLS WITHIN THIS UNIT ALSO</p> <p>craft design, materials and techniques</p>	<p>Drawing: Combining media and materials – minibeasts observational drawings, editing and improving. <b>Summer 1</b></p> <p>ELG- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><b>LANDSCAPES USING DIFFERENT MEDIA</b></p> <p>Previous- Painting skills and drawing covered in this unit</p> <p>Use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> <li>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> </ul>		<p><b>ART AND DESIGN SKILLS</b></p> <p>Previous- Painting skills and drawing covered in this unit</p> <ul style="list-style-type: none"> <li>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.</li> </ul>		<p><b>DESIGN FOR PURPOSE</b></p> <p>Previous- Painting skills and drawing covered in this unit</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	

<p><b><u>Big Concepts with substantive knowledge</u></b></p> <p><b>Sculpture TO BE TAUGHT IN SUMMER AND APPLY DRAWING AND PAINTING SKILLS</b></p> <p>craft design, materials and techniques</p>			<p><b>SCULPTURE AND MIXED MEDIA</b></p> <p>Previous- Painting skills and drawing covered in this unit</p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> </ul>		<p><b>SCULPTURE</b></p> <p>Previous- Painting skills and drawing covered in this unit</p> <p><b>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</b></p>		<p><b>MAKE MY VOICE HEARD</b></p> <p>Previous- Painting skills and drawing covered in this unit</p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b><u>Cultural capital</u></b></p> <p><b>Artists</b></p>	<ul style="list-style-type: none"> <li>Guiseppe Arcimoboldo</li> <li>Henri Matisse</li> <li>Henri Rousseau</li> <li>Georgia O'Keeffe</li> </ul>	<ul style="list-style-type: none"> <li>Beatiz Milhazes</li> <li>Louis Wain</li> <li>Kandinsky</li> <li>Jasper Johns</li> </ul>	<ul style="list-style-type: none"> <li>Max Ernst</li> <li>Clarice Cliff</li> <li>Nancy McCroskey</li> <li>Karl Lichenstein</li> </ul>	<ul style="list-style-type: none"> <li>Carl Giles</li> <li>Diego Velazquez</li> <li>Sam McBratney</li> </ul>	<ul style="list-style-type: none"> <li>David Hockney</li> <li>Fiona Rae</li> <li>Pieter Brugel</li> <li>Paul Rego</li> <li>Leonardi Da Vinci</li> <li>Arcimboldo</li> <li>EL Anatsui</li> </ul>	<ul style="list-style-type: none"> <li>Hundertwasser</li> <li>Paul Klee</li> <li>Dominic Wilcox</li> </ul>	<ul style="list-style-type: none"> <li>Edward Hopper</li> <li>Cezanne</li> <li>Claude Monet</li> <li>Nicholson</li> <li>Kathe Follwitz</li> <li>Picasso</li> </ul>
<p><b><u>disciplinary knowledge</u></b></p> <p><b>Factual Knowledge- Artists</b></p>	<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"> <li>about the work of a range of artists, craft makers and designers</li> </ul>	<ul style="list-style-type: none"> <li>about great artists, architects and designers in history.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> </ul>				
<p><b><u>disciplinary Knowledge</u></b></p> <p><b>Generating ideas</b></p>	<p><b>ELG: Fine motor skills</b> Use a range of small tools, including scissors, paint brushes and cutlery;  Begin to show accuracy and care when drawing.</p>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<ul style="list-style-type: none"> <li>describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>				
<p><b><u>disciplinary Knowledge</u></b></p> <p><b>Evaluation – of own work and others</b></p>	<p>Share their creations, explaining the process they have used;</p>	<ul style="list-style-type: none"> <li>describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>				
<p><b>Vocab</b></p>		<p><b>DRAWING</b> Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours.</p> <p><b>OTHER TOPICS</b> Shoreline, horizon, up, down, straight, left, right, texture, tints, shades, light, dark, landscape.</p>	<p><b>DRAWING</b> : Colour, line, pattern, tone, shape, form, tone, Jupiter, shading, three-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern.</p> <p><b>OTHER TOPICS</b> precise, straight, curved, edge, design, concentric, silhouette, weaving, horizontal, vertical, template, overlay, vessel, slip, clay</p>	<p><b>DRAWING</b> Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shape</p> <p><b>OTHER TOPICS</b> positive, tints, shades, natural form names, charcoal, scaling, texture, fixative, decorate, detail, observation, tint, shade, light and dark</p>	<p><b>DRAWING</b> Colour, line, tone, form, shape, pattern, texture, symmetrical, mark making.</p> <p><b>OTHER TOPICS</b> Curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chinoiseries, op-art.</p>	<p><b>DRAWING</b> colour, line, tone, form, shape, pattern, texture, observation, monument, legacy.</p> <p><b>OTHER TOPICS</b> Visual language, communication, design, design brief, collaborate, advertising, Unique Selling Point, packaging, product, media, purpose, criteria.</p>	<p><b>DRAWING</b> Pupils should make appropriate use of these words when discussing works of art: Colour, line, tone, form, shape, pattern, texture</p> <p><b>OTHER TOPICS</b> Graffiti, contrasting, commissioned, Guernica, sculpture Impressionism, zentangle, prototype, appreciation.</p>

The EYFS Curriculum is planned to meet the end of year expectations of the Early Learning Goals, assisted by Development Matters.

Children at the expected level of development will:

- 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
- Make use of props and materials when role playing characters in narratives and stories. .

How we assess in Art

We want to assess the progress children make within and across a topic/s .

To enable this a spider diagram will be completed at the start of the themed learning where the child/ren record what they already know about this. This is recorded in their book.

This same spider diagram is revisited at the end of learning sequence and further annotated with what the child/ren knows/can do.

Whilst marking this, staff will annotate a simple assessment grid. Termly Pupil Conferences, which will facilitate book looks, will add to the overall assessment of Art.