



Maulden Lower School Art Curriculum Map

Knowledge, skills and understanding - progression across the school

1.Key Knowledge

EYFS Key knowledge	Year 1 Key Knowledge	Year 2 Key Knowledge	Year 3 Key Knowledge	Year 4 Key Knowledge	Years 5/ 6 at Alameda Middle School Key Knowledge
<p><u>Expressive Arts and Design</u> <u>Creating with Materials ELG</u> Children at the expected level of development will: - 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.</p>	<p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>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.</p>	<p>Use a range of materials creatively to design and make products, building on work done in Year 1.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination, building on work done in Year 1.</p> <p>Further develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>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.</p>	<p>Pupils should be taught to:</p> <p>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.</p> <p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>	<p>Pupils should be taught to:</p> <p>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.</p> <p>Create sketch books to record their observations and use them to review and revisit ideas, building on work done in Year 3.</p> <p>Further improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>	<p>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.</p> <p>Create sketch books to record their observations and use them to review and revisit ideas, building on work done in Lower Key Stage 2.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>

2. Key Skills

	EYFS Key Skills	Year 1 Key Skills	Year 2 Key Skills	Year 3 Key Skills	Year 4 Key Skills	Year 5 at Alameda Middle School
Creating Ideas	<p>Thinking of ideas Planning, making decisions about how to approach a task, solve a problem and reach a goal Checking how well their activities are going Changing strategy as needed Reviewing how well the approach worked</p>	<p>Work from observation and known objects Use imagination to form simple images from given starting points or a description Work with different materials</p>	<p>Work from observation and known objects Use imagination to form simple images from given starting points or a description Begin to collect ideas in sketchbooks Work with different materials Begin to think what materials best suit the task</p>	<p>Develop sketch books as a way of recording and evaluating their work Use a variety of ways to record ideas including digital cameras and iPads Develop vocabulary to discuss work Begin to suggest improvements to own work Experiment with a wider range of materials</p>	<p>Further develop sketch books as a way of recording and evaluating their work Use a variety of ways to record ideas including digital cameras and iPads Further develop vocabulary to discuss work, building on from Year 3 Suggest improvements to own work using appropriate vocabulary Experiment with a wide range of materials</p>	<p>Key Skills (taken from Alameda Learning Ladder)</p> <p>Research - I can generate a mood board/ title page based on the topic/ artist studied, which includes layering of images.</p> <p>Design Ideas - I can generate ideas, explore and collect appropriate materials and images from different sources to help develop my work.</p>
Drawing	<p>Begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines Explore different textures Encourage accurate drawings of people</p>	<p>Begin to control lines to create simple drawings from observations Use thick felt tip pens/chalks/wax crayon/pastel Colour within the line Draw on smaller and larger scales</p>	<p>Begin to control lines to create simple drawings from observations Use thick felt tip pens/chalks/charcoal/ wax crayon/pastel Colour within the line Begin to add detail to line drawings</p>	<p>Experiment with different tones using graded pencils Include increased detail within work Draw on a range of scales Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) Use a variety of brushes and experiment with ways of marking with them Develop shadows</p>	<p>Make informed choices when using graded pencils to create different tones Include increased detail within work Draw on a range of scales Draw using a variety of tools and surfaces (paint, pastel, charcoal, graded pencils) Use a variety of brushes to achieve different effects Use of tracing</p>	<p>Media Experiments/ 3D modelling - I can use appropriate media with confidence in order to produce various different art works. I can identify the correct tools and medium to apply relevant techniques. I can meet health and safety rules in the art room.</p> <p>Acquiring and applying knowledge to inform progress - I can understand and explain how to use the tools and equipment I have been working with.</p>

	EYFS Key Skills	Year 1 Key Skills	Year 2 Key Skills	Year 3 Key Skills	Year 4 Key Skills	Year 5 at Alameda Middle School
Painting and Colour	<p>Experimenting with and using primary colours</p> <p>Naming mixing (not formal)</p> <p>Learn the names of different tools that bring colour</p> <p>Use a range of tools to make coloured marks on paper</p>	<p>Hold a paint brush correctly</p> <p>Mix primary and secondary colours</p> <p>Consider consistency when applying paint</p> <p>Create and experiment with shades of colour</p> <p>Recognise dark and light colours</p>	<p>Recognise, name and mix primary and secondary colours</p> <p>Consider consistency when applying paint</p> <p>Create and experiment with shades of colour and name some of these</p> <p>Share colour charts to compare variations of the same colour</p> <p>Recognise warm and cold colours</p> <p>Create washes to form backgrounds</p> <p>Explore the relationship between mood and colour</p>	<p>Begin to mix and match colours (create palettes to match images)</p> <p>Lighten and darken tones using black and white</p> <p>Begin to experiment with colour to create more abstract colour palettes (e.g., blues for leaves)</p> <p>Experiment with watercolour, exploring intensity of colour to develop shades</p> <p>Explore complementary and opposing colours in creating patterns</p>	<p>Mix and match colours (create palettes to match images)</p> <p>Lighten and darken tones using black and white, making careful choices to enhance their work</p> <p>Begin to experiment with colour to create more abstract colour palettes based on previous work</p> <p>Use watercolour, exploring intensity of colour to develop shades</p> <p>Explore complementary and opposing colours in creating patterns</p>	<p>Evaluation - I can improve and change work, so it matches intentions and describe how this has been achieved.</p> <p>Final piece</p> <p>I can control various different medias and techniques accurately.</p>
Printing	<p>Rubbings</p> <p>Print with variety of objects</p> <p>Print with block colours</p>	<p>Use matchbox to print to explore possibilities - different sized matchboxes</p> <p>create different lines/shapes/patterns</p>	<p>Experiment with forms of printing e.g. finger, sponge, block to form patterns, experiment with amounts of paint applied and develop control</p> <p>Develop controlled printing against outline /within cut out shapes</p> <p>Experiment with marbling, investigating how ink floats and changes with movement</p>	<p>Use roller and ink printing.</p> <p>Use simple block shapes formed by children</p> <p>Blend two colours when printing</p> <p>Using roller & inks, take prints from natural objects (leaves, bark) to show texture</p> <p>Form string roller prints to create continuous patterns</p>	<p>Using roller & inks, take prints from other objects (fabric, corrugated card) to show texture</p> <p>make string print,</p> <p>Create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays</p> <p>Develop their skills with marbling, building on Year 2 work</p>	

	EYFS Key Skills	Year 1 Key Skills	Year 2 Key Skills	Year 3 Key Skills	Year 4 Key Skills	Year 5 at Alameda Middle School
Sculpture	<p>Handling, feeling, enjoying and manipulating materials</p> <p>Constructing</p> <p>Building and destroying</p> <p>Shape and model</p>	<p>Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures</p> <p>Experiment with how materials can be connected together to form simple structures</p> <p>Begin to form own 3D pieces</p> <p>Experiment with papier-mâché</p> <p>Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</p>	<p>Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures</p> <p>Continue to form own 3D pieces, building on knowledge and skills from Year 1.</p> <p>Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</p> <p>Look at sculptures by known artists and natural objects as starting points for own work</p> <p>Look at sculptures and try to recreate them using everyday objects/range of materials</p>	<p>Develop confidence working with clay adding greater detail and texture</p> <p>Investigate ways of joining clay - scratch and slip</p> <p>Add colour once clay is dried</p> <p>Introduce 'modroc'</p> <p>Create work on a larger scale as a group</p> <p>Use pipe cleaners/wire to create sculptures of human forms</p>	<p>Further develop confidence working with clay adding greater detail and texture</p> <p>Investigate ways of joining clay - scratch and slip</p> <p>Add colour once clay is dried, carefully considering techniques and making independent choices about brushes and paint</p> <p>Further develop 'modroc' techniques, using different materials and shapes as a base and working from a range of stimuli</p> <p>Create work on a larger scale as a group</p>	
Textiles and Collage	<p>Handling, manipulating and enjoying using materials</p> <p>Sensory experience</p> <p>Simple collages</p> <p>Simple weaving</p> <p>repeating patterns</p> <p>Irregular painting patterns</p> <p>Simple symmetry</p>	<p>Develop collages, based on a simple drawing, using papers and materials</p> <p>Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc)</p> <p>Weave with wool and ribbon</p> <p>Investigate a range of textures through rubbings</p>	<p>Develop collages, based on a simple drawing, using papers and materials</p> <p>Develop tearing, cutting and layering paper to create different effects</p> <p>Weave using recycled materials – paper, carrier bags</p> <p>Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc)</p>	<p>Research embroidery designs from around the world, create own designs based on these</p> <p>Sew simple stiches using a variety of threads and wool (cross-stitch)</p> <p>Investigate tie-dying</p> <p>Develop individual and group collages, working on a range of scales</p> <p>Use a range of stimulus for collage work, trying to think of more abstract ways of showing views</p>	<p>Create a collage using fabric as a base</p> <p>Develop individual and group collages, working on a range of scales</p> <p>Use a range of stimulus for collage work, trying to think of more abstract ways of showing views</p> <p>Further develop weaving techniques from KS1 using a range of difference shaped bases</p>	

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Artist Study	<p>Take inspiration from the greats (both classic and modern).</p> <p>Look for similarities and differences.</p> <p>Describe a picture created by an artist.</p> <p>-Experiment with a technique that an artist uses</p>	<p>Basic introduction to the work of: Mondrian</p> <p>Rothko</p> <p>Klee.</p> <p>Look at a famous work from each artist and recreate own version.</p>	<p>Introduction to the work of: Pollock Delaunay Kandinsky Van Gogh Monet (cityscapes)</p> <p>Study a famous work from each artist and recreate own version.</p>		<p>Building on introduction in Year 2, use the work of Monet to inspire own work on watercolours and pastel poppy fields.</p> <p>Use Andy Warhol's work to find out about and recreate Pop Art.</p> <p>Look at Patricia Greaves' textile work to inspire a group collage.</p>	

3. Key Vocabulary

EYFS Key Vocabulary	Year 1 Key Vocabulary	Year 2 Key Vocabulary	Year 3 Key Vocabulary	Year 4 Key Vocabulary	Year 5 at Alameda Middle School Key Vocabulary
Colour names Shape names Materials Tools Technique Collage Texture Plan Draw, sculpt, paint, print Chalk, pen, pencil, paint Cut, tear Landscape, portrait Straight, wavy, zig zag Thick, thin Light, dark, lighter, darker Dots, spots, lines	Drawing, painting, sculpture, print, collage, artist, designer, watercolour, poster paint, pastels, charcoal, chalk, pen, pencil. Weaving, sewing, stitching, dyeing, tearing, cutting. Landscape/portrait Background/foreground Vertical/Horizontal/Diagonal Zig zag, chevron, spiral, wavy, straight, curved Soft/hard, bold/faint, thick/thin Blend, dab, wash, sponge, stipple, stroke Primary colours, secondary colours, hot and cold colours, complementary/contrasting colours	Build on KS1 vocabulary and include: Observational drawing – looking closely and drawing what you see Creative drawing – drawing from imagination Composition – a whole picture that is balanced, with good use of space Line – a single, long mark Pressure – how hard or softly you have pressed with the pencil or other media Control – using media carefully Media – the materials you used to draw with or make marks Shapes – the outline or 3D form of something Space – the picture is the right size for your page, and everything is in a good position Sketch – the first light lines to help you plan Details – small things have been noticed and added Tone – different degrees of lightness and darkness shown through shading Shades – new colours made by mixing colours Position – everything is correctly placed Pattern – different types of lines, spots or other decorations Texture – different surfaces shown or used eg. furry, spiky, smooth, rough Proportion – the size of objects in relation to one another Perspective – making things appear nearer or further away Accurate – looks like the image you want to create or the object or image you were working from	Media – The object or item you used to draw with. Pressure – How hard or softly you have pressed with the pencil or media you were using. Control – You have used the media carefully. Planned – Your drawing is sketched out lightly first. Use of space – Your drawing has been positioned well on the page and is an appropriate size. Consistent quality – All areas of your work/drawing are equal in terms of presentation and use of media. Observation – Looking at the object you are drawing. Proportion – Sizes of elements within your drawing are accurate when compared with one another. Position – Placing of elements within your drawing are accurate. Tone – Differences between light and dark are shown through your shading. Texture – The differences between surfaces in your drawing (e.g. smooth and rough) General accuracy – Does your drawing look like the object/image you were working from?		

4. Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ongoing all year groups	Firework art, Remembrance Day poppies, Christmas cards		Mothering Sunday craft and cards, Easter cards		Father's Day cards	
EYFS	Following children's interests and learning may include . . .					
	Self Portraits Drawings of 'my family' Collage – Christmas cards, wreath making, Christmas decorations Artist – Kandinsky - exploring colour and shape Using colour for a purpose/mixing colours		Colour matching and mixing Transitional art (using natural materials and loose parts to make 2D and 3D art) Graffiti art Mother's Day crafts Easter crafts		Pattern time - Aboriginal art Symmetrical patterns/ buildings Drawing plants and flowers Artist: Henri Matisse - The Snail (collage)	
Year 1	<u>Dinosaur Planet</u> Drawing – experiment with small and large scale when creating dinosaurs from observation of photos and models Painting and colour – mixing light shades to cover the dino egg sculpture; using coloured pencils and thick and thin felt tips to create self portraits Collage – tearing paper to create texture when creating dinosaurs from careful observation. Sculpture - Make dinosaur eggs from paper mache. Making fossil impressions in clay. aking dinosaurs from clay		<u>Our Country-UK</u> Textiles - Making sun catchers Drawing - Make Seasons Wheels Painting and Colour - mix primary and secondary colours, creating tints. Printing – matchbox printing with different sizes and orientations Artist Study - Introduction to Mondrian, Rothko, Klee		<u>Our Amazing World</u> Drawing – close observational drawing from photos and use of sketching pencils Colour – mix primary and secondary colours to paint match landscape pictures Collage – take rubbings; collect natural materials to make a collage or weaving Sculpture - animal masks and products.	
Year 2	Themes: Landscapes & Cityscapes, Great Fire of London + Special Events (Children in Need, Guy Fawkes Night). Range of materials: Charcoal, pastels, digital media, marbling ink, watercolours, collage materials Artists: Van Gogh & Monet (Cityscapes), Seurat (Pointillism)		Themes: Animals & Colour Chaos Part 2. Range of materials: Sketching pencils, pastels, collage materials, textiles, clay, poster & powder paints Artists: Pollock, Delaunay & Kandinsky (Use of Colour)		Themes: Arcimboldo Portraits Range of materials: Sketching pencils, watercolours, fruit & vegetables for printing, collage materials, Artists: Arcimboldo	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><u>Rock on</u> Painting and Colour - Stone Age Cave Art / charcoal drawings Drawing, Collage, Colour - Stone Henge silhouettes in chalk Colour mixing to create tertiary colours Sculpture using clay – Lion man</p>		<p><u>The Romans</u> Sculpture - Clay masks of Roman legionares Mosaic – Developing historical understanding, studying famous pieces, creating own mosaics and discussing their outcomes. Printing – marbling techniques for Easter cards</p>		<p><u>Rainforest Explorers</u> Drawing - Sketching leaves in pencil Painting and Colour - Drawing leaves in colour Printing - Printing leaf patterns Collage - Design and make a collage of a rainforest animal Artist study - To explore and replicate the art of Henri Rousseau.</p>	
Year 4	<p><u>Choccy – woccy - doodah</u> Textiles/Collage / Printing – Autumn Art Drawing and colour - Packaging design Graphic writing-shading Drawing on a larger scale (Chocolate Bar design) Artist study - Monet (poppy fields)</p>		<p><u>Ancient Egyptians</u> Drawing - Sketch self portraits Collage –Egyptian Necklaces Sculpture Clay death masks of Tutankhamun Painting and Colour - Study of Tutankhamun’s death mask in 2D mixed media Art history - Tomb paintings Printing – marbling techniques for Easter cards</p>		<p><u>World War Two</u> Painting and Colour/Printing - Propaganda Posters Collage WW2 Silhouettes Digital Art – create and take photos of wartime montages Sculpture – pipe cleaner or wire people in WW2 montages Artist Study – Patricia Greaves (Textile Landscapes)</p>	
Year 5 at Alameda Middle School	<p><u>Aboriginal Art</u> Drawing Pattern Painting Symbolism Mixed media Collaborative work Pointillism/ Dotwork</p>		<p><u>Funky Fish</u> Drawing Watercolour/ Wax resist Design Clay modelling Texture Detail</p>		<p><u>Landscapes</u> Drawing Colour mixing Painting Mixed media Mark making/ Van Gogh Wax resist Perspective and detail</p>	