

West Croft School



Art

Curriculum Intent

At West Croft School, we recognise art as an essential part of the Primary Curriculum in developing **imagination** and **creativity**.

Our vision is to allow all children to **express their feelings, opinions** and **emotions** using a wide range of mediums in many different forms of art. It encourages **self-expression** and creativity whilst **building confidence** and a **sense of individual identity**. We aim to grow children's **critical thinking** and ability to **interpret the world around them** by linking art to our **wider curriculum** thus ensuring that children understand how critical art is to **history, religion, different cultures and communities** across the world and **music**. **Science** and **geography** also inspire our art curriculum along with a **range of famous artists** and their work.

By displaying children's artistic accomplishments throughout the school, we aim to **stimulate** and **excite** children in a **vibrant environment** that is both **high-quality** and **inspiring**.



Art and Design Programmes of Study: Key Stages 1 and 2 National Curriculum in England

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.

Attainment Targets

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



By the End of 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.

By the End of 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.

Pupils should be taught:

- 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.



Skills Progression in Art and Design

	By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
	EXPLORING AND DEVELOPING IDEAS <ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 					
Drawing and dry Media	<ul style="list-style-type: none"> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour 	<ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. 	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
Painting	<ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales Mix secondary colours and shades Using different types of paint. Create different textures e.g. use of sawdust. 	<ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects. 	<ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc 	<ul style="list-style-type: none"> Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. 	<ul style="list-style-type: none"> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. 	<ul style="list-style-type: none"> Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).
Textiles and collage	<ul style="list-style-type: none"> Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 	<ul style="list-style-type: none"> Use a variety of techniques, inc. weaving, fabric crayons and wax or oil resist, appliqué and embroidery. Create textured collages from a variety of media. Stitch, knot and use other manipulative skills. Experiment with using batik safely THROUGH DT 	<ul style="list-style-type: none"> Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, and appliqué. Name the tools and materials they have used. Experiment with a range of media e.g. overlapping, layering etc. 	<ul style="list-style-type: none"> Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Make a simple mosaic. 	<ul style="list-style-type: none"> Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique Use a range of media to create collage. 	<ul style="list-style-type: none"> Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work - THROUGH D&T
3D form	<ul style="list-style-type: none"> Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form. 	<ul style="list-style-type: none"> Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools Experiment with, construct and join recycled, natural and man-made materials more confidently. 	<ul style="list-style-type: none"> Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Make a simple papier mache object. Plan, design and make models 	<ul style="list-style-type: none"> Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials. 	<ul style="list-style-type: none"> Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and manmade materials to create sculpture Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.













Skills Progression in Art and Design

	By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Printing	<ul style="list-style-type: none"> Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment. 	<ul style="list-style-type: none"> Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques. 	<ul style="list-style-type: none"> Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. To explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling, silkscreen and coldwater paste. 	<ul style="list-style-type: none"> Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours. 	<ul style="list-style-type: none"> Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.
Study of great artists	<ul style="list-style-type: none"> Describe what can be seen and give an opinion about the work of an artist Ask questions about a piece of art 	<ul style="list-style-type: none"> Suggest how artists have used colour, pattern and shape Know how to create a piece of art in response to the work of another artist 	<ul style="list-style-type: none"> Know how to identify the techniques used by different artists Know how to compare the work of different artists Recognise when art is from different cultures Recognise when art is from different historical periods 	<ul style="list-style-type: none"> Experiment with the styles used by other artists. Explain some of the features of art from historical periods. Know how different artists developed their specific techniques 	<ul style="list-style-type: none"> Research the work of an artist and use their work to replicate a style 	<ul style="list-style-type: none"> Explain the style of art used and how it has been influenced by a famous artist Understand what a specific artist is trying to achieve in any given situation Understand why art can be very abstract and what message the artist is trying to convey
<p>EVALUATING AND DEVELOPING WORK</p> <ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook <ul style="list-style-type: none"> Identify what they might change in their current work or develop in their future work. 						



ART Curriculum Map Year 1

Drawing and dry media	3D model work
Painting	Textiles and Collage
Clay	Printing

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
<u>Where would you like to live?</u>	<u>Which West Croft is Best Croft?</u>	<u>Too hot to handle, too cold to hold?</u>	<u>Can we reap what we sow?</u>	<u>Francis Drake – Hero or Pirate?</u>	<u>Weather - friend or foe?</u>
By the end of this unit, pupils will know the differences between a city, town and village. They will develop collage techniques to build up a multi-layered collage of a city / town / village using a variety of materials.	By the end of this unit, pupils will know about the significance of sewing as a subject for girls during the Victorian era. They will develop the techniques used in basic stitching to match thread and material colour for design impact and create a mini sewing square to demonstrate the techniques.	By the end of this unit, pupils will know how the choices of colours have an impact on how art looks and feels and the emotions it provokes. They will develop printing techniques used for Pointillism and understand its historical background (including exploring the work of George Seurat) to create a piece for an art gallery using hot and cold colours. These pieces will reflect their understanding of hot and cold regions of our world.	By the end of this unit, pupils will know about art in nature through Andy Goldsworthy's art installations. Children will replicate his artwork in the environment and create a relief tile using leaves or feathers as inspiration and ink to print. They will also develop the techniques used in manipulating clay and use of natural materials and create clay hedgehog and mini beast sculptures.	By the end of this unit, pupils will know the historical significance of the Spanish Armada.. They will develop multiple skills including drawing, cutting and shaping with paper, painting and composition to create a class collage of the battle.	By the end of this unit, pupils will know about different types of weather along with how a range of dry media can affect the composition of a piece of artwork. They will develop the techniques used with paint and dry media to create mood in artwork and demonstrate their knowledge by creating a piece entitled 'Storm'.
Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas.					
<ul style="list-style-type: none"> Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form.  	<ul style="list-style-type: none"> Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. How to thread a needle, cut, glue and trim material. 	<ul style="list-style-type: none"> Make marks in print with a variety of objects, including natural and made objects. Build a repeating pattern and recognise pattern in the environment. Work on different scales. Mix secondary colours and shades Using different types of paint. Create different textures e.g. use of sawdust. <p style="text-align: center;">GEORGE SSEURAT</p> <ul style="list-style-type: none"> Describe what can be seen and give an opinion about the work of an artist Ask questions about a piece of art  	<ul style="list-style-type: none"> Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. <p style="text-align: center;">ANDY GOLDSWORTHY</p> <ul style="list-style-type: none"> Describe what can be seen and give an opinion about the work of an artist Ask questions about a piece of art Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Experiment with, construct and join recycled, natural and man-made materials.   	<p>https://www.deepspacesparkle.com/pirate-ship-art-lesson-for-fourthgrade/</p> <ul style="list-style-type: none"> Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. Use a variety of tools and techniques including the use of different brush sizes and types. <p style="text-align: center;">PAINTING</p> <ul style="list-style-type: none"> Mix secondary colours and shades Using different types of paint. 	<ul style="list-style-type: none"> Mix secondary colours and shades Using different types of paint. Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour 
Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work.					



ART Curriculum Map Year 2

Drawing and dry media	3D model work
Painting	Textiles and Collage
Clay	Printing

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
<u>How was Bideford born?</u>	<u>How far can we fly?</u>	<u>How much do we really know about the Blue Planet?</u>	<u>What a wonderful world?</u>	<u>Equality – are we there yet?</u>	<u>Evacuation – right or wrong?</u>
By the end of this unit, pupils will know about historical changes in their local area. They will develop the techniques used to build up a multi-layered collagraph of a local significant landmark (Bideford Bridge) by manipulation of a variety of materials.	By the end of this unit, pupils will know about the similar characteristics of the natural elements of flight. They will develop the techniques used in sketching by experimenting with line and shape and using three different grades of pencils to create pencil drawings of birds, butterflies, moths and other winged creatures.	By the end of this unit, pupils will know about the impact plastic is having on our world's oceans - including our local beaches. They will develop the techniques used to manipulate and join natural and man-made materials to create a 3-D model to its correct form using materials collected in a beach clean. Inspiration will be taken from the sea and the theme of sustainability.	By the end of this unit, pupils will know about the historical significance of African clay pots. They will develop the techniques used to shape and form clay and build up a pattern inspired by Africa.	By the end of this unit, pupils will know about the impact of Frida's work on feminism, LGBTQ+ and its cultural significance. They will develop the techniques used in collage to form a self-portrait in the style of Frida Khalo.	By the end of this unit, pupils will know about the Blitz and its impact on life in WW2. They will develop the techniques used to water wash and create a silhouette with an observational design to create a piece entitled 'The Blitz'.

Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas.

<p>https://theartofeducation.edu/2015/06/08/teach-your-students-to-make-collagraph-prints/</p> <ul style="list-style-type: none"> Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. Build a textured relief tile. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.  	<ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. <p>Austin's Butterfly – Building excellence in student work</p> 	<p>https://www.plasticpollutioncoalition.org/blog/2017/5/2/10-inspiring-works-of-art-about-plastic-pollution</p> <ul style="list-style-type: none"> Experiment with, construct and join recycled, natural and man-made materials more confidently. Understand the safety and basic care of materials and tools 	<ul style="list-style-type: none"> Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Understand the safety and basic care of materials and tools. Mix a range of secondary colours, shades and tones. Mix and match colours using artefacts and objects. 	<p>FRIDA KHALO</p> <p>Inspirational female artist. Children create a self-portrait using her style.</p> <ul style="list-style-type: none"> Suggest how artists have used colour, pattern and shape Know how to create a piece of art in response to the work of another artist Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Create textured collages from a variety of media. Use a variety of techniques, inc. weaving, fabric crayons and wax or oil resist, appliqué and embroidery. 	<ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects. 
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Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work.












ART Curriculum Map Year 3

Drawing and dry media	3D model work
Painting	Textiles and Collage
Clay	Printing

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
Stone Age or Iron Age?	Who put that there?	Who shifted my plates?	Solid as the rock?	Was Ancient Greece a myth?	Greece – hot or not?
By the end of this unit, pupils will know about the importance of cave paintings as historical evidence and their cultural and artistic significance. They will develop the techniques used with dry media to create examples of representational images found during the stone age.	By the end of this unit, pupils will know about the technological significance of stone age dyeing and weaving. They will develop the techniques used to dye fabric using natural materials and weave a pattern inspired by stone age images.	By the end of this unit, pupils will know about the different volcanic formations. They will develop the techniques used to plan and build up an identified volcanic formation using Papier Mache.	By the end of this unit, pupils will know about the formation and the scientific significance of fossilised ammonites. They will develop the techniques used to form a uniform, repetitive pattern on a printing block and explore printing using different tones and patterns.	By the end of this unit, pupils will know about the significance of Greek vases as historical evidence and cultural and artistic significance. They will develop the techniques used to shape, form and join clay to create a Greek style pot using their own design of modern life. Children will then paint an image on their pot that would teach future generations about life today.	By the end of this unit, pupils will know about the geographical and climate differences of Greece in comparison to Westward Ho!. They will develop the techniques used to mix a variety of colours and create a colour palette similar to Ted Harrison's to create a landscape of Greece or the local area entitled 'Paradise?'.

Record and explore ideas from first hand observation, experience and imagination.
Ask and answer questions about the starting points for their work, and develop their ideas.

<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements. Use their sketchbook to collect and record visual information from different sources. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Recognise when art is from different cultures and historical periods. What did they portray?  	<p>Weaving and dyeing - People from the Stone Age are thought to be the first humans to wear clothes. Later in the Stone Age, people started weaving cloth which was coloured using natural dyes such as flowers, bark, seeds and leaves.</p> <ul style="list-style-type: none"> Use a variety of techniques, inc. dyeing, quilting, weaving, embroidery, and appliqué. Name the tools and materials they have used. Experiment with a range of media e.g. overlapping, layering etc. 	<p>3D modelling of an active volcano (art and science)</p> <ul style="list-style-type: none"> Make a simple Papier Mache object. Plan, design and make models. Mix a variety of colours and know which primary colours make secondary colours. 	<p>ROBERT HOOKE – link with science</p> <ul style="list-style-type: none"> Print using a variety of materials, objects and techniques including layering. Experiment with a range of media e.g. overlapping, layering etc. Talk about the processes used to produce a simple print. To explore pattern and shape, creating designs for printing.  	<ul style="list-style-type: none"> Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Recognise when art is from different cultures  	<p>TED HARRISON</p> <ul style="list-style-type: none"> Experiment with the styles used by other artists. Know how different artists developed their specific techniques Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc 
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Review what they and others have done and say what they think and feel about it.
Identify what they might change in their current work or develop in their future work.

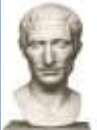




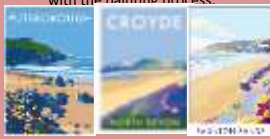


ART Curriculum Map Year 4

Drawing and dry media	3D model work
Painting	Textiles and Collage
Clay	Printing

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
What have the Romans done for us? The Evolution of the Roman Empire.	What have the Romans done for us? What Legacy have the Romans left?	Where's my mummy?	Where's my mummy?	River deep, mountain high From the Source to the Sea	River deep, mountain high A Coastal Study
By the end of this unit, pupils will know about the significance of Roman portraiture in the development of portrait art. They will develop the techniques used in sketching to show facial expression using line and tone to create a self portrait in the Roman realism design.	By the end of this unit, pupils will know about the importance of Roman mosaics as historical evidence and their cultural and artistic significance. They will develop the techniques used to print a uniform, repetitive border design with a central motif using printing blocks.	By the end of this unit, pupils will know about cartouches as important cultural symbols in Ancient Egypt and identify their artistic significance. They will develop and consolidate the techniques used to mark, shape, form and join clay to build up a hieroglyphic border with an Egyptian central design.	By the end of this unit, pupils will know about the significance of Tutankhamun's mask as a historical and artistic relic. They will develop the techniques used to plan and create a central mask design with a uniform, repetitive nemes headcloth pattern.	By the end of this unit, pupils will have developed their understanding of the features present at the different stages of a river and its formation. They will develop the techniques used to create a similar colour palette to Becky Bettesworth and produce a large painting of the River Torridge.	By the end of this unit, pupils will know about the effect of plastic on our ecosystems and the importance of sustainability, recycling and reusing materials. They will develop the techniques needed to cut, shape and construct a variety of materials to create a showcase of reusability using plastic bottles.

Record and explore ideas from first hand observation, experience and imagination.
Ask and answer questions about the starting points for their work, and develop their ideas.

<p>Romans Roman portraiture was one of the most significant periods in the development of portrait art.</p> <p>Self portraits</p> <ul style="list-style-type: none"> Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. Explain some of the features of art from historical periods.  	<p>Legacy of Mosaics and what they teach us</p> <ul style="list-style-type: none"> Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. To explore pattern and shape, creating designs for printing. To make a simple mosaic using printing and collaging techniques  <p>https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/romans-britain/roman-mosaics/</p>	<p>Making a cartouche. Look at hieroglyphs.</p> <ul style="list-style-type: none"> Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes Talk about their work understanding that it has been sculpted, modelled or constructed.  <p>http://www.virtual-egypt.com/newhtml/glyph/glyph.html</p>	<p>Where's my mummy?</p> <p>Recreating the death mask using card and Paper Mache to further learn about Tutankhamun</p> <ul style="list-style-type: none"> Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed.  <p>https://www.yac-uk.org/activity/make-an-ancient-egyptian-death-mask</p>	<p>BECKY BETTESWORTH</p> <p>Walk down to the river and take photos of different aspects of the river. Creating a new print for Bideford</p> <ul style="list-style-type: none"> Experiment with styles used by other artists. Know how different artists developed their specific techniques Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. 	<p>Plastic bottle art.</p> <p>Mini projects using plastic bottles. 10 crafts to do with a plastic bottle!</p> <p>What can we turn a plastic bottle into? Linked to sustainability, recycling and reusing.</p> <p>3D Model Work</p> <ul style="list-style-type: none"> Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials. <p>Textiles and Collage</p> <ul style="list-style-type: none"> Choose collage or textiles as a means of extending work already achieved. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. <p>https://www.thebetterindia.com/58509/reuse-plastic-bottles-reduce-pollution-waste/</p>
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Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work.







Drawing and dry media	3D model work
Painting	Textiles and Collage
Clay	Printing

ART Curriculum Map Year 5



Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
Can we save the rainforest?	What is the Mayan legacy?	How did invaders change Britain? Anglo Saxons to Vikings	How did invaders change Britain? Anglo Saxons to Vikings	Was Bideford significant to the Tudors?	Did we really land on the moon?
By the end of this unit, pupils will know about the effects of deforestation, particularly on the now endangered Bengal Tiger. They will develop the skills required to sketch, paint and mix colours to create the same colour palette as used by Henri Rousseau to produce a tile section of Henri's Surprised!	By the end of this unit, pupils will know about the historical and cultural significance of Maya masks and their many different uses in society. They will develop the skills needed to plan a sculpture and to mould, join, mark and form clay to create a traditional Maya mask.	By the end of this unit, pupils will know about the cultural differences in the structure of a traditional Anglo-Saxon home and those of modern times. They will develop the skills needed to join, shape and manipulate natural materials to construct a secure Anglo-Saxon house with a traditional structure.	By the end of this unit, pupils will know the importance of the Bayeux Tapestry as historical evidence and its cultural and artistic significance. They will develop the skills needed to sketch, wax and dye materials to create an historically accurate tapestry before stitching the designs together to produce a complete design.	By the end of this unit, pupils will know the significance of Tudor clothing and portraits and their impact on Tudor culture. They will develop the skills needed to sketch from observation to create a self portrait as a Tudor and collage using a range of materials as Tudor clothing.	By the end of this unit, pupils will know about Kandinsky's influence on western art and his impact on abstract art. They will develop the skills needed to build up an abstract pattern using an appropriate printing method to produce space art inspired by Kandinsky.

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<p>Using the work of HR to inspire a piece on the rainforest.</p> <p>HENRI ROUSSEAU</p> <ul style="list-style-type: none"> Research the work of an artist and use their work to replicate a style Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. 	<p>Mayan masks - Clay work</p> <ul style="list-style-type: none"> Describe the different qualities involved in modelling, sculpture and construction. Develop skills in using clay inc. slabs, coils, slips, etc. Plan a sculpture through drawing and other preparatory work. 	<p>Sculpture inspired by Anglo Saxon house design using a range of natural and man-made materials (Link to forest school and creating sculptures from materials found here.</p> <ul style="list-style-type: none"> Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and manmade materials to create sculpture Plan a sculpture through drawing and other preparatory work. 	<p>Anglo Saxon Tapestry through recreation of the Bayeux Tapestry. Each child does a panel to create the story.</p> <ul style="list-style-type: none"> Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique Use a range of media to create collage. Experiment with using batik safely. 	<p>Explore Tudor portraits and draw themselves in Tudor style. Collage to enhance.</p> <ul style="list-style-type: none"> Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Use a range of media 	<p>WASSILY KANDINSKY</p> <p>Inspire the children to create a surreal space painting.</p> <ul style="list-style-type: none"> Research the work of an artist and use their work to replicate a style Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours. 
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Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work.










ART Curriculum Map Year 6



Drawing and dry media	3D model work
Painting	Textiles and Collage
Clay	Printing

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
What is in your wardrobe and why?	Amazing Africa – Savannah, Safari and Starvation; is that all there is to Africa?	Link to SCIENCE – The Circulatory System	Why do people fight?	Express Yourself - Should we fight for what we believe in?	Express Yourself - Should we fight for what we believe in?
By the end of this unit, pupils will know about the evolution of fashion throughout British history. They will develop the techniques used to create a pattern on fabric by selecting an appropriate technique to produce a piece for a fashion show.	By the end of this unit, pupils will know about the importance of traditional African Masks in African rituals, ceremonies and their cultural history. They will develop the skills needed to mould, join and manipulate different materials to create a traditional Mask that highlights African identity.	By the end of this unit, pupils will know about the anatomy of the heart and its functions. They will develop the techniques used to join and mould clay into an accurate model of a human heart.	By the end of this unit, pupils will know about the historical significance of the Battle of Britain and its impact on life during the military campaign. They will develop the skills needed to sketch an air battle that show movement and depth, taking inspiration from historical pieces of art.	By the end of this unit, pupils will know about pop arts significance in expressing the advertising and celebrity culture that flourished by the 1960s. They will develop the techniques needed to create a repeating print, using bright, bold colours, to express current advertising and celebrity culture.	By the end of this unit, pupils will know about the freedom of street art and the political message many artists try to convey through this. They will develop the skills needed to create graffiti style art inspired by Banksy that provoke thought using appropriate media.

cord and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas.

<p>TYE DYE AND SCREEN PRINTING T SHIRTS</p> <ul style="list-style-type: none"> Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently. Resist printing including marbling, silkscreen and cold water paste.  	<p>ROMUALD HAZOUME inspired African Masai Mara milk bottle masks</p> <ul style="list-style-type: none"> Recognise when art is from different cultures Research the work of an artist and use their work to replicate a style Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work. Create sculpture and constructions with increasing independence. Make a mould and use plaster safely. 	<p>Children create a clay model heart to support their understanding of how the heart works.</p> <ul style="list-style-type: none"> Develop skills in using clay inc. slabs, coils, slips, etc. 	<p>Battle of Britain scenes in pencil and dry media to develop their understanding of this historical time period</p> <ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. 	<p>ANDY WARHOL</p> <ul style="list-style-type: none"> Explain the style of art used and how it has been influenced by a famous artist Understand what a specific artist is trying to achieve in any given situation Understand why art can be very abstract and what message the artist is trying to convey Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently  	<p>Grffiti Art (Banksy prints – messages behind them)</p> <ul style="list-style-type: none"> Explain the style of art used and how it has been influenced by a famous artist Understand what a specific artist is trying to achieve in any given situation Understand why art can be very abstract and what message the artist is trying to convey Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently  
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