

Art

Curriculum Map 2019-2020

Art is taught in blocks throughout the year. This curriculum map is a working document. Skills will be added throughout the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	<p><u>Local area- Clay owl pots</u> <u>Drawing</u> S: Experiment with different grades of pencil and other implements to draw different forms and shapes. S: Begin to show an awareness of objects having a third dimension. <u>3D Form</u> S: Plan, design and make models from observation or imagination S: Use clay S: Use textures <u>Exploring</u> S: Think critically about their art and design work. <u>Cave art</u> <u>Printing</u> S: Replicate patterns observed in natural or built environments. <u>Painting</u> S: Use brush techniques, using thick and thin brushes to produce shapes,</p>	<p><u>Churchill willow patterns</u> <u>Work of artists</u> S: Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. S: Evaluate and analyse creative works using the language of art, craft and design. S: Replicate some of the techniques used by notable artists, artisans and designers. S: Create original pieces that are influenced by studies of others <u>Drawing</u> S: Experiment with ways in which surface detail can be added to drawings. S: Draw for a sustained period of time at an appropriate level.</p>				



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<p>textures, patterns and lines. S: Experiment with different effects and textures Inc. blocking in colour, washes, thickened paint creating textural effects</p> <p><u>Drawing</u> S: Experiment with different grades of pencil and other implements to achieve variations in tone. S: Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p>	<p>S: Apply a simple use of pattern and texture in a drawing.</p> <p><u>Painting</u> S: Work on a range of scales e.g. thin brush on small picture etc Printing S: Use brush techniques, using thick and thin brushes to produce shapes, textures, patterns and lines. S: Mix colours and know which primary colours make secondary colours (Powder paint) S: Mix and use tints and shades.</p> <p><u>Printing</u> S: Make precise repeating patterns.</p> <p><u>Exploring</u> S: Think critically about their art and design work.</p> <p><u>Rock painting- pointillism</u> <u>Painting</u> S: Work on a range of scales e.g. thin brush on small picture etc Printing S: Use brush techniques, using thick and thin brushes to produce shapes,</p>				
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	<p>textures, patterns and lines.</p> <p><u>Drawing</u></p> <p>S: Apply a simple use of pattern and texture in a drawing.</p> <p>Sid Kirkham</p>				
Enquiry / coverage in connected subject					
English- Harry Potter (owls) Topic- Local Area Science- Growing seeds	English- The willow tree story Science- Rocks Topic-Local area				
Vocabulary (tier 3)					
3D Texture Observation	Patterns pointillism				
Prior Learning					

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4		Remembrance day silhouettes <u>Painting</u> S: Experiment with different effects and textures Inc. blocking in colour, washes, S: Use watercolour paint to produce washes for backgrounds then add detail. S: Mix colours and know which primary colours make secondary colours S: Experiment with creating mood with colour. S: Mix and use tints and shades.	Animals/science- Patterns <u>Drawing</u> S: Experiment with ways in which surface detail can be added to drawings. S: Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. S: Create textures with a wide range of drawing implements. S: Apply a simple use of pattern and texture in a drawing. <u>Printing</u> S: Use layers of two or more colours. S: Replicate patterns observed in natural or built environments.		
	Enquiry / coverage in connected subject				
		Topic- WW1	Topic- The Tudors		
	Key Vocabulary (tier 3)				
		Primary/secondary colour Silhouettes Shade	Patterns Prints Lines Textures Layers		
	Prior Learning				
	Cave art Van Gogh- Sunflowers (Mixed media- paint/oil pastels)				



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5						
	Enquiry / coverage in connected subject					
	Key Vocabulary (tier 3)					
	Prior Learning					
			Four elements: Drawing/Inks/range of media Animal Patterns- Pen			



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6	<p><u>WW2 Artwork- silhouettes</u> <u>Paint</u> S: Develop a painting from a drawing S: Use the qualities of watercolour and acrylic paints to create visually interesting pieces. S: Use the qualities of watercolour and acrylic paints to create visually interesting pieces. S: Mix and match colours to create atmosphere S: Be able to identify primary secondary, complementary and contrasting colours</p> <p><u>Drawing</u> S: Experiment with wet media to make different marks, lines, patterns, textures and shapes. S: Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p><u>Evaluating</u> S: Think critically about their art and design work.</p>	<p><u>WW2 Artwork- Portraits of war leaders</u> <u>Drawing</u> S: Work from a variety of sources including observation, photographs and digital images. S: Work in a sustained and independent way to create a detailed drawing. S: Develop close observation skills using S: Use dry media to make different marks, lines, patterns and shapes within a drawing. S: Use different techniques for different purposes i.e. shading, hatching within their own work. S: Start to develop their own style using tonal contrast and mixed media.</p>	<p><u>Victorians- Drawing in the style of Lowry</u> <u>Drawing</u> S: Work in a sustained and independent way to create a detailed drawing. S: Identify artists who have worked in a similar way to their own work. S: Use different techniques for different purposes i.e. shading, hatching within their own work. S: Start to develop their own style using tonal contrast and mixed media. S: Begin to use simple perspective in their work using a single focal point and horizon. S: Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p><u>Painting</u> S: Carry out preliminary studies, trying out different media and</p>			



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		<p>materials and mixing appropriate colours S: Combine colours, tones and tints to enhance the mood of a piece. S: Mix and match colours to create atmosphere and light effects</p> <p><u>Work of artists</u> S: Create original pieces that show a range of influences and styles. S: Give details (including own sketches) about the style of some notable artists</p> <p><u>Cannel art</u> <u>Directed folk art representations</u></p>			
Enquiry / coverage in connected subject					
Topic- WW2 Science light and dark	Topic- WW2 Science light and dark	Topic- Victorians			
Key Vocabulary (tier 3)					
Background Texture Contrast Tint Pattern Light/dark Shade	Portrait Sketch Realistic	Perspective Style Tones Shades Contrast Mixed media			
Prior Learning					



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	Van Gogh- Starry night Van Gogh- Portraits Men in black- Aliens- drawing, paint				
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