

Curriculum Map (Key Knowledge)

a***Key Vocabulary* is separated out and listed here for each individual topic but should be included on curriculum overviews and individual lesson plans**

EYFS- Overview of media to be used.					
EYFS	Drawing	Painting	Printing	Textiles	3D Sculpture
Nursey/ Reception	<ul style="list-style-type: none"> • Use graphic tools, fingers, hands, chalk, pens and pencils. • Use and begin to control a range of media. • Start to draw on different surfaces and different coloured paper. • Produce lines of different thicknesses. • Start to produce different lines and shapes from observations, imagination and illustrations. • Look at and talk about what they have produced, describing what they did and the media that they used. 	<ul style="list-style-type: none"> • Use graphic tools, fingers, hands, brushes, sponges. • Use and begin to control a range of media. E.g. poster paints, powder paints, water colour blocks. • Start to paint on different surfaces and different coloured paper. • Produce lines of different thicknesses and colour using paints. • Investigate and explore creating different colours by mixing the primary colours. • Start to produce different patterns and textures from observations, 	<ul style="list-style-type: none"> • Experiment with making marks using a variety of manmade and natural objects. • Use a range of tools and materials to create prints including their own bodies. E.g. hand printing and finger printing. • Use simple tools and techniques competently and appropriately. • Experiment with mixing and overlapping colours. 	<ul style="list-style-type: none"> • Experiment with a mix of different media, or wallow in a particular experience. • Play with and use interesting materials and resources that inspire exploration such as textured wall coverings, raffia, string, translucent paper or water-based glues with colour added. • Think about what they want to make, the processes that may be involved and the materials and resources they might need, such as a photograph to remind them what the climbing frame is like. • Create different textures. • Understand that different media can be combined to create new effects. 	<ul style="list-style-type: none"> • Experiment with a mix of different media, or wallow in a particular experience. • Play with and use interesting materials and resources that inspire exploration. E.g. textured wall coverings, raffia, string, translucent paper or water-based glues with colour added. • Think about what they want to make, the processes that may be involved and the materials and resources they might need. E.g. a picture of a train or a photograph to remind them what the climbing frame is like. • Select the tools and techniques needed to shape, assemble and join materials they are using.

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		<p>imagination and illustrations.</p> <ul style="list-style-type: none"> • Look at and talk about what they have produced describing what they did and the media that they have used. 		<ul style="list-style-type: none"> • Manipulate materials to achieve a planned effect. • Use simple tools and techniques competently and appropriately. E.g. drawing, cutting gluing, painting, tearing. • Select the tools and techniques needed to shape, assemble and join materials they are using. 	<ul style="list-style-type: none"> • Experiment to create different textures. • Understand that different media can be combined to create new effects. • Manipulate materials to achieve a planned effect. • Use simple tools and techniques competently and appropriately. E.g. drawing, cutting gluing, painting, tearing.
	CYCLE B 2022-2023				
KS1	Art				
KS1 Year 1-2	Exploring and Developing Ideas				
	<ul style="list-style-type: none"> <input type="checkbox"/> Record and explore ideas from first hand observation, experience and imagination. <input type="checkbox"/> Ask and answer questions about the starting points for their work, and develop their ideas. <input type="checkbox"/> Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. <input type="checkbox"/> Record and explore ideas from first hand observation, experience and imagination. <input type="checkbox"/> Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. <input type="checkbox"/> Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 				

Curriculum Map (Key Knowledge)

	Painting (Fire of London)		Collage (Under the Sea)		Painting (Archimboldo)	Textiles (Weaving)
	<ul style="list-style-type: none"> □ Mix a variety of colours and know which primary colours make secondary colours. □ Use a developed colour vocabulary. □ Experiment with different effects and textures eg. blocking in colour, washes, thickened paint etc. □ Work confidently on a range of scales e.g. thin brush on small picture etc. □ Make and match colours with increasing accuracy. □ Use more specific colour language e.g. tint, tone, shade, □ Choose paints and implements appropriately. □ Plan and create different effects and textures with paint according to what they need for the task. □ Show increasing independence and creativity with the painting process. 		<ul style="list-style-type: none"> Use a variety of techniques, e.g. cutting, tearing, layering. □ How to cut, glue and trim different materials. □ Create images from imagination, experience or observation. □ Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. □ Create textured collages from a variety of media. 		<ul style="list-style-type: none"> □ Use a variety of tools and techniques including the use of different brush sizes and types. □ Mix and match colours to artefacts and objects. □ Work on different scales. □ Mix secondary colours and shades using different types of paint. □ Create different textures e.g. use of sawdust. Mix a range of secondary colours, shades and tones. □ Experiment with tools and techniques, e.g. layering, mixing media, scraping through etc. □ Name different types of paint and their properties. □ Work on a range of scales e.g. large brush on large paper etc. □ Mix and match colours using artefacts and objects. 	<ul style="list-style-type: none"> Use a variety of techniques, e.g. weaving, fabric crayons, sewing and binca. □ How to thread a needle, cut, glue and trim material. □ Create images from imagination, experience or observation. □ Stitch, knot and use other manipulative skills.

Curriculum Map (Key Knowledge)

Vocabulary	colour wheel, primary colours, secondary colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold, pattern, texture		collage, cut, trim, shape, tear, pattern, texture, cut, place, arrange, overlay, tissue, crepe, foil. opaque, translucent		colour wheel, primary colours, secondary colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold, pattern, texture	textiles, mark, shape, template, thread, fabric, over, under, decoration,
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CYCLE B 2022-2023						
KS2 Years 3-4	Exploring and Developing Ideas <ul style="list-style-type: none"> <input type="checkbox"/> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. <input type="checkbox"/> Question and make thoughtful observations about starting points and select ideas to use in their work. <input type="checkbox"/> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <input type="checkbox"/> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. <input type="checkbox"/> Question and make thoughtful observations about starting points and select ideas to use in their work. <input type="checkbox"/> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 					
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
		Sculpture (Giacometti)		Painting (Impressionism)		Drawing (Lowry)

Curriculum Map (Key Knowledge)

		<ul style="list-style-type: none"> □ Join clay adequately and work reasonably independently. □ Construct a simple clay base for extending and modelling other shapes. □ Cut and join wood safely and effectively. □ Make a simple papier mache object. □ Plan, design and make models. Make informed choices about the 3D technique chosen. □ Show an understanding of shape, space and form. □ Plan, design, make and adapt models. □ Talk about their work understanding that it has been sculpted, modelled or constructed. □ Use a variety of materials. 		<ul style="list-style-type: none"> □ Mix a variety of colours and know which primary colours make secondary colours. □ Use a developed colour vocabulary. □ Experiment with different effects and textures eg. blocking in colour, washes, thickened paint etc. □ Work confidently on a range of scales e.g. thin brush on small picture etc. □ Make and match colours with increasing accuracy. □ Use more specific colour language e.g. tint, tone, shade. □ Choose paints and implements appropriately. □ Plan and create different effects and textures with paint according to what they need for the task. □ Show increasing independence and creativity with the painting process. 		<ul style="list-style-type: none"> □ Experiment with different grades of pencil and other implements. □ Plan, refine and alter drawings as necessary. □ Use their sketchbook to collect and record visual information from different sources. □ Draw for a sustained period of time at their own level. □ Use different media to achieve variations in line, texture, tone, colour, shape and pattern □ Make informed choices in drawing, paper and media. □ Alter and refine drawings and describe changes using art vocabulary. □ Collect images and information independently in a sketchbook. □ Use research to inspire drawings from memory and imagination. □ Explore relationships between line and tone, pattern and
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Curriculum Map (Key Knowledge)

						shape, line and texture.
Vocabulary		Sculpture, sculptor. Modrock, plan, design, adapt, 2D shapes, 3D shapes, shape, space, form, construct,		foreground, middle ground, background, primary and secondary colours, warm colours, cool colours, tint, tone, shade, blend, mix, line, tone, blocking, colour wash, thickened paint, neutral colours, contrast, opaque, translucent, transparent		light, dark, shade, tone, shadow, line, pattern, texture, form, shape, outline, pencil grade, record, media, medium, composition, cross hatch, horizontal, vertical
CYCLE A – 2021 – 2022						
Art						
KS1 Years 1 and 2	Exploring and Developing Ideas					
	<input type="checkbox"/> Record and explore ideas from first hand observation, experience and imagination. <input type="checkbox"/> Ask and answer questions about the starting points for their work, and develop their ideas. <input type="checkbox"/> Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. <input type="checkbox"/> Record and explore ideas from first hand observation, experience and imagination. <input type="checkbox"/> Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. <input type="checkbox"/> Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.					

Curriculum Map (Key Knowledge)

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Sculpture (Animals)	Drawing (Charles Renee Mackintosh)		Painting/ Digital Media (Seurat)		Printing (Aboriginal Art)
	<ul style="list-style-type: none"> □ Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. □ Explore sculpture with a range of malleable media, especially clay. e.g. plasticine, Play Doh. □ Experiment with, construct and join recycled, natural and manmade materials. □ Explore shape and form. □ Manipulate clay for a variety of purposes, e.g. thumb pots, simple coil pots and models. □ Build a textured relief tile. □ Understand the safety and basic care of materials and tools. 	<ul style="list-style-type: none"> □ Use a variety of tools e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. □ Use a sketchbook to gather and collect artwork. □ Begin to explore the use of line, shape and colour □ Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. □ Understand the basic use of a sketchbook and work out ideas for drawings. □ Draw for a sustained period of time from the figure and real objects, including single and grouped objects. □ Experiment with the visual elements; line, shape, pattern and colour. 		<ul style="list-style-type: none"> □ Mix a variety of colours and know which primary colours make secondary colours. □ Use a developed colour vocabulary. □ Experiment with different effects and textures eg. blocking in colour, washes, thickened paint etc. □ Work confidently on a range of scales e.g. thin brush on small picture etc. □ Make and match colours with increasing accuracy. □ Use more specific colour language e.g. tint, tone, shade, □ Choose paints and implements appropriately. □ Plan and create different effects and textures with paint according to what they need for the task. □ Show increasing independence and 		<ul style="list-style-type: none"> □ Make marks in print with a variety of objects, including natural and made objects. □ Carry out different printing techniques e.g. monoprint, block, relief and resist printing. □ Make rubbings. □ Build a repeating pattern and recognise pattern in the environment. □ Use a variety of techniques, e.g. carbon printing, relief, press and fabric printing and rubbings. □ Design patterns of increasing complexity and repetition. □ Print using a variety of materials, objects and techniques.

Curriculum Map (Key Knowledge)

				creativity with the painting process.		
Vocabulary	clay, clay tools, knead, roll, shape, decorate, pattern, sculpture, model, shape, 2D and 3D shapes, join, sculptor, sculpture,	line, shape, pattern, colour, layer, portrait, self-portrait, line drawing, detail, light shade		colour wheel, primary colours, secondary colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold, pattern, texture		colour, shape, printing, printmaking, woodcut, relief printing, objects.
CYCLE A – 2021 – 2022						
KS2	Exploring and Developing Ideas					
	<input type="checkbox"/> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. <input type="checkbox"/> Question and make thoughtful observations about starting points and select ideas to use in their work. <input type="checkbox"/> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <input type="checkbox"/> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. <input type="checkbox"/> Question and make thoughtful observations about starting points and select ideas to use in their work. <input type="checkbox"/> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.					
KS2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
		Drawing (Illuminated lettering)	Painting/ Digital Media (Hockney)		Textiles (Plants)	Printing (Plants)

Curriculum Map (Key Knowledge)

<p>Years 3-4</p> <p>KS2</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Experiment with different grades of pencil and other implements. <input type="checkbox"/> Plan, refine and alter drawings as necessary. <input type="checkbox"/> Use their sketchbook to collect and record visual information from different sources. <input type="checkbox"/> Draw for a sustained period of time at their own level. <input type="checkbox"/> Use different media to achieve variations in line, texture, tone, colour, shape and pattern <input type="checkbox"/> Make informed choices in drawing, paper and media. <input type="checkbox"/> Alter and refine drawings and describe changes using art vocabulary. <input type="checkbox"/> Collect images and information independently in a sketchbook. <input type="checkbox"/> Use research to inspire drawings from memory and imagination. <input type="checkbox"/> Explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> <input type="checkbox"/> Mix a variety of colours and know which primary colours make secondary colours. <input type="checkbox"/> Use a developed colour vocabulary. <input type="checkbox"/> Experiment with different effects and textures eg. blocking in colour, washes, thickened paint etc. <input type="checkbox"/> Work confidently on a range of scales e.g. thin brush on small picture etc. <input type="checkbox"/> Make and match colours with increasing accuracy. <input type="checkbox"/> Use more specific colour language e.g. tint, tone, shade. <input type="checkbox"/> Choose paints and implements appropriately. <input type="checkbox"/> Plan and create different effects and textures with paint according to what they need for the task. <input type="checkbox"/> Show increasing independence and creativity with the painting process. 		<ul style="list-style-type: none"> <input type="checkbox"/> Use a variety of techniques, e.g. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. <input type="checkbox"/> Name the tools and materials they have used. <input type="checkbox"/> Develop skills in stitching. Cutting and joining. <input type="checkbox"/> Experiment with a range of media e.g. overlapping, layering etc. <input type="checkbox"/> Match the tool to the material. <input type="checkbox"/> Combine skills more readily. <input type="checkbox"/> Choose collage or textiles as a means of extending work already achieved. <input type="checkbox"/> Refine and altar ideas and explain choices using an art vocabulary. <input type="checkbox"/> Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. <input type="checkbox"/> Experiment with paste resist. 	<ul style="list-style-type: none"> <input type="checkbox"/> Print using a variety of materials, objects and techniques including layering with rubbings. <input type="checkbox"/> Talk about the processes used to produce a simple print. <input type="checkbox"/> Explore pattern and shape, creating designs for printing. Research, create and refine a print using a variety of techniques. <input type="checkbox"/> Select broadly the kinds of material to print with in order to get the effect they want <input type="checkbox"/> Resist printing including marbling, silkscreen and cold water paste.
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Curriculum Map (Key Knowledge)

Vocabulary		light, dark, shade, tone, shadow, line, pattern, texture, form, shape, outline, pencil grade, record, media, medium, composition, cross hatch, horizontal, vertical	foreground, middle ground, background, primary and secondary colours, warm colours, cool colours, tint, tone, shade, blend, mix, line, tone, blocking, colour wash, thickened paint, neutral colours, contrast, opaque, translucent, transparent		pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.	line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.
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