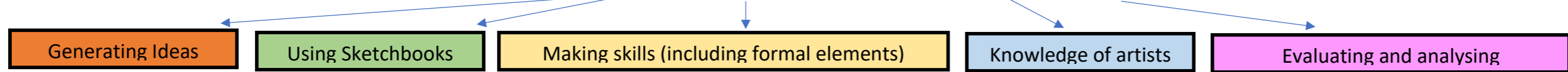


Woodlands Park Primary – Art Curriculum Map (Updated November 2023)

**National Curriculum aims for Art and Design**



**Formal Elements of Art**

**Pattern**   **Texture**   **Tone**   **Colour**   **Form**   **Shape**   **Line**

**Developing skills in Art**

**Drawing**   **Painting**   **Sculpture**   **Collage**   **Textiles**   **Printing**

**Exploring the work of other artists – in every unit**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Foundat ion Stage</b></p>	<p><b>Baseline Assessment</b> <b>Julia Donaldson</b></p> <p><b>30 – 50 months</b></p> <ul style="list-style-type: none"> <li>Explores colour and how colours can be changed.</li> <li>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>Uses various construction materials.</li> <li>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>Joins construction pieces together to build and balance.</li> <li>Realises tools can be used for a purpose.</li> </ul>	<p><b>All aboard the Woodland Christmas Express</b></p> <p><b>40 – 60 months</b></p> <ul style="list-style-type: none"> <li>Colour mixing - Explores what happens when they mix colours</li> <li>Junk modelling - Understands that different media can be combined to create new effects.</li> <li>Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>	<p><b>To infinity and beyond</b></p> <p><b>40 – 60 months</b></p> <ul style="list-style-type: none"> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>Uses simple tools and techniques competently and appropriately.</li> <li>Selects appropriate resources and adapts work where necessary.</li> <li>Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>	<p><b>Healthy Eating Week</b> <b>Mad about Minibeasts</b></p> <p><b>40 – 60 months</b></p> <ul style="list-style-type: none"> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>Manipulates materials to achieve a planned effect.</li> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>Uses simple tools and techniques competently and appropriately.</li> <li>Selects appropriate resources and adapts work where necessary.</li> <li>Selects tools and techniques.</li> </ul>	<p><b>Fee Fi Fo Fum</b> <b>Working toward and working on the ELG</b></p> <ul style="list-style-type: none"> <li>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations explaining the process they have used.</li> <li>Make use of props and materials when roleplaying characters in narratives and stories.</li> </ul> <p><b>Physical Development</b> <b>Fine motor skills</b></p> <ul style="list-style-type: none"> <li>Begin to show accurate and care when drawing.</li> </ul>	<p><b>Argh Pirates/Mad about animals</b> <b>Working at and beyond the ELG</b></p> <ul style="list-style-type: none"> <li>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations explaining the process they have used.</li> <li>Make use of props and materials when roleplaying characters in narratives and stories.</li> </ul> <p><b>Physical Development</b> <b>Fine motor skills</b></p> <ul style="list-style-type: none"> <li>Begin to show accurate and care when drawing.</li> </ul>
<p><b>Year 1</b></p>	<p><b>Topic: Health Heroes – Self-Portraits</b> Children begin to learn the primary colours and experiment with mixing paints to understand colour, line and tone.</p> <p><b>Development of skills: Painting (watercolours)</b></p> <p><b>Formal Elements to be taught:</b></p> <p><b>Line:</b> To know that painting tools can be used in a variety of ways to create different line.</p> <p><b>Colour:</b> To know that the primary colours are red, yellow and blue.</p> <p>To know that primary colours can be mixed to make secondary colours –</p> <ul style="list-style-type: none"> <li>Red + Yellow = orange</li> <li>Yellow + Blue = green</li> <li>Blue + red = purple</li> </ul> <p><b>Tone:</b> To know that ‘tone’ in art means ‘light and dark’. To know that we can add tone to a drawing by shading and filling a shape.</p> <p><b>Artist Link: Pablo Picasso</b></p> <p><b>KS1 Art and Design National Curriculum:</b></p> <ul style="list-style-type: none"> <li>To become proficient in painting techniques.</li> <li>To use painting to develop and share their ideas, experiences and imagination.</li> </ul> <p><b>Children can:</b></p> <ol style="list-style-type: none"> <li>name the primary and secondary colours;</li> <li>experiment with different brushes and brushstrokes</li> <li>mix primary colours to make secondary colours;</li> </ol>	<p><b>Topic: Celebration Time – Fireworks</b></p> <ul style="list-style-type: none"> <li>Use a range of materials creatively to design and make products.</li> <li>Use painting, and printing to develop and share their ideas, experiences, and imagination.</li> <li>Develop a wide range of art and design techniques in using colour, pattern, texture.</li> </ul>	<p><b>Blast Off</b></p> <p>No art</p>	<p><b>I spy Springtime</b></p> <p><b>Painting flowers landscape- Yvonne Coomber- watercolour background, poster paint stems and powder paints flowers.</b></p> <ul style="list-style-type: none"> <li>Use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.</li> <li>Develop a wide range of art and design techniques in using colour, shape, and space.</li> </ul>	<p><b>Underwater explorers</b></p> <p>No art</p>	<p><b>If you go down into the woods</b></p> <p>No art</p>

	d. add white and black to alter tints and shades; e. use key vocabulary to demonstrate knowledge and understanding in this strand: <b>primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke.</b>					
Y2	<p><b>Unique You and Marvellous Me</b></p> <p><b>Colour – PASTEL/DRAWING/COLOUR</b></p> <p><b>Cubism – self-portraits</b></p> <ul style="list-style-type: none"> <li>Cubism – Pablo Picasso</li> <li>Self portrait.</li> <li>To know the cubist artist Pablo Picasso and recall some significant details from his life.</li> <li>To develop the use of line, shape and colour through self-portraits using pencil and pastels.</li> <li>To talk about their own artistic processes in comparison to Picasso.</li> </ul>	<p><b>Fire Fire</b></p> <p>No art</p>	<p><b>Ready, steady, Go</b></p> <p>No art</p>	<p><b>Where’s Woodlands?</b></p> <p><b>TEXTILES – BATIK/SEWING</b></p> <p><b>Batik art</b></p> <ul style="list-style-type: none"> <li>To understand Batik is a wax-resistant art technique and practise this using different mediums including wax crayon and watercolour, as well as batik wax and fabric dyes.</li> <li>To develop use of line and shape by designing a flag that represents themselves, their community and their culture.</li> <li>To practise the skill of sewing, particularly running stitch and use this to add texture to their artwork.</li> <li>To design and make a flag using batik wax, a singular coloured dye and the running stitch technique.</li> </ul>	<p><b>Express Yourself</b></p> <p><b>PRINTING – 1 COLOUR PRINT</b></p> <p><b>Pop Art</b></p> <ul style="list-style-type: none"> <li>Pop art – Andy Warhol</li> <li>Self portrait.</li> <li>To know the cubist artist Andy Warhol and recall some significant details from his life.</li> <li>To develop the use of colour and pattern through the process of printing using acrylic paint and polystyrene tiles (relief printing).</li> <li>To talk about their own artistic processes in comparison to Warhol.</li> </ul>	<p><b>Ultimate Minibeasts</b></p> <p>No art</p>
Year 3	<p><b>Where can we go from here?</b></p> <p><b>PAINTING – COLOUR MIXING AND APPLICATION</b></p> <ul style="list-style-type: none"> <li>To be taught about great artists – local artists – Fanny Abrahams-Thompson</li> <li>To improve their mastery of art techniques, including drawing and painting with acrylic.</li> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To develop their understanding of mixing colour, developing tone within colour mixing and applying acrylic paint by using dotting, scratching and splashing to imitate an artist.</li> <li>To evaluate and analyse creative works using the language of art.</li> </ul>	<p><b>Our World</b></p>	<p><b>What lies beneath? Stone Age</b></p>	<p><b>Vikings</b></p>	<p><b>Plants</b></p> <p><b>Observational drawing – Georgia o’keeffe</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To know about great artists and designers in history</li> <li>Observational drawing with both pencil and brush</li> <li>To improve their mastery of art and design techniques – pencil strokes.</li> </ul> <p><b>ARTIST UNSURE ON – potentially looking at Somang Lee</b></p>	<p><b>Amazing Bodies</b></p>
Year 4	<p><b>The World Around Me (Caribbean)</b></p>	<p><b>The Arctic</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations (of snowflakes) and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques</li> <li>To use etching and tile printing to represent their design</li> </ul> <p><b>One or two colours?</b></p>	<p><b>Roman</b></p>	<p><b>Greeks</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history.</li> <li>To improve their mastery of art and design techniques by sculpting in the 3D form.</li> </ul>	<p><b>Rainforests</b></p> <p><b>Create a mixed media diorama based on a painting by Henri Rousseau</b></p> <ul style="list-style-type: none"> <li>Learn about great artists, architects and designers in history. Focus on Henri Rousseau and his painting ‘Surprised! Tiger in a tropical storm’</li> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture (mixed media) with collage through</li> </ul>	<p><b>Health &amp; Nutrition</b></p> <p><b>Sculpture with Clay</b></p> <p>Develop observations skills to recreate clay models of teeth.</p> <p>Review modern digital modelling of teeth.</p> <p><b>What clay technique are you using to build the teeth? pinch pots? Coiling? slab building?</b></p>

				<b>Can you make clear what media you are using? Clay? Modroc?</b>	creation of diaramas based on a Rousseau painting. <ul style="list-style-type: none"> <li>To develop their techniques of control and use of materials to learn about and demonstrate an understanding of perspective.</li> </ul>	
<b>Year 5</b>	<b><u>Children of World War 2</u></b>	<b><u>Make do and Mend</u></b>  <b><u>Narnia Winter Illustrations – Pauline Baynes</u></b>  <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques – drawing – line, tone and shade to create form.</li> <li>To learn about and from the illustrator Pauline Baynes.</li> </ul>	<b><u>Our Ocean Planet</u></b>	<b><u>Our Ocean Planet</u></b>	<b><u>What makes the Ancient Egyptians so impressive?</u></b>  <b><u>Canopic Jars made form Clay</u></b>  <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of sculptural techniques by adapting and modifying work including using relief to create form.</li> <li>To improve mastery in clay building techniques including pinch pots, coiling and slab building.</li> <li>To begin to understand proportions in 3D sculpture.</li> </ul>	<b><u>The Marvellous Human Body</u></b>
<b>Year 6</b>	<b><u>Vile Victorians</u></b>  <b><u>William Morris</u></b>  <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To know about great artists and designers in history – William Morris, noticing patterns and themes within artwork.</li> <li>Mastery of printing - Lino Prints</li> <li>To improve their mastery of art and design techniques – printing, lino printing.</li> </ul>	<b><u>Christmas Creations</u></b>	<b><u>Space – is anyone out there?</u></b>  <b><u>Abstract Space Art – Peter Thorpe</u></b>  <ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques – painting using acrylic.</li> <li>To learn about great artists, architects and designers in history – Peter Thorpe – abstract artist.</li> </ul>	<b><u>Chocolate – does it get a bad wrap?</u></b>	<b><u>‘Hoo’ is behind the mask? (Anglo Saxons)</u></b>	<b><u>Express yourself</u></b>