

# NC Subject - Art

## Curriculum map



### Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

	Autumn	Spring	Summer
Foundation stage	<p><b>Throughout the year EYFS will experience:</b></p> <p><b>Drawing:</b> Explore mark making with a variety of tools and apply to projects using observation and imagination.</p> <p><b>Painting:</b> Start to mix secondary colours one at a time · -use bristle and soft brushes by pulling away from the hairs-not pushing · control shape with brush · create pictures</p> <p><b>Collage:</b> Develop knowledge of colour &amp; texture. · - draw round templates, fold, cut simple shapes &amp; create a design with them. · - use textured fabric &amp; paper shapes in pictures.</p> <p><b>Printing:</b> Develop knowledge of shape &amp; pattern. · use finger, card &amp; transfer printing. · —manipulate simple shapes &amp; limited colours, to produce clear prints in an imaginative manner. · - make repeat patterns &amp; understand idea of symmetrical pattern.</p> <p><b>3D:</b> - make simple shapes from, and press shapes into, clay, creating texture. · - cover boxes with paper &amp; create patterns on the surface. · - build a group sculpture which stands.</p> <p><b>Fabric:</b> identify different textures, patterns &amp; understand patchwork. · - choose fabrics to create a picture. · - use glue efficiently. · —manage in/out sewing technique</p> <p><b>Digital:</b> Use iPad/camera to take photos Use mouse skills -drawing in digital art programmes-eg. Tizzy’s Tools. -Collect photographs for a theme.</p> <p><b>Evaluation:</b> Recognise and describe key features of their own and others’ work including known Artists eg Monet, Kandinsky, Magritte, Matisse, Lichtenstein, Turner, Constable, Aboriginal Art</p>		

Year 1

**Once upon a time**

**Printing and paint:** Use **white chalk** and **sponge paint** to create stone castle picture, including castle features learnt about in topic.



Use mixed media of collage, paint and oil pastels to create a fantasy castle, inspired by the work of **Paul Klee**.



**Dinosaur Days**

Use **wax resist** and **Brusho/water colours** with ferns.



Learn about warm/cold colours and different shades of one colour. Use **Brusho** to create a dinosaur scene background. Children to cut out dinosaur and scenery shapes from black paper to create silhouettes.



Use **clay** to create ammonite fossils and add texture to the fossil.

**Olympics / Cornwall / Africa / Rainforests**

**Olympics:** Collage - Great Artists – **Henri Matisse**: use coloured paper and scissors to create Matisse style depictions of different Olympic events. Use contrasting/complementary colour schemes.



**Cornwall:** Using objects on the beach to inspire, make environmental **sculptures** in the style of **Andy Goldsworthy**.



Look at the artwork of local artists, such as **Joanna Short**, who paint seaside scenes. Use **pastels** to create own seaside scene.



**Africa:** Look at **colour mixing** to create vibrant colours of Africa. Study different African tribal patterns and use **print** on fabric to create African tribal prints (repeated patterns).

Mix a range of shades of one colour to create camouflage. Use paints and camouflage to create animal masks.

**Rainforests:** Look at vibrant colours of India. Indian style artwork **Indian printing**.









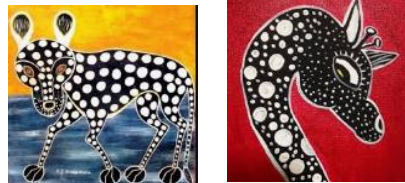



**colour mixing** to create Study and create their own with Rangoli patterns and

Mix a range of shades of camouflage. Use paints and camouflage to create animal masks.

one colour to create



<p>Year 2</p>	<p style="text-align: center;"><b>Fabulous festivals</b></p> <p>Use <b>Brusho</b> and <b>oil pastels</b> resist to create art inspired by Bonfire Night</p> <p><b>Colour / paint:</b> make colour wheels. Use primary colours to mix secondary colours and add white and black to tint and shade. Learn about complementary colours. Make complementary colour art work based on foods/festivals. Learn about harmony, temperature and feelings from colours</p>  <p><b>Drawing / watercolour:</b> Make observational drawings of fruit and veg using pencil and watercolour</p> <p><b>Paint - Great Artists – Rothko:</b> mix colours inspired by the vibrant colours of foods and the work of Rothko to produce paintings from emotions inspired by festivals.</p> <p><b>Printing:</b> Cut fruit and veg, eg, pears, pomegranates, peppers and make printed patterns using complementary colours</p> 	<p style="text-align: center;"><b>Stone age Man</b></p> <p><b>PAINT AND PRINTING:</b> Tint (add white) and shade (add black) paint to make backgrounds for printing. Use block printing to print Stonehenge shapes over painted background</p>  <p><b>Drawing - chalk / oil pastels / pigment:</b> create Stone Age cave paintings (Lascaux). Make dyes for paints using natural materials. Grind chalk, soil, charcoal in a pestle and mortar to make paint.</p> <p>Create scenes from the stone age depicting hunting and animal life.</p>  <p><b>Create rock paintings</b> using flat stones/pebbles. Use clay to roll out, let dry and then paint.</p>  <p><b>Textiles:</b> Make dyes from plants and soils to dye textiles. Use cloth to print or stencil onto.</p> <p><b>Stencil - paint:</b> Use paper stencils, hands. Use toothbrushes, spray diffusers and sponge to splatter paint around a stencil.</p> 	<p style="text-align: center;"><b>Olympics / Cornwall / Africa / Rainforests</b></p> <p><b>Olympics: Collage - Great Artists –</b> Henri Matisse: use coloured paper and scissors to create Matisse style depictions of different Olympic events. Use contrasting/complementary colour schemes.</p>  <p><b>Cornwall: Collage - Great Artists – Terry Frost:</b> Recreate and design own Terry frost inspired images using coloured paper and painted paper. Look at other abstract expressionists of the time working in Cornwall, eg, Antony Frost, Peter Lanyon</p>  <p><b>Africa: Textiles / printing:</b> batik wax on cloth and fabric paints and dyes to make Tinga-Tinga inspired art. Use sketches of African wildlife as starting point.</p>  <p><b>Clay:</b> create an African mask with a simple shape and engraving.</p> <p><b>Rainforests: Collage:</b> Use collage to create art inspired by Henri Rousseau. Use coloured paper and painted paper.</p> 
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Year 3

**Super Seaside**

**Sculpture:** research artist Andy Goldsworthy, recreating sculptures on a local beach using **sand**. **Photography:** Take pictures of creations on iPad and experiment with applying a range of filters



**Gallery Visit:** Explore local artist Alfred Wallis with a visit from the Falmouth Art Gallery. The children will explore Alfred Wallis's work looking at recurring motifs and images, the colour and the medium.

**Drawing:** Use **Charcoal and pastel to reproduce, and then design and recreate artwork in the style of Alfred Wallis**

Using **paint and collage** to create a sea scene in the style of Alfred Wallis. The finalised piece will be created on a piece of old plywood or cardboard packaging as Alfred Wallis would have done.

**Drawing:** Using **pencils and watercolour** to create observational drawings of shells.

**Chocolate**

**Painting:** Using **black and white paint** to create a tonal painting of a chocolate cake.

Nancy Standee **mixed media** torn paper collage creation.



**CLAY:** Aztec Artwork – masks. Start with **drawing** Aztec masks. Design own mask and make in clay.

Use **paint** and feathers to decorate masks in Aztec patterns and colours



**Printing / ICT:**  
Repeating patterns –  
Create Aztec inspired wallpaper. Using block printing techniques.



**Olympics / Cornwall / Africa / Rainforests**

**Olympics** – Research Great Artist from host country e.g. - (Japan 2021): Hokusai – The WAVE. Study the painting, reproduce it using paint and collage.

**Batik/textiles:** Design own wave image and use wax resist and fabric paints/dyes etc. on cloth.

**Cornwall:** Exploring the nearby engine house, taking photographs. Using the photographs to create charcoal drawings. Different fabrics will be studied, to create a class piece.



**Africa:** Kente cloth WEAVING



Wax resist **Batik** of African Textiles

Silhouetted **Mixed Media** African landscapes



**Rainforests/woods:** Henri Rousseau inspired – 'Tiger'. The class will create a piece using fabric, embroidery and printing techniques.

Observational drawings in the local woods.

Printing using leaves (Trip to Art Gallery)

**Awesome Oceans**

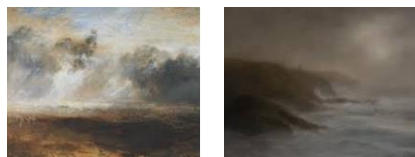
**Collage and printmaking:**

Use pencils to sketch ocean animals and plant life. Trace outlines onto cardboard and cut out to make printing blocks. Prepare backgrounds for prints with layered tissue



paper. **Block printing** on Fabric: Children collaborate to prepare a large piece of fabric and use their ocean printing blocks to make class piece

**Great Artists:** Turner. Look at [Turner's seascapes](#). Reproduce in chalk pastel and pastel. Compare with modern day seascapes of [Matt Draper](#)



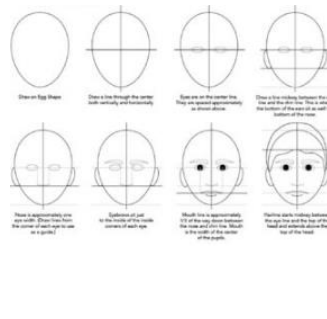
**Romans/Healthy Me**

**Mosaic:** Use paper and glue to design Roman mosaics. Use tiles to make finished mosaic using 10mm stone tiles on small pieces of card, using paper design as template



10mm tiles are fairly inexpensive

**Drawing:** Explore portrait art, focussing on proportions of the human face.



**Mono printing:** Roman portraits: Use photographs of Roman portraits to make mono prints.



**Portraiture / Great artists:** learn about Pablo Picasso and research cubism. Discuss how Picasso and other cubist artists, distort proportion and form. Use oil pastels to create cubist self-portraits.



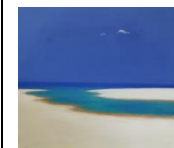
Look at: [Kato Creative](#)

**Olympics / Cornwall / Africa / Rainforests**

**Olympics:** Research symbolism of flags and then use strips of fabric to create a flag for Kenwyn Class.

**Great artists:** study an artist from the host country. Recreate a piece of art in the style of the chosen artist using an appropriate medium.

**Cornwall: Printing: Algatau.** Collect local seaweeds and use to make algatau prints. This could also link to Japan Olympics, as it is a derivative of [goyataku](#) printing



**Painting:** Look at the artwork of John Miller. Recreate on large scale using poster paint and sponges and large brushes. Use photos of Cornish beaches as starting points.

**Collage and painting:**

Look at the artwork of Breon O'Casey, St Ives Artist. Use pieces of paper in tones similar to O'Casey. Make cut out art using O'Casey motifs or motifs designed by children.(drawing with scissors)



**Africa:** Gakonga- study his art and create own watercolour paintings inspired by his work.



African **weaving** – with paper, wool or fabric. Make clay beads and hang from weavings.



**Rainforests: Camouflage art:** Use coloured paper and pastel to create rainforest animal camouflage art.



**Paint / Collage:** Use paint to make colourful pieces of paper in a range of green and rainforest colours. Draw with scissors to create



rainforest collages reminiscent of Matisse's cut outs (see year 2) or Rousseau's tiger



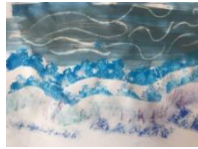
Year 5

**Frozen**

Use **pen and ink** to create artworks inspired by Inuit artists



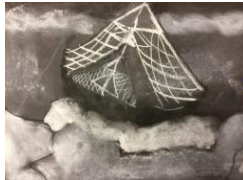
Use **collage** and **mixed media** to create polar landscapes



Use **clay** to make Polar animals



Use **white drawing** materials on black paper to reproduce images of Shackleton's Endurance



Sculpture: Design Totem Poles and make models of them using **MODROC**



**Invasion**

Use **collage** and **mixed media** to create scenes of Britain in the Blitz



**Great Artists:** learn about the life and work of a selection of official war artists. Produce original artworks in the style of a chosen artist (eg, David Bomberg) Study Blitz photos and recreate scenes using **charcoal**.



Henry Moore: Study and reproduce in **pen and ink** drawings of Moore:



**Olympics / Cornwall / Africa / Rainforests**

**Olympics:** Use **clay** to make coil pots in style of Greek urns. Use **collage** to design a Greek urn. Use **MODROC** to create Greek theatre masks. Japan/Tokyo 2020 - **Gytokhu prints**



**Cornwall/Making Waves:** **Lino printing:** Pattern and line inspired by waves and wave art. **Painting** – works inspired by photos of breaking waves. **Painting, illustration and Graffiti:** based on surf art' and surfboard design





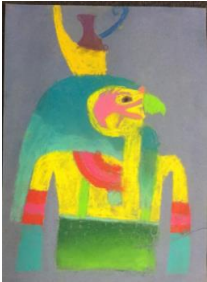






**Africa:** **Textiles:** wax resist Batik in African colour and pattern. **Drawing and Mono-printing** using African masks as inspiration. **Clay:** Traditional African clay bowls decorated in traditional pattern. **Screen Printing** - repeated African patterns. **Lino Printing:** Make a lino tile and use to create repeated pattern print. Design taken from viewfinders of African masks



**Wonderful woods and Fabulous Forests:** **Drawing:** studies of trees in a variety of media. **Screen Printing:** using leaves as stencils.



**Great artists:** reproduce artwork of artists inspired by trees, eg, Mondrian

Year 6	Egypt	European Discovery	Olympics / Cornwall / Africa / Rainforests
	<p>Use <b>mixed media (photography, textiles and oil pastel)</b> to create Egyptian god/goddess self-portrait.</p>  <p>Study Egyptian tomb wall art and create own piece of wall art which tells a narrative on <b>papyrus paper using colour pencils</b>.</p>  <p>Use <b>chalk pastels</b> to create a portrait of a chosen Egyptian god or goddess. Study why the gods were drawn in a certain way and the reasons behind this.</p>  <p>Use <b>collage and paint</b> to create Egyptian cartouches.</p>	<p>Use <b>pen and ink</b> to create artwork inspired by Van Gogh's 'Fishing boats at Sea'</p>  <p>Use <b>collage and mixed media</b> to create Kandinsky inspired abstract art</p>  <p>Study the Art Deco movement and understand the key features - looking at fashion, architecture and popular culture. Use <b>oil pastel</b> to create art deco style patterns and lettering.</p> <p>Study William Morris and his famous wallpaper designs. Use drawing skills to create own wallpaper design and printing tile and then use <b>block printing</b>.</p> 	<p><b>Olympics:</b></p>  <p>Study work of photographer Eadweard Muybridge and use this to take own <b>motion photographs</b>.</p> <p>Study a variety of Greek patterns from artefacts and use these to produce own patterns using <b>block printing</b> techniques.</p> <p><b>Cornwall:</b> Use <b>paint</b> to create artwork in the style of John Dyer. Study Barbara Hepworth's drawings for <b>sculpture</b> with colour and recreate using a <b>range of media</b>. <b>Printing screen techniques</b> in the style of Sir Terry Frost. <b>Great Artists: Heron, Hepworth, St Ives School, Frost,</b></p>  <p><b>Africa:</b> Study a variety of African prints and use these to produce own patterns using <b>block printing</b> techniques. Use <b>clay</b> to make African masks.</p> <p><b>Wonderful Woods and fabulous forests: Botanical drawing and watercolours</b> of local plant life – bluebells. Use <b>pastels</b> to make recognisable observation artwork. Take focused and aesthetically pleasing botanical <b>photographs</b>.</p> 

# Subject content

## Key stage 1 Pupils should be taught to:

- use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

## Key stage 2 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.
- 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.