



Art Curriculum Map

	Autumn Term	Spring Term	Summer Term
Nursery	<p>In our Nursery, children are encouraged to explore, create and communicate through a wide range of hands-on, sensory experiences. Our curriculum places a strong emphasis on mark making, creativity and early writing development, allowing children to experiment with different tools, materials and techniques while building the foundations for drawing, writing and artistic expression.</p> <p>Exploring Mark Making Children are given daily opportunities to make marks using a variety of resources including pencils, crayons, paint, chunky chinks, paintbrushes and water outdoors. They experiment with different tools such as fingers, sticks, sponges, fruit and vegetables, and even parts of the body such as hands and feet to print and create patterns. Through these experiences, children begin to understand that marks have meaning. They progress from free exploration to using lines and shapes with intention, for example using circles to create faces, pumpkins and snowmen.</p> <p>Drawing from Memory and Imagination Children develop their ability to draw from memory and imagination. They draw their families, seasonal pictures and familiar objects in their mark making books. Seasonal learning supports this development:</p> <ul style="list-style-type: none"> ● Autumn – Colouring autumn pictures, drawing and painting pumpkins using circles, mixing autumn colours. ● Winter – Drawing snowmen using circles, cutting and sticking pictures to create Christmas lists. ● Spring – Drawing and painting daffodils, creating chicks using collage materials. ● Summer – Drawing and painting healthy foods, printing with fruit and vegetables. ● <p>Colour Exploration and Mixing Children explore a wide range of colours and learn how colours can change. They investigate how to make colours lighter and darker by adding white or black paint and experiment with powder paints in puddles outdoors. Colours are also linked to the Zones of Regulation to support emotional understanding.</p> <p>Linking Mark Making to Maths and Literacy Mark making is carefully linked to early maths and literacy skills. Children practise drawing the correct number of circles, lines and shapes and begin to form recognisable letters, particularly the letters in their name. They write simple words such as “mummy” and “daddy” in cards for Mother’s Day and Father’s Day and create cards for celebrations such as Christmas and Easter.</p> <p>Celebrations and Festivals Children explore a variety of festivals including Diwali, Bonfire Night and Holi, using bright colours, glitter and collage materials to represent their learning creatively.</p> <p>Creative Construction and Collage Children develop fine motor skills and creativity through junk modelling, cutting, sticking, gluing and taping materials together. They create rainbows using tissue paper, bonfires with pipe cleaners, and birds and chicks with feathers.</p> <p>Malleable Materials Children regularly use play dough, plasticine and clay to strengthen hand muscles and develop creativity. Activities include:</p> <ul style="list-style-type: none"> ● Using shape cutters in play dough ● Making clay hedgehogs with pasta, sticks and pipe cleaners for spikes 		

	<ul style="list-style-type: none"> • Creating pumpkins from orange play dough with pipe cleaner stalks • Making chicks from yellow dough with feathers and googly eyes <p>Outdoor Learning and Forest School Outdoor learning is an important part of our curriculum. Children use paintbrushes and water, chunky chinks and weaving boards to thread ribbons, developing coordination and fine motor control in a natural environment.</p> <p>Through these rich and varied experiences, children build confidence, creativity and the essential early skills needed for writing, drawing and self-expression while developing their fine motor control, imagination and enjoyment of learning.</p>					
Reception	<p><u>Marvellous Marks</u> Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p>	<p><u>Paint my World</u> Exploring paint, painting techniques and mixed media through nature, music and collaborative work.</p>	<p><u>Creation Station</u> Designing and making clay animal sculptures. Exploring tools and joining techniques.</p>			
Prior Learning	<p>Explore mark making using a range of drawing materials.</p> <p>Investigate marks and patterns when drawing.</p> <p>Investigate how to make large and small movements with control when drawing.</p> <p>Practise looking carefully when drawing.</p> <p>Artists choose colours to draw or paint with.</p> <p>Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</p>	<p>Explore paint, using hands as a tool.</p> <p>Describe colours and textures as they paint.</p> <p>Explore what happens when paint colours mix.</p> <p>Sometimes artists cut and stick photos to make new images.</p> <p>Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</p>	<p>Explore the properties of clay.</p> <p>Plan ideas for what they would like to make.</p> <p>Try out solutions when using modelling materials.</p> <p>Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</p>			
Key Vocabulary	<p>Marks Big Small Wiggle</p>	<p>Paint Colour Texture Mixing</p>	<p>Design Make Sculpture Clay</p>			

	Curvy Draw	Images collage	Three- dimensional Join Mold			
Year 1	<u>Make your Mark</u> Developing mark-making and drawing still life from observation. Suggested Artists: Bridget Riley Zaria Forman Renata Bernal Wassily Kandinsky Ilya Bolotowsky	<u>Colour Splash</u> Experimenting with colour mixing paint. Handprints and Clarice Cliff Plates. Suggested Artists: Jasper Johns Clarice Cliff	<u>Paper Play</u> Making 3D sculptures including paper trees spiders. Suggested artists: Samantha Stephenson Louise Bourgeois		<u>Woven Wonders</u> Exploring threading and weaving to create art. Suggested artists: Judith Scott Cecilia Vicuña	
Prior Learning	Line: Lines can be curved or straight and described in simple terms such as 'wiggly,' 'straight,' 'round'.	Describing textures, colours and patterns Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...	Modelling materials can be shaped using hands or tools.		Explore different cutting, threading and joining skills	
Key Vocabulary	circle continuous crosshatch diagonal dots firmly horizontal lightly	blend pattern mix primary colour print secondary colour shade shape space texture thick	carving concertina curve cylinder mosaic overlap sculpture spiral three dimensional (3D) zigzag		craft knot loom plait thread warp weaving weft	
Year 2		<u>Life in Colour</u> Exploring textures, creating Autumnal collages and blending both texture and collage. Suggested Artists: Romare Bearden		<u>Understand Tone and Texture</u> Exploring charcoal and texture. Creating toys and characters to create a story. Suggested Artists: Quentin Blake	<u>Clay Houses</u> Making pinch pots and 3D clay tiles of houses based on our own designs. Suggested Artists: Ranti Bam Rachel Whiteread	
Prior Learning		Mixing colours to make different hues Composition means how things are arranged on the page. Collaging		Formal elements: Shape: Know a range of 2D shapes and confidently draw these.	Formal elements: Form: Know paper can	

		Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.		Line: Know that drawing tools can be used in a variety of ways to create different lines. Pattern: Know lines can create patterns like zig zags and wavy lines. Texture: Know different drawing tools make different marks. Tone: Changing pressure when drawing can create light and dark tones.	change from 2D to 3D by folding, rolling and scrunching it. Form: Know that three-dimensional art is called sculpture. Shape: Know paper can be shaped by cutting and folding it.	
Key Vocabulary		collage detail mixing overlap primary colour secondary colour surface texture		grip mark making materials refine shading sketch texture tone	Casting Ceramin Flatten Glaze Join Roll Score Slip Smooth surface	
Year 3		<u>Prehistoric Painting</u> Exploring prehistoric artwork and creating our own cave paintings and handprints.	Skills Seeing like an artist, exploring shading and texture in botanical drawings and abstract flowers. Suggested Artists: Georgia O'Keeffe Charles Darwin Maud Purdy Max Ernst Carl Linneaus	<u>Abstract Space and Shape</u> Joining 2d shapes to create 3D structures with decorated abstract sculptures. Suggested Artists: Anthony Caro Ruth Asawa		Scrolls Making our own paper for an Egyptian scroll and creating zines. Suggested Artists: Mahmoud Mukhtar
Prior Learning		Colour: Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination. Shape: Collage materials can be shaped to represent shapes in an image. Pattern: Patterns can be used to add detail to an artwork.	Form: That 'composition' means how things are arranged on the page. Shape: Shapes can be organic	Form: Pieces of clay can be joined using the 'scratch and slip' technique. Form: A clay surface can be decorated by pressing into it or by joining pieces on. Shape: Patterns can be made using shapes.		Form: That 'composition' means how things are arranged on the page. Shape: Shapes can be organic (natural) and irregular.

		<p>Texture: Collage materials can be chosen to represent real-life textures.</p> <p>Texture: Collage materials can be overlapped and overlaid to add texture.</p>	<p>(natural) and irregular. Patterns can be made using shapes.</p> <p>Line: Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture.</p> <p>Texture: Texture means 'what something feels like.' Different marks can be used to represent the textures of objects.</p>			
Key Vocabulary		<p>charcoal composition pigment prehistoric proportion scaled up sketch smudging texture tone</p>	<p>blend even tones observation organic</p>	<p>abstract found objects negative space positive space sculptor sculpture structure three-dimensional</p>		<p>Ancient Composition Convey Design Imagery Material Papyrus scale</p>
Year 4	<p><u>Exploring Tone, Texture and Proportion</u> Still life drawing, incorporating proportion and 3D drawing. Drawing with scissors, wax and print.</p> <p>Suggested artists: Georges Seurat Ed Ruscha Fernando Botero Alberto Giacometti Henry Moore</p>		<p><u>Light and Dark</u> Considering composition and layering in still life painting.</p> <p>Suggested artists: Cezanne Salvador Dali Vincent Van Gogh Roy Lichtenstein</p>		<p><u>Mega Materials</u> Making soap sculptures, wire sculptures and shadow sculptures including recycled materials.</p> <p>Suggested Artists: Magdelene Odundo Barbara Hepworth Jaume Plensa Sokari Douglas Camp</p>	<p><u>Fabric of Nature</u> Looking at viewing angles and repeating patterns to create our own repeating fabric designs.</p> <p>Suggested Artists: Ruth Daniels Senaka Senanayake William Morris Megan Carter</p>

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Prior Learning	<p>Form: Three-dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Line: Using different tools or using the same tool in different ways can create different types of lines.</p> <p>Pattern: Surface rubbings can be used to add or make patterns.</p> <p>Texture: Texture in an artwork can be real (what the surface feels like) or a surface can be made to appear textured.</p> <p>Tone: That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic.</p>		<p>Colour: Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> <p>Shape: Negative shapes show the space around and between objects.</p> <p>Line: Using different tools or using the same tool in different ways can create different types of lines.</p>		<p>Colour: Using light and dark colours next to each other creates contrast.</p> <p>Form: Three-dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Shape: Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art.</p>	<p>Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>Making skills: Layering materials in opposite directions make the handmade paper stronger.</p>
Key Vocabulary	collage composition form highlight proportion shadow three-dimensional		Contrasting Dabbing Grid Muted Paint wash Pointillism Shade Shadow stippling		carving Ceramics Hollow Join Mesh Secure Typography Visualisation weaving	batik palette craft design develop designer imagery industry inspiration mood board

<p>Year 5</p>	<p>Architecture Observational drawing of houses and architecture, using printing techniques and designing a monument.</p> <p>Suggested Artists: Friedensreich Hundertwasser Renzo Piano Antoni Gaudi Ustad Ahmad Lahori Adrian Smith Shreve, Lamb & Harmon</p>		<p>Movement Exploring mark making for showing depth, emotion and movement.</p> <p>Suggested Artists: Malcolm Smith Teis Albers</p>	<p>Installation Looking at installation art and creating our own installations.</p> <p>Suggested Artists: Cai Guo-Qiang</p>	<p>Portraits Combing materials to make mixed media self-portraits with a variety of background and styles.</p> <p>Suggested Artists: Chila Kumari Singh Burman Vincent van Gogh Frida Kahlo Sonia Boyce Njideka Akunyili Crosby</p>	
<p>Prior Learning</p>	<p>Shape: How to use basic shapes to form more complex shapes and patterns.</p> <p>Pattern: Patterns can be irregular and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p> <p>Texture: How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>		<p>Shape: How to use basic shapes to form more complex shapes and patterns.</p> <p>Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p> <p>Texture: How to use texture more purposely to achieve a specific effect or to replicate different surfaces.</p> <p>Tone: That using lighter and darker tints and shades of a colour can create a 3D effect.</p>	<p>Form: Simple 3D forms can be made by creating layers, by folding and rolling materials.</p>	<p>Colour: Adding black to a colour creates a shade. Adding white to a colour creates a tint.</p> <p>Form: Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Tone: Tone can be used to create contrast in an artwork.</p>	

Key Vocabulary	composition depth focal point foreground main subject middle ground printing proportion	atmosphere background continuous line drawing evaluate justify mixed media monoprint multimedia	concept culture elements features influence installation art interactive		abstract annotate architecture bird's-eye view built environment commemorate composition crop	
Year 6		<p><u>Expressing Ideas</u> Experimenting with mark making, symbolic and powerful imagery and street art.</p> <p>Suggested Artists: Dan Fenelon Diego Rivera Leonardo da Vinci Caravaggio Banksy Pablo Picasso</p>		<p><u>Photo Opportunity</u> Using photography to create montages, macro photographs and recreate famous paintings. Looking at photorealism.</p> <p>Suggested Artists: Hannah Hoch Edward Weston Derrick O Boateng Chuck Close</p>		<p><u>Making Memories</u> Exploring ourselves and making relief sculptures and memory sculptures for a memory museum.</p> <p>Suggested Artists: Louise Nevelson Joseph Cornell Judith Scott Yinka Shonibare Nicola Anthony Louise Bourgeois Romare Bearden</p>
Prior Learning		<p>Shape: Shapes can be used to place the key elements in a composition.</p> <p>Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p> <p>Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p> <p>Texture: How to create texture on different materials.</p>		<p>Shape: Shapes can be used to place the key elements in a composition. Line: Lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing.</p>		<p>Form: The surface textures created by different materials can help suggest form in two-dimensional artwork.</p> <p>Shape: How an understanding of shape and space can support creating effective composition.</p> <p>Line: How line is used beyond drawing and can be applied to other art forms.</p>
Key Vocabulary		depth graffiti horizon mural one point perspective proportion realism scale street art vanishing point		assemblage attribute collection embedded juxtaposition literal manipulate originality representation		album arrangement cityscape composition Dada digital editing emulate focus frame macro