

## ART AND DESIGN CURRICULUM MAP

### *Statement of Intent*

*At Sheen Mount, art is about inspiring and challenging children to invent and create their own works of art, craft and design through developing their artistic skills and providing them with an understanding of the works of some key figures in the field of art. By the end of their time at Sheen Mount, children will have:*

- ✓ *Had the opportunity to produce creative work, explore their ideas and record their experiences.*
- ✓ *Become more proficient in drawing, painting, sculpture and other art, craft and design techniques.*
- ✓ *Evaluated and analysed creative works using the language of art, craft and design.*
- ✓ *A knowledge about great artists, craft-makers and designers and an understanding of the historical and cultural development of their art forms.*

The core skills areas within art at Sheen Mount are:

- **Sketching**
- **Painting**
- **Sculpting**
- **Print making**
- **Collaging**
- **Using textiles**

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### Curriculum Map

	Autumn Term	Spring Term	Summer Term
<b>EYFS</b>	<p><b>Autumn Painting</b> Children explore mixing together colours to create Autumn pictures.</p> <p><b>Sculpting</b> Children develop skills in a number of projects using junk modelling.</p> <p><b>Print making skills</b> Children make repeated patterns using a number of different printing objects.</p> <p>Children make rubbings out of Autumn leaves.</p> <p><b>Textiles</b> Children use different fabrics to create repeated patterns.</p>	<p><b>Spring</b> <b>Sketching skills:</b> Children learn to use shape, patterns and textures to sketch a picture of themselves</p> <p><b>Collaging</b> Children create transient art pictures using different materials.</p>	<p><b>Summer (2 pieces in Art Books)</b> <b>Sketching skills:</b> Children learn to use shape, patterns and textures to sketch a picture of their family.</p> <p><b>Textiles</b> Children weave long pieces of material through a metal frame.</p> <p>Children create a plait using long strips of material.</p>
<b>Year 1</b>	<p><b>Autumn 1</b> <b>Painting – colour mixing skills</b> Lesson 1 – brushwork – how to hold, use and clean a brush. Lesson 2 - Children learn what the primary colours are and how to mix paints. Revisit how to hold, use and clean a brush. Lesson 3 - Children explore adding white and black to primary colours to create shades of blue and red. Lesson 4 - Children explore mixing primary colours to create secondary colours. Lesson 5 - Children review what they have learnt and what they want to practice next.</p> <p><b>Collaging</b> Lesson 1 – What is collage? What did we learn in Reception? What skills does it require? Practise these skills and learn the vocabulary for Year 1. Lesson 2 – Collage a rock on a seashore using a range of materials. Link to literacy ‘Snail and the Whale’.</p> <p><b>Autumn 2</b> <b>Sketching</b> Lesson 1 – Review sketch from Reception – what do they remember about sketching? What do they notice? 3 – Introduce sketching skills – how to hold pencil/how to sketch lightly – how to make straight and curved lines?</p>	<p><b>Spring 1</b> <b>Collaging</b> Lesson 1 – what do we remember about collaging? What did we learn? What materials are good for collaging? Lesson 2 – Plan a collage of their fantasy island. Lesson 3 – Collage their fantasy island Lesson 4 – what do they like about their collage? What would they change? Next steps.</p> <p><b>Spring 2</b> <b>Printing skills</b> Lesson 1 – children learn about the art of printing and experiment making prints with a range of materials. Lesson 2 – create wall-paper – repeating patterns – different textures. Link to plants/vegetables Lesson 3 – Children own print using plants/vegetables Lesson 4 – Children review the print for their next step in their learning.</p>	<p><b>Summer 1</b> <b>Sculpting – what are sculptures and sculpting skills</b> Lesson 1 – what is sculpture – What do they know about sculpture already? Introduce a range of sculptures big and small and look at a range of sculptures. What do they notice? Lesson 2 – Look at work of Andy Goldsworthy – make an outdoor sculpture using natural materials. Discuss what they like and what they would change Lesson 3/4 – Introduce sculptor – look at sculpting skills and language. Practice sculpting skills with play dough, salt dough etc. Lesson 5 – Use sculpting skills to make a clay pot in coils. Focus on joining clay. Lesson 6 – Evaluate</p> <p><b>Summer 2</b> <b>Painting – learn how to use a paintbrush and use different brush strokes to make paintings.</b> Lesson 1 Children learn about the life and work of Van Gogh. Chdn develop their painting skills by learning to create a brushwork like Van Gogh used and re-create their own painting in the style of Van Gogh by either choosing to recreate one of his pieces (eg Starry Night) or making their own equivalent of this painting using their own creativity and imagination. <u>Painting -</u></p>

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	<p>Lesson 2 – To introduce concept of shading and practise shading. Lesson 3 Practice these skills by sketching simple objects eg Christmas bauble.</p> <p><b>DT Focus this half term</b></p>		<p>Abstract artist Kandinsky- children learn about abstract art and make their own piece of work using work of Kandinsky as inspiration.</p> <p>Sketch – outside in park of a landscape? Or plant?</p>
<p style="text-align: center;"><b>Year 2</b></p>	<p><b>Autumn 1</b> <b>Painting:</b> Children learn to use a variety of brushes such as flat, round and detail brushes and learn to make different brush strokes and start to develop an understanding of how this helps to create different marks and effects. They use their previous colour mixing skills to create work based on their knowledge and understanding of the Great Fire of London 1: Review Y1 skills of how to hold, use and clean different brushes, including thick and thin brushes. Create a range of marks with a paintbrush (wash, sweep, dab, bold brush stroke, stipling etc) 2: Experiment with adding water, glue, sand to paint and look at the effects using mark making from previous lesson 3a: Explore paintings linked to GFL and discuss warm colours cool colours etc. Chn paint the background of the fire using different brushes, mark making and elements like sand etc 3b: Adding silhouettes (mixing media) 4: Exploring scrapping on GFL painting 5: Review final painting and evaluate <b>. In Art Books</b></p> <p><b>Autumn 1 and 2:</b> <b>Sketching:</b> Children build on their skills from Year 1 and explore famous landscapes and paintings of the Great Fire of London. They develop their drawing skills by learning to make marks with their sketching pencil in different ways. They use other media such as charcoal and graphite pencils Autumn 1 Lesson 1 Review sketching skills and drawing lines of different sizes, thickness (Possibly use Family of Lines presentation). Lesson 2 explore patterns, textures and tones by shading Lesson 3 Draw Stuart House using skills explored (Continue into Autumn 2) <b>. In Art Books</b></p> <p><b>Collage</b> Children develop collaging skills using a variety of media and materials. They learn to fold, crumple, tear and overlap papers, as well as explore colour to create images. They link this to a</p>	<p><b>Spring 1:</b> <b>Sketching</b> Children consolidate, build on and apply their sketching skills by drawing animals linked to their science topic. They also develop landscape drawing skills by sketching famous London landmarks. <b>In Art Books</b></p> <p><b>Design Technology topic Axels and Wheels</b></p> <p><b>Spring 2</b> <b>Painting/Artist Focus</b> Children revisit their painting skills from the Autumn term and explore the works of artists from Mumbai/India, which links to their geography topic of comparing London to other cities. They explore landscape work created by Akbar Padamsee and the expressionist work of F N Souza. Children then create works in the style of these painters. <b>In Art Books</b></p> <p><b>Design Technology topic Food Technology</b></p> <p><b>Sculpting</b> Children use techniques such as rolling, cutting, moulding, carving and marking using simple tools to make a model of a character for their English core text 'Mary Poppins'. <b>One photo In Art Books</b></p>	<p><b>Summer 1</b> <b>Design Technology topic Textiles</b></p> <p><b>Textiles linked to Design Technology</b> Children develop basic joining and sewing skills by learning how to thread a needle and completing a running stich. They explore different Victorian toys and design and make a puppet. <b>One photo In Art Books</b></p> <p><b>Sketching and Painting/Artist Focus</b> Children recap their sketching and painting skills and links these to characters in stories by Antony Browne. They explore drawings in comic books. Children then focus on the work of Picasso comparing it to the previous artist they learnt about in Year 1 Van Gogh. They create their own self portrait in an abstract style. <b>In Art Books</b></p> <p><b>Summer 2</b> <b>Printing making skills</b> Children develop printing skills using a variety of tools and objects to create prints. They link this to their previous science topic of plants and explore how to create prints using natural materials. They also look at print from the Victorian times and create their own prints. <b>In Art Books</b></p> <p><b>Collaging</b> The children recap on their collaging skills from the first term and apply these in the context of collaging as a Victorian past time. <b>In Art Books</b></p>

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	<p>character from an Oliver Jeffers story they have been studying in English and create both the character and a background scene using both collage materials mixed media. <b>In Art Books</b></p>		
<p style="text-align: center;"><b>Year 3</b></p>	<p><b>Autumn 1</b>  <b>Sketching:</b>  <b>Lesson 1 – Revisit sketching skills learnt in Year 2. What do they remember? Introduce some new sketching skills (scribbling etc). Video link below:</b>  <b>Practice using some of the new sketching skills</b>  <b>Lesson 2 – Explore a range of rocks/stones and their 3D shapes. Practice sketching some rocks using sketching skills in 3d view brief evaluation.</b>  <b>Lesson 3 – Decide which rocks to use to make a Stone Age bracelet. Consider shapes, patterns and sketch a design for the bracelet.</b></p> <p><b>Sculpting: 1<sup>st</sup> half of term (Model magic)</b>          Lesson 1 – Review and practise what sculpting skills they know. Using air-dry clay use sculpting skills to make the Stone Age bracelet.          Lesson 2 – Evaluate what they like and what they would do differently if they made the bracelet again.</p> <p><b>Autumn 2</b>  <b>DT focus this term.</b></p> <p><b>Painting/Artist focus.</b>          The children look at Laurie Tsou's watercolour vegetables for inspiration. They practise watercolour brush strokes and perspective by painting a still life of harvest vegetables.</p>	<p><b>Spring 1</b>  <b>Drawing/Painting (Link Amazon) 1<sup>st</sup> half of term</b>          Using the work of Nick Gustafson for inspiration, use pastels to create a picture of a rainforest animal.          Linked to their rainforest topic and visit to Kew Gardens, the children observe and recreate one of Marianne North's landscape paintings. <b>In Art Books</b></p> <p><b>Printing (investigating patterns) 2<sup>nd</sup> half of term</b>          Using Amazon leaf motifs for inspiration, the children etch out their own printing block, apply ink and press onto coloured paper to create a printed pattern. <b>In Art Books</b></p> <p><b>Spring 2</b>  <b>Painting:</b>          Linked to their Roald Dahl English topic, the children learn about Quentin Blake's illustration processes and re-create an illustration from one of his own books. They apply watercolour with light and shade to show shading in the colours.</p> <p><b>Sketching: link to Podkin Winter trees</b>          The children observe and sketch a winter tree outside, applying a range of marks to show where the light and shade are on the tree. <b>In Art Books</b></p> <p><b>Collage</b>  <b>Study of Picasso's art</b></p> <p>Look at and study examples of abstract art.          What mediums have been used?          Children use an example of Picasso art to recreate in a different mediums for example:</p> <ol style="list-style-type: none"> <li>1. Using pencil to create a line drawing</li> <li>2. Identify and make the shapes in the picture</li> <li>3. Design a collage using different types of coloured paper and/or card.</li> </ol> <p><b>. Photograph In Art Books</b></p>	<p style="text-align: center;"><b>Design Technology only in this term</b></p>

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<b>Year 4</b>	<p><b>Autumn 1</b> <b>Print making</b> Children design and make a mono-print of Greek pots. Lesson 1 – Revisit knowledge of printing/year 3 work – explore work of printers/artists using print./revise printing skills and make a small print Lesson 2 – Look at Greek pots in detail and design their own version. Lesson 3 - Make the print/add some collage detail? Lesson 4 – Use the print – and evaluate what they like/what they would change.</p> <p>Autumn 2 – D and T</p>	<p><b>Spring 1</b> Lesson 1 - Examine and respond to work of Hokusai. Look at key symbols, iconic images used in his work (cherry blossom , great wave , Mount Fuji, crane) - sketch and annotate ideas lesson 2 - Skill based lesson on using fine brushes and enhancing their mixing of tones / shades / hues - paint a cherry blossom lesson 3 - Use what we have learnt to design a kimono in sketch books - annotate lesson 4 - Paint kimono design lesson 5 - evaluation</p> <p><b>Spring 2</b></p>	<p><b>Summer 1</b> <b>Painting</b> Landscape painting of a setting at Juniper Hall – watercolour painting using layers and appropriate colourings from background to foreground. <b>In Art Books.</b></p> <p><b>Summer 2</b> <b>Using textiles and collage</b> – children make framed Tudor portraits using textiles and collage materials.</p>
<b>Year 5</b>	<p><b>Sketching Autumn 1</b> <b>1<sup>st</sup> half of term</b> Lesson 1 – Recap how to use sketching pencils to create lines and shadows (need to link Artists) Lesson 2 – Looking at real object – identifying shapes in object and using sketching pencils to recreate 3d effect/ Lesson 3 – Use perspective to draw 3D object Lesson 4 – Build on previous lessons to draw a bear in 3D curves and circles Lesson 5 – To incorporate the skills of line/curve/shape and perspective into a final sketch – children choose from a range of objects.</p>	<p><b>Collage 1<sup>st</sup> half of term</b> Examining a range of collage artists and techniques in order to design, produce and evaluate a collage using recycled materials.</p>	<p><b>Drawing/Painting 1<sup>st</sup> half of term</b> Exploring and applying a variety of water colour techniques to paint a landscape using water colours. <b>Link to 'Lost Words' book</b></p>
<b>Year 6</b>	<p><b>Painting</b> <b>Artist Study</b> - Mark Rothko_View technique on Youtube <b>Painting</b> To be expressive and analytical to adapt, extend and justify their work. Controlling and experimenting with qualities of colours, tones and tints to create mood and express feelings.</p> <p><b>Pottery Ammonite 2<sup>nd</sup> half of term</b></p> <p><b>Sketching</b> After close observation in picture form create a detailed sketch using a variety of pencils. <b>Sculpture</b> Using tools for texture create a 3D clay representation of an ammonite – finish in glass paint &amp; varnish. Reflection/evaluation</p>	<p><b>Art – Sculpting</b> <b>Developing ideas</b>- imaginatively extend ideas drawn from the work of Dave McKean in Mouse, Bird, Snake, Wolf. <b>Sculpture</b> Create an imaginary creature using natural material. Record in photographic form.</p>	<p><b>Artist Study Paul Klee</b></p> <p>Painting and sketching - Create different versions of a line drawing using different media/ texture to add colour &amp; shading, inspired by Paul Klee 'taking a line for a walk'.</p> <p>Block printing – link to Early Islamic Civilization Study the development of Islamic art and how the work was influential in society. <b>Printing</b> Create an accurate pattern, showing fine detail. Organise work in terms of pattern, symmetry. Create a printing block using hand cutting tools and safety block material Select inks and overlay colours – print onto paper.</p>

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### ART PROGRESSION FRAMEWORK

	Sketching	Painting	Sculpting	Print making	Collaging	Textiles
<b>EYFS</b>	<p>Begin to use a variety of drawing tools (pencil, finger, coloured pencils, pastels, chalk).</p> <p>Mark making on a variety of papers.</p> <p>Investigate different lines (thick, thin, wavy, and straight).</p> <p>Begin to use lines to represent objects seen or imagined.</p>	<p>Experiment with primary colours and with mixing colours.</p> <p>Name a range of primary and secondary colours</p> <p>Use a range of tools to make coloured marks on paper (sponges, brushes, fingers).</p> <p>Choose particular colours for a purpose.</p>	<p>Use a combination of shapes to make sculptures</p> <p>Use a range of materials to make sculptures (eg: rolled up paper, straws, play dough etc)</p>	<p>Make rubbings to show a range of patterns.</p> <p>Use objects to make prints (eg: fruit/vegetables).</p>	<p>Uses a range of materials to collage.</p>	<p>Join material using glue and/or stitch.</p> <p>Begin to learn to plait.</p>
<b>KS1</b>	<p>Develop the usage of drawing tools (eg: sketching with a pencil)</p> <p>Use lines to represent objects sketched</p> <p>Draw lines of different sizes and thickness.</p> <p>Show pattern and texture by adding dots and lines.</p> <p>Begins to show different tones by using shading</p> <p>Colour neatly, following the lines.</p> <p style="color: red;"><b>Key vocabulary: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, sketching, line, bold, size, space.</b></p>	<p>Develop understanding on how to hold and paint with thick and thin brushes</p> <p>Learn to mix primary colours to make secondary colours and shades of colour.</p> <p>Create a range of marks with a paintbrush and develop dexterity.</p> <p>Begin to learn about and create imaginative and observational paintings.</p> <p>Investigate adding water/glue/sand to paint and its effect.</p> <p>Experiment with different painting techniques (eg: layering, mixing media, scrapping).</p> <p style="color: red;"><b>Key vocabulary: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</b></p>	<p>Experiment making sculptures with a variety of natural, recycled and manufactured materials.</p> <p>Manipulate malleable materials learning the skills of rolling, kneading, pinching etc.</p> <p>Manipulate rigid and malleable materials to represent an idea.</p> <p>Use clay to construct a simple form, experimenting with sculpting skills.</p> <p style="color: red;"><b>Key vocabulary: sculpture, statue, model, 3D, land art, sculptor, carving, installation, shapes, materials, abstract, geometric.</b></p>	<p>Investigate using a variety of tools, materials and objects to make prints.</p> <p>Make rubbings investigating the different patterns</p> <p>Investigate and make repeating patterns with objects/paint.</p> <p>Explore using ink with objects to make a print.</p>	<p>Sorts and arranges materials to make a collage.</p> <p>Learns how and why to use overlapping, coiling and tessellation techniques.</p> <p>Mixes materials to create texture.</p>	<p>Use weaving to create a pattern.</p> <p>Is able to plait.</p> <p>Learns how to sew and join fabrics using a running stitch.</p>
<b>Lower KS2</b>	<p>Control drawing tools with increasing confidence and dexterity.</p> <p>Use different grades of pencils (and charcoal) to show line, tone and texture.</p> <p>Begin shading to show light and shadow.</p> <p>Practise techniques (eg; hatching, scribbling, stippling,</p>	<p>Develops confidence in colour mixing, using black and white to create hues and tints in colour.</p> <p>Matches colours to things observed.</p> <p>Chooses different brushes for specific purposes.</p> <p>Begins to explore complementary and contrasting colours</p> <p>Continues to experiment with painting tools and techniques eg:</p>	<p>Cut, make and combine shapes to make recognizable forms using a variety of materials.</p> <p>Use clay and other malleable materials and practice joining techniques to make a 3D structure</p> <p>Add materials to the</p>	<p>Understand and able to discuss the simple processes in printing.</p> <p>Explore patterns and shape when creating design for printing block.</p> <p>Create a printing block.</p> <p>Explore the work of some famous printers or prints.</p> <p style="color: red;"><b>Key vocabulary:</b></p>	<p>Selects and arranges materials to create a striking effect.</p> <p>Learns to how and why to use mosaic and montage techniques.</p> <p>Ensures own work is precise.</p> <p>Uses coiling, overlapping, tessellation, mosaic and montage.</p>	<p>Learn to cut out shape from fabric.</p> <p>Learns how to sew more independently using a range of basic stitches eg: cross stitch and back stitch.</p> <p>Learns how to add</p> <p style="color: red;"><b>Key vocabulary:</b></p>

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	<p>blending) to show tone and texture. Plan, refine and comment on own work using relevant language. Being to show an awareness of objects having a third dimension or perspective <b>Key vocabulary:</b> light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>washes, colour blocks, mixing media. Develops an awareness of composition Make their own imaginative and observational paintings.  <b>Key vocabulary:</b> colour, foreground, middle ground, background, hue, tint, abstract, blend, mix, line, tone, composition.</p>	<p>sculpture to create detail. Use sketchbook to plan, collect and develop ideas.  <b>Key vocabulary:</b> rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light.</p>		<p>Explores the work of some famous collage artists and their work. <b>Key vocabulary:</b></p>	
<p><b>Upper KS2</b></p>	<p>Researches information to inform own art work Able to use different elements of sketching eg: line, tone, pattern and texture. Uses a viewfinder effectively to focus on small areas. Analyses and evaluates their own work and that of others. Relates own work to that of other artists, architects and designers. Sketches show some movement and perspective. Includes shading effects for reflections, shadows, direction of sunlight etc.  <b>Key vocabulary:</b> line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>	<p>Sketch (lightly) before painting to combine line and colour. Begin to use simple perspective in their paintings. Consider the use of colour (eg: which colours go together on colour wheel/ how colour relates to life objects they are painting/how colour influences the mood of a piece). Create their own colour palettes. Discuss and evaluate their own work and the work of others. Use own knowledge of artists to inform own work and choices they make. Develop their own personal style drawing on ideas of other artists. Begins to explore how colours link to feelings/moods in artwork. Show an increasing awareness of how composition leads a viewer's eye around a painting.  <b>Key vocabulary:</b> blend, mix, line, tone, shape, abstract, absorb, colour, emotion, warm, cold, composition.</p>	<p>Investigate and analyse different forms of sculpture in the environment eg; furniture, buildings Plan sculptures by collecting visual information Consider how to join parts of the sculpture. Make sculptures using for example wire, clay coils and/ or clay slabs showing experience in twisting, coiling and shaping to produce a 3D structure Able to develop and express own ideas and overcome problems. Work more directly from imagination and observation. Reflect on own work and suggest improvements.  <b>Key vocabulary:</b> form, structure, texture, shape, mark, soft, join, tram, cast.</p>	<p>Uses own knowledge of printing making to make decisions about own work. Print using a variety of techniques including layering of colours. Create a printing block reflecting on colours and patterns Reviews own work and suggests strengths and improvement areas. Further develops own knowledge of work of famous printers or printings.  <b>Key vocabulary:</b></p>	<p>Confident at mixing techniques and textures. Can explain their design and the effect they want to achieve. Uses own knowledge of collage artists and techniques to inform own work. Reviews and evaluates own work  <b>Key vocabulary:</b></p>	

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### 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.

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.