



Curriculum Map Subject: Art & Design



Intent Statement

Our intent at St Nicholas Catholic Primary School is to deliver a broad and balanced Art & Design curriculum that is ambitious, challenging and engaging. Pupils receive a high-quality Art education that engages, inspires and challenges pupils. It is designed to give all pupils, including those who are disadvantaged and pupils with SEND, the knowledge, understanding, skills and cultural capital they need to succeed in life. We want to develop pupils' essential knowledge, understanding and skills which they need not only to be 'secondary ready' but to be educated and opinionated citizens. Through our Art curriculum, pupils will develop skills to experiment, invent and create their own works of art, craft and design. To be able to think critically and develop a more rigorous understanding of art and design. Children will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

<https://www.kapowprimary.com/subjects/art-design/teaching-resource-materials/curriculum-overview/>

<https://www.kapowprimary.com/wp-content/uploads/2020/09/Art-Pupil-Progression-1.pdf>

Implementation - curriculum coverage

Year group	Autumn		Spring		Summer	
Reception	Being Imaginative and Expressive Developing preferences for forms of	Creating with Materials Enjoys joining in with dancing and ring games.	Being Imaginative and Expressive Developing preferences for forms of	Creating with Materials Enjoys joining in with dancing and ring games.	Being Imaginative and Expressive Create simple representations of events, people	Creating with Materials Begins to build a repertoire of songs and

	<p>expression.</p> <p>Uses movement to express feelings.</p> <p>Creates movement in response to music.</p> <p>Sings to self and makes up simple songs.</p> <p>Makes up rhythms.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Engages in imaginative role-play based on own first-hand experiences.</p> <p>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p>	<p>Sings a few familiar songs.</p> <p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Taps out simple repeated rhythms.</p> <p>Explores and learns how sounds can be changed.</p> <p>Explores colour and how colours can be changed.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Beginning to be interested in and describe the texture of things.</p> <p>Uses various construction</p>	<p>expression.</p> <p>Uses movement to express feelings.</p> <p>Creates movement in response to music.</p> <p>Sings to self and makes up simple songs.</p> <p>Makes up rhythms.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Engages in imaginative role-play based on own first-hand experiences.</p> <p>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p>	<p>Sings a few familiar songs.</p> <p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Taps out simple repeated rhythms.</p> <p>Explores and learns how sounds can be changed.</p> <p>Explores colour and how colours can be changed.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Beginning to be interested in and describe the texture of things.</p> <p>Uses various construction</p>	<p>and objects.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>dances.</p> <p>Explores the different sounds of instruments.</p> <p>Explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p>
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	<p>Uses available resources to create props to support role-play.</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p>materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose.</p>	<p>Uses available resources to create props to support role-play.</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p>materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose.</p>		<p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>
<p><u>Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills)</u></p> <ul style="list-style-type: none"> ★ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ★ Share their creations, explaining the process they have used ★ Make use of props and materials when role playing characters in narratives and stories. ★ Invent, adapt and recount narratives and stories with peers and their teacher ★ Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 						

Year group	Autumn	Spring	Summer
Year 1	<p>Landscapes using different Media - Castle alternative</p>	<p>Art and design skills Learning about...the artist Louis</p>	<p>Formal elements Shape: abstract compositions</p>

	<p>theme planning</p> <p>Making skills- Creating textures and mixing colours Formal elements - Making colours lighter or darker. Generating ideas through class discussion. Knowledge of artists - similarities and differences between works of art. Artists to explore - Joseph Mallord William Turner.</p> <p>Evaluating- Making connections from artists' work to their own.</p> <p>Sculptures and collages</p> <p>Making skills- Etching patterns into clay. Formal elements- Creating original artwork based on given themes. Generating ideas- Through class discussion. Knowledge of artists- Creating a large piece of art. Looking at the artist - Louise Bourgeois. Evaluating- Looking at the artwork of people from around the world.</p>	<p>Wain. Generating ideas in response to artists' work. Knowledge of artists. Learning about the work of Louis Wain and responding visually and verbally. Evaluating the work of others through discussions. Painting: colour mixing Making skills Developing skill and control with painting. Craft: printing; Using materials and printmaking techniques. Drawing: experimenting with media. Drawing geometric shapes inspired by the artist Kandinsky. Design: lego printing Creating patterns using Lego bricks.</p>	<p>Creating abstract art inspired by artist Beatriz Milhazes Line: exploring line Creating shapes using string before drawing from observation Line: making waves Creating a class piece of art inspired by music. Colour: making colours Making secondary colours using play-doh</p>
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	<p>Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills)</p> <ul style="list-style-type: none"> ★ 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. ★ Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines. ★ To make links to their own work.
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Year group	Autumn	Spring	Summer
Year 2	<p>Human Form Making skills- Creating 2D art to explore their feelings about the world around them. Formal elements - Creating textures. Learning about tone and colour. Generating ideas - Studying natural forms in the world around them and relating it to their own artwork. Knowledge of artists- Damian Hurst and Damian Opie. Understanding the development of art forms. Evaluating- Describing the strengths and weaknesses of works of art.</p>	<p>Sculpture and Mixed Media Making skills- Creating 2D and some 3d art to explore their feelings about the world around them. Formal elements - Creating textures. Learning about tone and colour. Generating ideas - Studying natural forms in the world around them and relating it to their own artwork. Knowledge of artists- Roy Lichtenstein Understanding the development of art forms. Evaluating- Describing the strengths and weaknesses of works of art.</p>	<p>Formal Elements Pattern: repeating patterns Identifying and painting repeating patterns. Texture: taking rubbings - taking rubbings of different textures. Texture: frottage - Creating art from rubbings inspired by artist Max Ernst. Tone: 3D pencil drawings- Learning to use pencils to create different tones (inspired by artist Ed Ruscha). Evaluating Tone: 3D colour drawings Creating tonal drawings. Art and design skills Drawing for fun- Creating a piece of art on a theme of their choice</p>

			<p>Drawing: shading - Creating drawings through the application of tone and shading. Craft: clay - Creating repeating patterns using clay. Design: Clarice Cliff plates Designing a ceramic plate in the style of Clarice Cliff. Craft: weaving a picture Creating a weave to an animal shape design. Painting: rollercoaster ride- Developing painting skills</p>
<p><u>Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills)</u></p> <ul style="list-style-type: none"> ★ 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. ★ To know and evaluate the work of a range of artists, craft makers and designers, ★ To describe the differences and similarities between different practices and disciplines, and making links to their own work. 			

Year group	Autumn 1	Spring	Summer
Year 3	<p>Prehistoric art Making skills - Exploring unusual Mediums. Simplifying to abstract form.</p>	<p>Craft Making skills- Creating a mood board. Using 2D materials and craft processes to create</p>	<p>Art and design skills Craft and design: craft puppets. Painting: tints and shades Painting templates in light and</p>

	<p>Developing drawing and painting skills - Developing understanding of colour, line and form.</p> <p>Generating ideas - Expressing their thoughts and ideas about prehistoric art.</p> <p>Knowledge of artists - Learning how prehistoric artists created painting materials. Explore The Lascaux paintings.</p> <p>Evaluating - Understanding and reflecting on why early humans created art.</p> <p>Formal elements</p> <p>Shape: seeing simple shapes - Identifying, drawing & Labelling shapes around the school.</p> <p>Shape: geometry- Identifying geometric shapes within an object and sketching</p> <p>Shape: working with wire- Creating a wire sculpture</p> <p>Tone: the four rules of shading</p> <p>Tone: shading from light to dark.</p>	<p>art, develop sewing skills</p> <p>Generating ideas - Representing themselves and their family through their art. Thinking about using paper and weaving.</p> <p>Knowledge of artists- Ann Roth.</p> <p>Applying the creative processes of artists and craftspeople to own work.</p> <p>Evaluating - Developing a more comprehensive use of the language of art</p>	<p>dark tones.</p> <p>Designing and making 3D puppets. Linking to the story - The dark at the top of the stairs by Sam McBratney.</p> <p>Drawing: my toy story</p> <p>Drawing toys from observation.</p> <p>Learning about...Carl Giles</p> <p>Drawing cartoon characters on the theme of 'family'.</p>
<p><u>Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills)</u></p> <ul style="list-style-type: none"> ★ 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 record their observations and use them to review and revisit ideas. ★ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). 			

- ★ Know and evaluate the work of great artists, architects and designers in history.
- ★ To make and describe links to their own work.

Year group	Autumn	Spring	Summer
<p>Year 4</p>	<p>Every picture tells a story Formal elements Describing the formal elements in artists work Engaging in critical question and answer sessions through works of art Generating ideas Expressing thoughts and feelings through art Knowledge of artists: Edward Hopper, Paula Rego, David Hockney, Fiona Rae and Pieter Bruegel. Learning how artists tell stories in their work, recreating famous works of art, studying it in depth Evaluating Describing paintings using the correct language of art, critically analysing them SMSC Using art to tell stories</p>	<p>Art and design skills Children will strengthen their art and design skills by exploring a range of artists. Learning about...the role of a curator in an art gallery Design: optical illusions - Creating an image using a form of printing. Design: willow pattern - Creating a chinoiserie plate design. Craft: soap sculptures - Creating 3D sculptures inspired by Barbara Hepworth. Drawing: still life - Still Life drawing. Knowledge of artists - Learning how artist Giorgio Morandi composed his paintings</p>	<p>Sculpture Making skills- Learning how to make art from recycled materials, improving their control and mastery of art and design techniques. Generating ideas- Creating aesthetic and visual effects to decorate and finish work. Using sketchbooks to record ideas. Knowledge of artists- Arcimboldo, Sokari Douglas and El Anatsui. Learning how great artists incorporated political meaning in their work.</p>

	<p>Formal elements</p> <p>Texture: charcoal mark - Creating drawing to represent words and phrases.</p> <p>Texture & pattern: playdough printing -working with clay tools and creating prints</p> <p>Pattern: stamp printing - Making stamps from geometric shapes to create prints.</p> <p>Pattern: reflection & Symmetry- Creating patterns using symmetry and reflection.</p> <p>Pattern: flower of life printing. Creating a geometric pattern with a compass</p>		
<p><u>Key objectives (Pupils must know and remember theses facts / Improve, hone & apply these skills)</u></p> <ul style="list-style-type: none"> ★ 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. Children ★ Record their observations and use them to review and revisit ideas. ★ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). ★ Know and evaluate the work of great artists, architects and designers in history. ★ To make and describe links to their own work. 			

Year group	Autumn	Spring	Summer
Year 5	<p>Every picture tells a story Making skills- Improving their control of 2D and 3D materials to suit a purpose. Formal elements - Developing understanding of colour, line and form. Generating ideas - Using thoughts and feelings to review ideas about their culture. Knowledge of artists including - Andy Warhol, Jon Singer, Magdalene Oduhdo and Banksy. Learning how artists make political statements through their art, e.g. Banksy Evaluating- Forming opinions about great artworks and key</p>	<p>Formal elements: Architecture House drawing - Drawing from observation. House monoprints - Creating a monoprint from observation. Hundertwasser house- Transforming buildings in a style inspired by the artist Hundertwasser. Be an architect - Designing a building in an architectural style Monument - Designing a monument to symbolize a building in an architectural style.</p>	<p>Design for a purpose Making skills- Design, control and manipulate art materials to suit a purpose. Formal elements- Build confidence in using colour, shape and pattern. Generating ideas- Expressing ideas and feelings about familiar products, designing and inventing new products. Knowledge of artists- Learning how artists use colour, pattern and shape to create positive visual effects. Evaluating- Presenting, discussing and critically appraising each other's work using the language of art.</p>

	political events through debate and discussion.		<p>Art and design skills Packaging collage - Studying familiar packaging to inspire art. Drawing: picture the poet Creating visual representations of poetry - Creating drawings using the continuous line method, using writing to draw forms. Drawing: a walking line Drawing using observation, imagination and creativity Design: little inventors - Designing a new invention.</p>
<p><u>Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills)</u></p> <ul style="list-style-type: none"> ★ 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. ★ Record their observations and use them to review and revisit ideas. ★ Children improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). ★ Know and evaluate the work of great artists, architects and designers in history. ★ Make and describe links to their own work. 			

Year group	Autumn	Spring	Summer
Year 6	<p>Make my voice heard Making skills - Creating 3D forms in clay. Developing drawing and painting skills. Formal elements - Developing understanding of line, tone and</p>	<p>Photography Making skills - Developing skills in making art through digital processes. Creating works of art through cutting, tearing and ripping images. Generating ideas- Expressing</p>	<p>Art and design skills Painting: impressionism- Investigating great impressionists paintings. Drawing: zentangle patterns Using drawing for relaxation. Craft: zentangle printing</p>

	<p>3D form. Generating ideas - Designing ideas for the fourth plinth in Trafalgar Square. Knowledge of artists- Learning about Kathe Kolwitz's portraits, Picasso's compositions, Wallinger's sculptures and Graffiti Evaluating- Correcting and improving</p>	<p>ideas about art through messages, graphics, text and images. Knowledge of artists- Learning about the work of Hannah Hoch, Jenny Holzer and Edvard Munch Evaluating- Critically discussing their own and other's work, adapting and improving work Still life Making skills- Developing techniques, including control and use of materials, including negative drawings Formal elements. Learning about line and tone through drawing. Generating ideas- Producing personal interpretations of cherished objects. Knowledge of artists- Investigating the work of Cezanne, Fumke and Nicholson Evaluating- Critically reviewing results and outcomes in light of evaluation.</p>	<p>Creating repeating patterns using their zentangle designs. Design: making a hat- Making skills Creating 3D sculptural forms using basic art materials. Learning about...the work of Edward Hopper.</p>
<p><u>Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills)</u></p> <ul style="list-style-type: none"> ★ 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. ★ Record their observations and use them to review and revisit ideas. 			

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