

# Eaves Primary School Art Curriculum Map 2022-2023



JunYear Group	Autumn Term		Spring Term		Summer Term	
	It's good to be me!	Houses and Homes (Home!)	Day and Night The Weather	Growing	Creatures great and small	Journeys
<b>FS1</b>  <b>Expressive Arts and Design</b>  Exploring and Using Media and Materials Being Imaginative  (including Art)	<b>DRAWING INCLUDING LINE</b> Pencil, charcoal, ink, chalk, pastel, ICT software Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Children develop their mark making and begin to add meaning to their marks e.g. portraits...this is my face, messy mark making tray. Giving meaning to the shapes they create. Children have many opportunities to mark make inside and outside-with a variety of tools on a very large scale.	<b>COLOUR</b> Paint, Textile, Pencil, Crayon, Pastel. Enjoy using a variety of tools including different sizes i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways. Learn the names of tools that bring colour. Use a range of tools to make coloured marks on paper.	<b>TEXTURE</b> Textile, clay, sand, stone Handling, manipulating and enjoying using materials. Sensory Experience. Simple Collages. Simple Weaving.	<b>EXPLORING SHAPE THROUGH PATTERN</b> Paint, pencil, textiles, clay, printing. Repeating patterns. Irregular painting patterns. Simple symmetry.	<b>FORM</b> 3D work, clay, dough, boxes, modroc. Handling, feeling, enjoying and manipulating materials. Constructing. Building and Destroying. Shape and Model. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	<b>PRINTING INCLUDING COLOUR</b> Found materials, fruit/vegetables, wood blocks, press print, lino, string. Rubbings. Print with a variety of objects. Print with block colours.
<b>Expressive Arts and Design</b>  Development Matters – Art <ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> <li>• Show different emotions in their drawings – happiness, sadness, fear, etc</li> </ul>						

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	Adventurers & explorers	Family	Our World	A World of Make Believe	Growing & Minibeasts	Animals
<b>FS2</b> <b>Expressive Arts and Design</b> Exploring and Using Media and Materials Being Imaginative (including Art)	<b>DRAWING</b> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.	<b>COLOUR</b> Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. Explore techniques such as lightening and darkening paint without the use of black or white. Begin to show control over the types of marks made. Paint on different surfaces with a range of media. Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.	<b>TEXTURE</b> Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures. Begin to understand how colours can link to moods and feelings in art.	<b>EXPLORING SHAPE THROUGH PATTERN</b> Produce an expanding range of patterns and textures. Use printmaking to create a repeating pattern.	<b>FORM</b> Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc. Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques, including painting. Use tools and equipment safely and in the correct way.	<b>PRINTING INCLUDING COLOUR</b> Explore Printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Experience impressed printing: e.g. printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Explore printing in relief: e.g. String and card. Begin to identify forms of printing: Books, posters pictures, fabrics. Use printmaking to create a repeating pattern.
<b>Expressive Arts</b> Development Matters	<i>Explore, use and refine a variety of artistic effects to express their ideas</i>	<i>Explore, use and refine a variety of artistic effects to express their ideas and feelings</i>	<i>Return to and build in their previous learning, refining ideas and developing their</i>	<i>Create collaboratively, sharing ideas, resources and skills</i>  <i>Explore, use and refine a variety of artistic effects</i>	<i>Create collaboratively, sharing ideas, resources and skills</i> <i>Return to and build in their previous</i>	<i>Explore, use and refine a variety of artistic effects to express their ideas and feelings</i> <i>Return to and build in their previous learning,</i>

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	and feelings (colour mixing)		ability to represent them	to express their ideas and feelings	learning, refining ideas and developing their ability to represent them	refining ideas and developing their ability to represent them.
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Year 1	<p style="text-align: center;"><u>Painting</u></p> <p>Children will learn investigate colour and early painting techniques and create artwork in the style of Paul Klee’s artwork– Sun and Castle. The key knowledge thread of this unit of work is the children’s knowledge about the colour wheel. They will know which colours make up the colour wheel; they will be taught how to use primary colours to make secondary colours. They will also know which colours are classified as warn colours and which are cool colours. They will know the different effects created by using pencils and crayons. They will be taught how to draw horizontal, vertical, curvy lines to create shape. They will know how to create different thickness of lines using 2 different grades of pencil. New learning.</p>	<p style="text-align: center;"><u>Digital Media</u></p> <p>Children will explore digital techniques using a paint package. They will create artwork inspired by Van Gogh’s Starry Night painting. The key knowledge thread for this unit is children will learn how to use tools on a computer paint program to create new images. Children will be taught how to use tools such as fill, brushes and pen in a print package. Children will learn how to edit a digital image and to use digital equipment to take photography. New learning.</p>	<p style="text-align: center;"><u>Printing</u></p> <p>Children will explore early printing techniques using a variety of equipment through the exploration of floral artist Georgia O’Keeffe. The key knowledge thread throughout this unit is the children knowing how to use different materials to print. They will be taught how to roll ink onto a printing block and how to layer up ink to create an effect. They will know how to print using sponges and vegetables for effect. They will gain knowledge of how to print using pressing, rolling, rubbing and stamping. They will learn how to print onto textiles and how to design their own printing block. They will know how to create a repeated pattern. New learning.</p>
Year 2	<p style="text-align: center;"><u>Textiles</u></p> <p>Children will explore industrial landscapes inspired by Lowry. They will build on sketches to create textile 3d buildings to create a collaborative class artwork. The key knowledge thread for this unit is children will be taught how to use different grades of pencil to create shading (hb, 2b, 4b, 6b). They will be taught how to select the most effective sized paintbrush for its purpose. Children will learn how to add texture and lines in drawing using cross-hatching, random cross-hatching and stippling. They will learn the terminology of background and foreground. They will then produce a textile building using drawing knowledge acquired during this unit and stitch together a textile piece for a whole class collaboration. New learning.</p>	<p style="text-align: center;"><u>Collage</u></p> <p>Children will explore technical drawing based on Scientific sketches of insects. They will then build up to collaging a mini beast picture based on the work of Tracey McGuinness Kelly. The key knowledge thread throughout this theme is children will know and investigate how to tear different materials to create an aesthetic collage. They will know how to use shape to draw mini beasts during sketchbook exploration. They will know how to join and fix materials for collage. New learning.</p>	<p style="text-align: center;"><u>3-D Clay</u></p> <p>Children will learn about perspective of figure sketching. They will build on this to create 3D clay artwork in the style of Anthony Gormley. The key knowledge thread throughout this theme is to know how to manipulate clay to form a figure. Children will be taught how to add texture in clay using tools and learn how to cut, roll and coil clay. They will be taught how to mould and shape clay into different shapes to form a sculpture. New learning.</p>

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<p>Year 3</p>	<p><u>Printing</u></p> <p>The key knowledge thread for this unit is that children will be taught how to use shape and line for observational still life technical drawing. They will build on year 2's learning of drawing by being taught how to create texture and shape by using diagonal lines and contouring. Children will be taught how to select different grades of pencil for shading. They will then explore a range of printing techniques, learning how to print and rework a printing board to add two colours. They will build upon Y1 knowledge of printing with different tools- fruit, etc. and apply this to a printing block. They will use the principles of working a printing board and build on this by reworking into the board to add a second layer or ink. They will explore the work of European Artist Paul Cezanne.</p>	<p><u>3D Clay</u></p> <p>The key knowledge thread will learn about how to use line, tone, shape, and colour to create 3d observational sketches of buildings. Children will explore the unique buildings of Gaudi and explore shape and pattern created by him. They will design their own clay sculptures based on the work of Gaudi and incorporate pattern and colour within their work. Children will use knowledge gained during Y2's Gormley figures to build upon creating their Gaudi inspired clay work- how to manipulate shapes and form but additionally gain new knowledge of how to make slip, cross hatching to secure joins, etc.</p>	<p><u>Digital Media and Natural Sculpture</u></p> <p>Children will explore the work of Nature Artist Andy Goldsworthy. They will create outdoor natural sculptures and then take a range of photographs of their artwork. They will then learn how to scan the images onto the laptops and use a computing package to manipulate the images in different ways- layering, adding detail, etc. This is new learning.</p>
<p>Year 4</p>	<p><u>Painting</u></p> <p>The key knowledge thread is that children will learn about how to use line, tone, shape when drawing faces for portraits. Children will be taught about how to use perspective to draw realistic faces showing a variety of different expressions. This is new learning however children will build upon painting knowledge of the colour wheel gained in Y1 to mix colours independently for their portraits.</p> <p>Children will be taught about the works of a variety of portrait artists depicting different styles during this study however the main artist will be Picasso and how his work has changed over his lifetime.</p>	<p><u>Mixed Media Collage</u></p> <p>The key knowledge thread for this unit is children will build on their learning about painting from KS1 and use this knowledge of colour mixing to create layers using paint. Children will know where primary and secondary colours will sit on the colour wheel and will be taught how to use this knowledge to make tertiary colours. They will also be taught how to make a wash with paint and how to select materials to add texture to their work. Children will then decide on areas of their artwork to collage using layering techniques and selecting a range of materials to create different textures to create a natural landscape. Children will build on Y2 collage techniques of how to manipulate materials to create texture and also how to use layering for effect.</p>	<p><u>Textiles</u></p> <p>Children will explore the world of Pop Art through the artist Roy Lichtenstein. They will explore sketching techniques based on this artists' work. Following this they will learn the principles of how to create a Batik work of art on fabric. Children will build upon knowledge acquired in Y2 when drawing on fabric and adding colour to their work.</p>

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		Children will be taught about the works of contemporary British mixed media artist Kittie Jones and compare to 17 <sup>th</sup> century British artist John Constable.	
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<p>Year 5</p>	<p><u>3D Wire Sculpture</u></p> <p>The key knowledge thread for this unit is knowing how to create a free-standing sculpture of birds. Children will gain knowledge of cutting, bending and strengthening wire to create a stand. They will know how to use wire to create a bird effect.</p> <p>They will base their learning around the British contemporary artist Cathy Miles, Mike Goodwin and the contemporary Columbian artist Diana Beltran Herrera. Free standing 3d sculpture knowledge for Y2 and Y4 will be built upon and applied using the different medium of wire.</p>	<p><u>Printing</u></p> <p>This project requires knowledge from printing techniques and 3d techniques. Children will create a 3d printed relief linked to rainforests. They will explore the work of Henri Rousseau. They will also explore creating textures through printing and constructing a 3d layered relief.</p> <p>Drawing- Children will make purposeful choices when using line, tone, shape, texture and colour to communicate for a specific purpose.</p> <p>Printing- Children will build on their knowledge of printing from Year 1 and Year 3 and learn how to print onto a range of different materials, to know how to overprint using more than 2 colours. They will also learn how to make an accurate print design that meets a given criteria.</p>	<p><u>Textiles</u></p> <p>Responding to place.</p> <p>Children will be taught about the works of contemporary British artist Carolyn Saxby.</p> <p>Children will apply previously taught skills of Textiles (From Y2 and Y3) and to work independently when designing and planning work. They will also gain new knowledge of how to add more colour when printing and also different stitching techniques and use of craft embellishments for decorative effect.</p> <p>Textiles- Children will know the difference between threads and fabrics and how to use sewing to add detail. They will learn how to create texture by sticking with materials other than thread and know how to overlap materials to create effect.</p>
<p>Year 6</p>	<p><u>Collage</u></p> <p>Linked to Remembrance the key learning thread for this unit in creating scaled drawing. Children will be taught to sketch a WW1 figure and will be taught how to scale this same drawing onto a larger scale, keeping an accurate shape. They will also apply their previous knowledge of collage to make purposeful sections of materials to collage figures.</p> <p>Children will be taught about the works of John Singer Sargent. Children will apply their knowledge of previously learnt principles of collage from Y2 and Y3 and apply independently to their own work.</p>	<p><u>Digital Media and Painting</u></p> <p>This is me! Painting project. This was a wonderful project in which the children explored a wide range of mediums including: photography, pen line portrait illustration, textured mark making with a variety of tools, paint blending experimentation on canvas and digital layering techniques; eventually bringing all these things together for the final pieces. They will explore the work of contemporary artist Mike Barrett.</p> <p>Children will apply their knowledge of previously learnt principles of painting from Y1 and Y4 and apply independently to their own work.</p>	<p><u>Painting</u></p> <p>Children will explore developing painting from a drawing. They will explore various causes and explore the work of Banksy. They will learn about the hype of what makes him so special. They will work on creating their own individual work linked to a cause of their choice and create an image which will be developed into a stencil. They will explore using stencils in a variety of ways for effect. This is new learning.</p>