

1. Generate ideas
2. Make
3. Evaluate
4. Knowledge

Art – Whole School Curriculum Map

Year	L.O. / Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Learning Objectives	<p>Seasons</p> <p>Artists: Giuseppe Arcimboldo.</p> <p>Concepts: Autumnal colours, Winter colours.</p>	<p>Sculpture</p> <p>Artists: Henry Moore.</p> <p>Concepts: Sculpture, clay, gluing, taping, using flaps, junk model.</p>	<p>Line</p> <p>Artists: Mark Rothko, Paul Klee</p> <p>Concepts: straight, wavy, zig-zag lines, self-portraits.</p>	<p>Still Life</p> <p>Artists:</p> <p>Concepts: drawing still life by observing shape, detail and colour.</p>	<p>Colour</p> <p>Artists: Rothko, Pieter Bruegel, David Hockney</p> <p>Concepts: colour mixing, collage, warm and cool colours.</p>	
	Skills	<p>Use potato stamps to make leaf pictures in Autumnal colours. Use various materials (tissue paper, card, paper, fabric) to make their own Autumnal collage. Make own faces with a variety of Autumnal objects such as acorns, leaves, sticks, conkers, etc. Create abstract paintings, using paint and Winter colours. Painting with implements (forks, straws, sponge) Make their own snowflake collage using white, blue and silver materials.</p> <ul style="list-style-type: none"> • Painting • Collaging (gluing) 	<p>Create a small sculpture out of clay. Make own sculptures in the style of Henry Moore. Joining materials together in different ways (glue, tape, using flaps, etc.) Create their own junk model people using different attachment techniques.</p> <ul style="list-style-type: none"> • Gluing • Taping • Sculpting 	<p>Children work in small groups to create straight, zig-zag and wavy lines. Create lines using a variety of materials. Create their own abstract self-portraits in the style of Klee. Decorate their own eggs to make into Easter cards.</p> <ul style="list-style-type: none"> • Drawing • Painting 	<p>Create a still life drawing of a green/red apple using pencils. Use crayons to draw an orange, using texture.</p> <ul style="list-style-type: none"> • Drawing 	<p>Create a group collage of primary colours, using fabric, paper, etc. Draw self-portraits using pencil. Mix colours to make new ones.</p> <ul style="list-style-type: none"> • Drawing • Painting • Mixing colours 	
Reception	Learning Objectives	<p>Colour and Portraits</p> <p>Artists: Joan Miro.</p> <p>Concepts: Primary colours</p>	<p>Colour and Seasons</p> <p>Artists: Mark Rothko, Camille Pissarro</p> <p>Concepts: mixing colours by adding water, warm and cool colours, seasonal colours</p>	<p>Line</p> <p>Artists:</p> <p>Concepts:</p>	<p>Still Life</p> <p>Artists:</p> <p>Concepts:</p>	<p>Animals in Art</p> <p>Artists:</p> <p>Concepts:</p>	<p>People in Art</p> <p>Artists:</p> <p>Concepts:</p>
	Skills	<p>To draw and paint self-portrait from a photograph.</p> <ul style="list-style-type: none"> • Draw • Paint 	<p>Design a Christmas card/scene reflection the season.</p> <ul style="list-style-type: none"> • Painting • Mixing paint colours 				
Year 1	Learning Objectives	<p>Colour</p> <p>Artists: Van Gogh, Bruegel, Vermeer, Hockney, Monet</p> <p>Concepts: Primary and Secondary Colours, Warm and Cool Colours, Tints And Shades, Rough And Smooth Brushstrokes</p>	<p>Line</p> <p>Artists: Rembrandt, Miro, Klee</p> <p>Concepts: Lines as Basic Tools, Describing Different Lines, Different Materials For Making Lines, Lines Can Be Used To Represent Different Things</p>	<p>Architecture</p> <p>Artists: Rembrandt, Miro, Klee</p> <p>Concepts: Lines as Basic Tools, Describing Different Lines, Different Materials For Making Lines, Lines Can Be Used To Represent Different Things</p>	<p>Style In Art/Narrative Art</p> <p>Artists: Seurat, Van Gogh, Tintoretto, Uccello, Moreau</p> <p>Concepts: Style, Painting Technique, Brushstrokes, Pointillism, Narrative Paintings, Characters in Paintings</p>	<p>Paintings Of Children</p> <p>Artists: Hogarth, Bruegel, Hockney, Cassatt</p> <p>Concepts: Paintings Can Tell Us About the Past, Art Can Give Us Messages, Cubism</p>	<p>Sculpture</p> <p>Artists: Degas, Kim Lim, Myung Nam Am, Gormley, Hepworth, Moore, Giacometti, Kapoor</p> <p>Concepts: Defining Sculpture, Materials, Carving/Building-Up Sketches/Maquettes, Casting, Colour in Sculpture, Different Styles, Scale</p>
	Skills	<p>Colour mixing, holding, and using a brush, using different brushstrokes</p> <ul style="list-style-type: none"> • painting • mixed media 	<p>Drawing different lines with different materials, drawing lines with a ruler, painting, and colouring neatly inside shapes, drawing from the imagination</p> <ul style="list-style-type: none"> • drawing • mixed media 	<p>Drawing different lines with different materials, drawing lines with a ruler, painting, and colouring neatly inside shapes, drawing from the imagination</p> <ul style="list-style-type: none"> • Drawing • mixed media 	<p>Painting with dots, using short brushstrokes, colour mixing, planning a painting, drawing from the imagination</p> <ul style="list-style-type: none"> • painting • drawing 	<p>Accurately copying shapes, colour matching, painting with watercolour, choosing which brush to use, drawing people from manikins, planning, and arranging elements of a picture</p> <ul style="list-style-type: none"> • painting • drawing 	<p>Drawing people from life, using charcoal, modelling with clay, casting in plaster, painting plaster, and painting detail, sculpting with wire and Modroc</p> <ul style="list-style-type: none"> • drawing • 3d form

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						• collage	
Year 2	Learning Objectives	<p>Colour and Shape</p> <p>Artists: Kandinsky, Delaunay, Monet, Klee, Picasso, Calder</p> <p>Concepts: primary colours, secondary colours, warm and cool colours, tints and shades, geometric shapes, organic shapes</p>	<p>Colour, Shape and Texture</p> <p>Artists: Matisse, Durer, Jan van Eyck</p> <p>Concepts: cut-outs, complementary colours, organic shapes, composition, visual texture</p>	<p>Portraits and Self Portraits</p> <p>Artists: Leonardo da Vinci, Holbein, Hogarth, Van Gogh, Rembrandt, Kahlo, Picasso, Gentileschi</p> <p>Concepts: Portraits v self-portraits, representation in portraits, proportions of a face, cubism</p>	<p>Landscape and Symmetry</p> <p>Artists: Constable, Turner, Rousseau, Leonardo da Vinci, Hobbema, Goldsworthy</p> <p>Concepts: What is a landscape, different methods to paint landscapes, Turner's style, symmetry in nature and art, temporary art</p>	<p>History Painting</p> <p>Artists: Picasso, Caravaggio Antonio del Pollaiuolo Kauffmann</p> <p>Concepts: History painting includes mythological paintings, biblical art and historical painting, narrative art, settings, showing different characteristics, different ways that stories are told</p>	<p>Murals and Tapestries</p> <p>Artists/Art: Michelangelo, Leonardo da Vinci, Rego, The Lady and the Unicorn tapestries, Albers</p> <p>Concepts: What is a mural, frescoes, what is a tapestry, communicating stories and messages, composition</p>
	Skills	<p>Colour mixing, drawing geometric shapes, using natural objects to draw organic shapes, creating sculptures with paper and wire, working as a team</p> <ul style="list-style-type: none"> • 3d Form • Painting • Drawing 	<p>Colour mixing, selecting complementary colours, cutting organic shapes, creating texture with mark-making and colour, drawing with chalk and charcoal, graphite and oil pastels</p> <ul style="list-style-type: none"> • Collage • Drawing 	<p>Planning and drawing a face, drawing a profile, mixing skin tones, drawing with oil pastels</p> <ul style="list-style-type: none"> • Drawing • Painting 	<p>Washes with a sponge, using bold brushstrokes, detailed drawing with oil pastels, creating sculptures with found objects</p> <ul style="list-style-type: none"> • Mixed Media (Drawing and Painting) • Sculpture 	<p>Sketching from imagination, using a ruler, drawing different characteristics, using chalk and charcoal to create tone, collage</p> <ul style="list-style-type: none"> • Drawing • Mixed media (drawing/collage) 	<p>Mono-printing, weaving, creating a composition</p> <ul style="list-style-type: none"> • Printing • Textiles
Year 3	Learning Objectives	<p>Line</p> <p>Artists: Klee, Leonardo, Picasso, Rembrandt, Van Gogh, Moore, Hokusai</p> <p>Concepts: Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, printing to create lines</p>	<p>Still Life and Form</p> <p>Artists: Warhol, Morandi, Stubbs, Cezanne, Moser</p> <p>Concepts: What is a still life, still life throughout history, using tone to create form, highlight, shade/shadow, cast shadow, mid-tone, using colour to create form</p>	<p>Art of Ancient Egypt</p> <p>Art: The Great Sphinx, Bust of Nefertiti, Tutankhamun's death mask, Book of the Dead</p> <p>Concepts: Power of the Pharaohs represented in art, what is a bust, first use of paper, AE gods</p>	<p>Anglo Saxon Art</p> <p>Art: Sutton Hoo treasures, Lindisfarne Gospels, Bayeux Tapestry</p> <p>Concepts: anglosaxon designs, interlocking and interlaced patterns, symmetry, illumination, embroidery</p>	<p>Architecture</p> <p>Architecture/Architects: Parthenon, Callicrates), St Paul's Cathedral (Wren), Sagrada Familia (Gaudi), Grand Stupa</p> <p>Concepts: What is architecture/an architect, sculptures in relief - frieze (Parthenon marbles history), line and symmetry in architecture, features of architecture (towers/domes) Gaudi's use of curved lines, nature, mosaics and stained glass</p>	<p>Modern Architecture</p> <p>Architecture/Architects: Guggenheim Museum (Gehry), Scottish Parliament building (Miralles), Millau Viaduct (Foster), Serpentine Pavilion (Kere), London Aquatics Centre (Hadid)</p> <p>Concepts: modern vs traditional, function, inspiration, process: models and drawing, construction: engineers</p>
	Skills	<p>Continuous line drawing, line weight, drawing contour lines, monoprinting</p> <ul style="list-style-type: none"> • Drawing • printing 	<p>Pencil techniques to show form and tone, crosshatching, drawing still life - what you see, layering oil pastels</p> <ul style="list-style-type: none"> • drawing 	<p>Sketching, modelling in clay, creating patterns, making paper, drawing in profile</p> <ul style="list-style-type: none"> • 3d form • drawing 	<p>Drawing fine detail, creating patterns, using different grade brushes, painting with watercolours, collage</p> <ul style="list-style-type: none"> • drawing • painting • collage 	<p>Using lines to create a design, working with clay to create a relief, building up and carving away, collage</p> <ul style="list-style-type: none"> • drawing • sculpture • collage 	<p>Showing tone in drawing, designing for function, observational drawing, using imagination when drawing, model making, problem solving, working as a team</p> <ul style="list-style-type: none"> • drawing • 3d form
Year 4	Learning Objectives	<p>Light</p> <p>Artists: Caravaggio, Vermeer, Goncharova, Begum</p> <p>Concepts: light shows form, using tone to show form and drama, chiaroscuro, ground and underpainting, using/showing light in different ways</p>	<p>Space</p> <p>Artists: Matisse, Millet, Bonheur, Bruegel, Turner</p> <p>Concepts: Three dimensions: height, width and depth, the illusion of three dimensions, using foreground, middle ground and background, using colour and detail to create depth</p>	<p>Design</p> <p>Artists: Matisse, Munch, Kauffman</p> <p>Concepts: Meaning of design in art, the elements of art, composition, cut outs, expressionism, colour and line to create emotion, complementary colours</p>	<p>Monuments of Ancient Rome</p> <p>Monuments: The Pantheon, Colosseum, Trajan's Column</p> <p>Concepts: What is a monument, monuments shows Emperor's power, construction and use of the Pantheon and Colosseum (domes and arches), relief sculpture on Trajan's column</p>	<p>Monuments of the Byzantine Empire</p> <p>Monuments: Hagia Sofia, Basilica of San Vitale – Ravenna, icons</p> <p>Concepts: Byzantine empire, Constantine and Constantinople, mosaics, Byzantine patterns, what is an icon</p>	<p>Needlework, Embroidery and Weaving</p> <p>Designers/Artists: Farrer, Hartnell – Coronation robes, Duchess of Cambridge wedding dress, Raphael, Albers</p> <p>Concepts: What is embroidery, what is weaving – looms, warp thread, weft thread, tapestries</p>
	Skills	<p>Observational drawing, continuous line drawing, using chalk and charcoal for tone, using acrylic paint for tone, painting a ground, underpainting mixing tints and shades in acrylic</p> <ul style="list-style-type: none"> • 3d Form • Drawing 	<p>Using shade to create tone, using line to draw a landscape, creating a relief in cardboard</p> <ul style="list-style-type: none"> • 3d Form • Drawing 	<p>Arranging a composition, using lines to show expression, painting with watercolour</p> <ul style="list-style-type: none"> • Drawing • Painting 	<p>Following instructions, model making, working as a team</p> <ul style="list-style-type: none"> • 3d Form 	<p>Copying patterns, painting with watercolour, collage</p> <ul style="list-style-type: none"> • Painting • Collage 	<p>Cross-stitch design, cross-stitch weaving</p> <ul style="list-style-type: none"> • Textiles

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		<ul style="list-style-type: none"> Drawing Painting 					
Year 5	Learning Objectives	<p>Style in Art</p> <p>Artists/Designers: Stubbs, Munch, Watteau, Chippendale, Van Doesburg, Breuer, Mondrian, Delaunay, Pollock, Rothko, Kandinsky</p> <p>Concepts: What is style in art, features of Rococo art and design, features of Modernist art and design, comparing Rococo and Modernist styles, features and ideas behind abstract art, colour theory in abstract art</p>	<p>Islamic Art and Architecture</p> <p>Architecture: The Dome of the Rock, The Alhambra, The Taj Mahal, Begum</p> <p>Concepts: Features of Islamic art and design – geometric patterns, vegetal patterns, calligraphy, tilework, plasterwork. Characteristic features of Islamic architecture in mosques, palaces and tombs – domes, minarets, arches, muqarnas.</p>	<p>Art from Western Africa</p> <p>Art: Antelope headdresses of Mali, ivory carvings and bronze relief sculptures and panels from Benin</p> <p>Concepts: Spiritual purpose and significance of many African works of art, ceremonial masks, cultural changes reflected in artwork, for example the influence of the Portuguese traders on West African art</p>	<p>Chinese Painting and Ceramics</p> <p>Art: Become familiar with examples of Chinese art, including silk scrolls, calligraphy, brush writing and painting, porcelain.</p> <p>Concepts: Chinese painting materials, using brushes and colour in a different way, Chinese painting style and design, creation and decoration of porcelain, Chinese trade with and influence on Western Europe.</p>	<p>Print Making</p> <p>Artists: Rembrandt, Hogarth, Hokusai, Warhol</p> <p>Concepts: Printmaking as an indirect art form: blocks, plates, silk screens. Printmaking can be a positive (relief), negative (intaglio) or stencil process. Printmaking allows the creation of multiple versions of the same design.</p>	<p>Take One Picture extended study</p> <p>Extended study focussing on picture chose for National Gallery Take One Picture scheme. Emphasis on child led investigative approach to finding out about chosen artwork.</p> <p>To include cross-curricular links and links with outside community.</p>
	Skills	<p>Using oil pastels and soft pastels to create light/shade and different marks, accurately copying shapes, independent design by drawing, painting with acrylic on canvass, painting patterns, using colour theory to make colour decisions, creating texture with acrylic</p> <ul style="list-style-type: none"> Drawing Painting 	<p>Using rulers and compasses to draw geometric patterns, paintings with inks, working with clay – carving and building up, painting clay.</p> <ul style="list-style-type: none"> Drawing Painting 3d Form 	<p>Using 3d mixed media to design and create relief sculptures.</p> <ul style="list-style-type: none"> 3d form Drawing 	<p>Using Chinese painting materials and Chinese painting style – emphasis on brush use.</p> <ul style="list-style-type: none"> Painting 	<p>Mono-printing with Perspex, printing ink and pencils, screen printing with stencils.</p> <ul style="list-style-type: none"> Printing 	<p>Children to choose and design an artwork in response to the focus artwork. This may be a group work with their peers.</p>
Year 6	Learning Objectives	<p>Art in the Italian Renaissance</p> <p>Artists: Michelangelo, Leonardo da Vinci, Raphael</p> <p>Concepts: Italy and 'rebirth' (rejection of middle ages), influence of Greek and Roman art, showing humanity and the natural world, anatomical drawings, painting styles – sfumato, comparison of Leonardo and Michelangelo, realism – linear perspective</p>	<p>Renaissance Architecture and Sculpture</p> <p>Artists/Architects and architecture: Brunelleschi, Donatello, Ghiberti, Michelangelo, Il Duomo, Basilica of St Peter's</p> <p>Concepts: Dome design – Il Duomo, relief sculpture, using of linear perspective in sculpture, influence of classical sculpture, idealisation of human form, contrapposto</p>	<p>Victorian Art and Architecture</p> <p>Architects/Architecture : Pugin, Barry – The Houses of Parliament</p> <p>Concepts: Classical v Gothic architecture</p> <p>Artists (preraphaelites)</p> <p>Rossetti, Millais</p> <p>Concepts: Reaction against 'ideal' forms of the renaissance. Aims as artists. Pursuance of photographic reality</p>	<p>William Morris</p> <p>Artist/Designer: William Morris – a detailed study</p> <p>Concepts: Morris as an architect, designer, writer, businessman, British Arts and Crafts movement, rejection of industrialisation, influence of Medieval art and design, influence of Islamic design, textile and wallpaper design, block printing and reduction printing.</p>	<p>Impressionism and Post-Impressionism</p> <p>Artists: Monet, Degas, Renoir, Cassatt, Cezanne, Van Gogh, Gauguin</p> <p>Concepts: painting out of doors, landscapes, scenes from everyday life, influence of Japanese prints, expressing light and colour with rapid brushwork, the influence of science about the way we see, changes of emphasis by the post-impressionists (Cezanne, Van Gogh, Gauguin).</p>	<p>Art in the 20th Century - Modernism and Beyond</p> <p>Artists: Picasso, Nicolson, Hepworth, Auerbach, Frink, Hockney, Bowling, Himid, Boyce</p> <p>Concepts: Modernism, influence of impressionism and post-impressionism, influence of African art, cubism, abstract v figurative painting and sculpture, influence of the second world war, art produced about identity: race and gender, installation art.</p>
	Skills	<p>Observational drawing, using plaster, designing and painting on plaster, using perspective to draw.</p> <ul style="list-style-type: none"> Painting Drawing 3d form 	<p>Sketching architecture – simplifying forms, designing and creating a relief sculpture in clay - extended project.</p> <ul style="list-style-type: none"> Drawing 3d form 	<p>Drawing buildings. Developing drawing skills – quality of line, level of detail, observing shapes.</p> <p>Working in watercolour from light to dark. Observing nature closely.</p> <ul style="list-style-type: none"> Painting Drawing 	<p>Creating a design based on nature, relief reduction printing.</p> <ul style="list-style-type: none"> Drawing Printing 	<p>Painting en plein air and with broken brushstrokes, use of chalk and charcoal for tone, collage</p> <ul style="list-style-type: none"> Painting Drawing Collage 	<p>A child-led investigative approach where the children plan, design and create an artwork from materials of their choice, in response to looking at varied art from the 20th century.</p>