

Reed First School

Curriculum Map for Art

During each academic year, our planning ensures that the children have opportunities to engage in a variety of art forms. We state which elements and mediums of art are being taught and applied and its inspiration. We ensure that all elements are taught each year and a range of mediums are used through the year. Our curriculum map also specifies the inspiration for each piece of work.

Elements of Art

These are the basic elements that are used by Artists in creating Art; they are what you use to create an aesthetically pleasing work. When we make Art, we need to understand and apply these seven Elements of Art.

Elements
Line
Shape
Colour
Form
Texture
Space



Line: A mark made by a pointed tool such as a brush, pencil, pastel, stick, pen as a moving point.



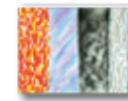
Shape: Use of shape to create recognisable forms to appear two dimensionally.



Colour: Colour is used through pure colours to create tones, tints and shades. Pure colours are primary, secondary and tertiary. Tones are created by adding grey to these colours, tints are made by adding white and shades by adding black.



Form: Takes up space and volume. They are created to be able to be viewed from many sides three dimensionally.



Texture: Describes the feel of a surface. It can be real or imagined.



Space: Used to create an illusion of depth. Space can be three dimensional, two dimensional, positive and or negative.

Mediums
Painting
Drawing
Sculpture
Collage and montage
Photography
Printing
Textiles

Inspiration
Artist
Designer
Architect
Environment
Culture

Early Years

Statutory framework for the Early Years foundation stage: The most relevant statements for Art are taken from the following areas of learning:

- Personal, Social, Educational Development
- Physical Development
- Expressive Arts and Design

Statutory framework for the Early Years foundation stage:

Physical Development: Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Expressive Arts and Design The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

<p>End Points Nursery:</p> <p>PSED:</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. <p>PD:</p> <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. <p>EAD:</p> <ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear, etc. 	<p>End points Reception:</p> <p>PSED:</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Show resilience and perseverance in the face of challenge. • Think about the perspectives of others <p>PD:</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. <p>EAD:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. <p><u>Early Learning Goals:</u> <u>Personal, Social and Emotional Development ELG</u> Self-Regulation ELG Children at the expected level of development will: • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Building Relationships ELG Children at the expected level of development will: • Work and play cooperatively and take turns with others. <u>Expressive Arts and Design ELG:</u> Creating with Materials ELG 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 <u>Physical Development ELG:</u> Fine Motor Skills ELG Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.</p>
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Take One Artist – Each year, the whole school will study the life and work of one of the greats in art. Each class will be given one of the artist’s work as inspiration to achieve the following:

- Piece links: Work links back to the focus painting
- Investigative approach: Projects are shaped by child-led research
- Process: Children have the opportunity to learn a new process inspired by the painting
- Cross-curricular learning: Projects make meaningful links across the curriculum
- Community: Learning involves people or places in the local community

To support our play based learning in Early Years, our skilled Early Years teachers will identify and plan opportunities for all children to develop key knowledge and skills which will support them in successfully accessing the National Curriculum for Art when they enter Year One. Inspiration for opportunities to develop skills in mediums will be planned through play opportunities both adult and child lead. Using the Key Stage One and Two categories of **mediums and elements**, the key skills and knowledge are identified below, key vocabulary to introduce is in bold:

	Painting and Drawing		Photography		Collage and Montage	
Early Years	End Points Nursery	End Points Reception	End Points Nursery	End Points Reception	End Points Nursery	End Points Reception
	Explore colour and colour mixing using a range of tools to mix including hands. Name the primary colours. Mark make using paint on a variety of flat and upright surfaces. Begin to paint recognisable objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore line making with pencil by creating thicker, thinner, longer, shorter, curved lines.	A variety of brushes of different sizes are used with accuracy. Elements are added to paint to explore recreating textures in printed images. Mix primary colours (red, yellow, blue) to make secondary colours (orange, purple, green) Paint recognisable objects. Printed photographs are drawn on to find shape . Mirrors are used both flat and upright to draw from / directly onto using a range of mediums.	Use a digital camera with guidance to capture views of moments and objects of interest.	Can take portrait photographs of each other. Use a digital camera independently to capture moments and objects of interest.	Explore different materials freely, to develop their ideas about how to use them and what to make. Use a variety of media: photocopies material, fabric, crepe paper, magazines with support begin to cut, tear, layer, rumple, fold . Use one-handed tools and equipment, for example,	Use a variety of media: photocopies material, fabric, crepe paper, magazines to cut, tear, layer, rumple, fold independently. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use a variety of media: photocopies, magazines to cut, tear, layer independently.

<p>Use basic tools on a simple paint programme to create lines, shapes and marks with meaning.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Make purposeful marks, lines and shapes in pencil to represent what they see including basic textures, light and dark. Can control colouring within drawings to keep to an area of the surface.</p> <p>Use a simple paint programme to explore the tools and the effects that can be made. Free draw, make lines, curves, shapes, textures, colour fill. Adapt and change marks to achieve a final piece using pencil, brush, spray.</p>			<p>making snips in paper with scissors.</p> <p>Use a variety of media: photocopies, magazines, photographs and with support begin to cut, tear, layer. Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>
<p>For example: self-portraits, observational drawings, paintings inspired by interests and topics.</p>		<p>For example: capture images of friends, events, made objects.</p>		<p>For example: Explore using photographic images and drawing, to develop their ideas about how to make an image. Use own photographs to create a montage. Continue an image from a photograph following lines, shapes and colours.</p>	
<p>Sculpture</p>		<p>Textiles</p>		<p>Printing</p>	
<p style="text-align: center;">End Points Nursery</p> <p>Develop the skills to roll, pull, squeeze, pinching malleable materials into balls, snakes. Make holes or hollows in the clay with different tools. Press print objects around them into the malleable materials to add detail. Cut into malleable materials to make shapes and holes.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Use natural objects to make patterns on the ground.</p> <p>Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Choose to mark make on a variety of surfaces using natural materials to create lines and shapes.</p>	<p style="text-align: center;">End Points Reception</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Carve into malleable and smooth clay to create the chosen textures. Use one piece of malleable to successfully make a recognisable object by coiling, pushing, moulding.</p> <p>Use natural objects to make patterns and recognisable images on the ground. Talk about sculpture in the environment, what it can be made of and what it is about.</p>	<p style="text-align: center;">End Points Nursery</p> <p>Explore different textiles with their hands. Use scissors to cut and trim fabric, yarn and string. Spread glue and stick fabric, yarn and wool on to a chosen surface. Use objects to paint and print onto fabric. Use wax crayons on fabric, then paint to see resistance. Explore fabrics with larger holes and use as a frame to weave.</p>	<p style="text-align: center;">End Points Reception</p> <p>Use graphic materials such as oil pastels, pens and wax crayons to make marks and drawings on fabric. Paint over these to explore resist effects. Explore fabrics with smaller holes and use as a frame to weave using fingers or large plastic needles. Explore wrapping, weaving, tying, looping and sticking to join.</p>	<p style="text-align: center;">End Points Nursery</p> <p>Experiment with objects around them to print to create marks, shapes and lines by pressing. Press print objects around them into malleable materials. Use objects with a textured surface to make rubbings.</p>	<p style="text-align: center;">End Points Reception</p> <p>Select found objects for particular marks, shapes and lines to create a chosen effect. Choose objects to print because of their shape or texture. Create printed patterns.</p>
<p>For example: Layer and balance materials or objects to make a three dimensional sculpture. Use found natural objects to create three dimensional pieces and patterns; join with natural materials by sticking, tying. Suggested artist: Azuma Makato – frozen flowers</p>		<p>For example: Make hangings using fabrics and threads and decorate with a variety of materials.</p>		<p>For example: Leaf printing and rubbings, playdough printing with found objects. Light / dark star printing with cutters, sponges.</p>	

Opportunities for art will be seen in both continuous and adult and child lead provision. There will be clear learning in expressive arts and design both inside and outside. Teachers will ensure opportunities to experience all mediums during every child's time in Early Years to enable them to embed the skills needed as they then move into the KS1 art curriculum.

KEY STAGE ONE

National Curriculum: **Key stage 1** Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

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Key Stage One A Year

Concentric colours

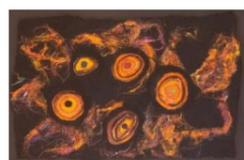
Elements	Mediums	Inspiration
Line Shape Colour	Drawing Painting Printing	Artist



Artist: A study of colour using the work of Wassily Kandinsky as inspiration. Squares with Concentric Circles
1913

Remember, Remember the 5th November

Elements	Mediums	Inspiration
Line Shape Colour Texture Form	Drawing Textiles (felted) sculpture	Culture Textile artist



Fabric artist: Fire by Anne Slater

Local environment

Elements	Mediums	Inspiration
Line Shape Colour Space	Drawing Montage Photography	Local Environment Artist and architect



Artist and architect: Friedensreich Hundertwasser

Key Stage One B Year

Seascapes

Elements	Mediums	Inspiration
Line Shape Colour Texture	Drawing Painting Photography Montage	Environmental Artist and author



A study of Tove Jansson
Photography from visit to the seaside.

London’s Burning

Elements	Mediums	Inspiration
Line Shape Texture Colour Space	Drawing Painting Printing Collage	Historical artefacts and print designs



Printer: Samuel Rolle

Seascapes

Elements	Mediums	Inspiration
Form Shape Texture Colour	Environmental Sculpture - clay	Environment Environmental sculptor



Sculptor: Mike Keene

Key vocabulary in bold

Drawing		Painting		Sculpture	
End points Year 1	End points Year 2	End points Year 1	End points Year 2	End points Year 1	End points Year 2
Use pencil, pastels to create coloured images. Use viewfinders to focus on a particular area Find and draw different types of lines – wavy, thick, thin, broken, zig zag... Draw objects from observation for longer and sustained periods of time. Blend pencil and painted areas using finger, tissue, cotton bud or another pencil.	Begin to add life and shape to their work. Begin to show pattern and texture in their drawing . Begin to turn a shape into a form . Show careful observation of shading as shadow and darker, lighter areas.	Mix primary and secondary colours to make tertiary colours. Use paint to create coloured images	Use a colour wheel to represent places through colour by recognising hot and cold colours on the wheel. Use different types of paint application.	Begin to join clay together. Add line and shape to their work. Make tiles with a theme . Cut clay into shapes and decorate. Paint clay to achieve colour . Begin to fix and join different materials by weaving and layering . Explore different textures .	Independently, cut shapes from clay to add to clay bases. Use clay to sculpt shape and form Use patterns to decorate clay. Join clay successfully remembering to score and add slip . (scratch and slip method) Mix colour with clay. Paint clay with some control and use of pattern . Smooth and join to get a good finish .

Printing		Photography		Montage and collage		Textiles	
End points Year 1	End points Year 2	End points Year 1	End points Year 2	End points Year 1	End points Year 2	End points Year 1	End points Year 2
Design own blocks with card. Show different lines, shapes and textures through printing. Develop printing using found objects by creating more complex patterns .	Continue to develop mono printing by mixing colours Create prints by pressing, rolling, rubbing and stamping	Use a digital camera to capture moments and objects of interest. Use own photographic image and those of others to create one piece using parts of a variety of images.	Create their own picture and edit their own work using an editing package. Take photos displaying different moods Use own photographic image and those of others to create one piece using parts of a variety of images. Combine digital and drawn images to create one composition .	Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour, texture . Fold, crumple, tear, cut and overlap papers.	Use different types of paint application on their collage and explain why. Make clear bold shapes through careful cutting and tearing . Use techniques of studied artists, for example use of pastel to add detail, texture to paper shapes .	Learn the textile technique of felted . Use simple stitching into fabric pictures.	Add layers to build the picture. Show growing control over fibre placement for shape .

KEY STAGE TWO

National Curriculum: **Key stage 2** 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. Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

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Lower KS2 A Year

Stone Age Bone Age

Elements	Mediums	Inspiration
Line Shape Colour Texture	Drawing Painting Printing Collage	Environment Culture



Art as evidence: capturing the past. Study of stone age art to share knowledge the **culture** of life in the past including simulating **techniques** used.

Forest

Elements	Mediums	Inspiration
Line Shape Colour Form	Painting Photography Collage Montage Textiles	Environment Artist – Rousseau



Artist: Use a **digital** camera to capture **images** to represent the rainforest using close up shots of leaves and plants locally. Use painting techniques to create a bank of painted pages of different **textures** and **colours** to bring together into one composition to recreate part of **Rousseau’s Surprised**. Use and colour **textiles** to add to the texture.

Mountain

Elements	Mediums	Inspiration
Line Shape Colour Texture Space	Drawing Plaster Sculpture	Environment Ansel Adams – photographer Zaha Hadid Iraqi and British architect, artist and designer.



Photographer: Use researched **digital images** of mountains to recreate part of a **view** using **pencil**. Drawings will influence 3D **sculptures** in **plaster**. Study the work of **architect** Zaha Hadid for **form** and **shape**.

Lower KS2 B Year

A moment captured

Elements	Mediums	Inspiration
Line Shape Colour Form	Drawing Painting Sculpture	Environment Culture



– Beowulf scenes
A study of arms and hands.

Riverbank

Elements	Mediums	Inspiration
Shape Colour Form Space	Textiles Drawing Sculpture	Environment Artist designer



Artist Ashley Owen. Inspired by the shady creeks and riverbanks of Northern California's West Coast forest.

Egyptians

Elements	Mediums	Inspiration
Line Shape Colour Texture Space	Drawing Painting Collage Montage	Culture



Inspired by Egyptian profile portraits, use **digital self-portraits** to create an image in the style of the Ancient Egyptian **culture**.

Drawing

End points Year 3

End points Year 4

Understand the different **grades** of **pencil** and use them to mark make and **shade (cross hatch, dot dash, circle, spiral)**
Use small sketches to produce a final piece
Work with **charcoal** and **ink** to experiment further with **lines** and **shading**.
Use shading to create **tone**
Use different pressures to create **hard** and **soft lines**.

Draw demonstrating an understanding of **line, tone, scale, texture** and **depth**.
Use mirrors, viewfinders, magnifying glasses to aid **observation**
Show **reflections, shadows**.
Make images with **background, foreground** and **middle-ground** and use **perspective**.

Painting

End points Year 3

End points Year 4

Use different **brushes** and found **natural** materials for brushes for different **effects** and **lines**.
Select an appropriate **brush type, size** and **style** depending on the task
Can **mix colours** with accuracy and purpose
Recognise and make **contrasting** and **complimentary** colours to help the composition.
Create a **background** using a **wash**
Use different brushes for different **effects**
Explore links between **colours** and **feelings**.

Work in **monochrome** (shades of one colour)
Use **shading** in their painting to create **feelings**
Mix and match colours for purposes (e.g. skin colours)
Know how to add white to create **tints**, grey to make **tones** and black to make **shades**
Mix different **thicknesses** of paints to create **texture**.
Begin to show **facial expression** and **body language**.
Combine **visual** and **tactile** qualities.

Sculpture

End points Year 3

End points Year 2

Use drawings to show **shape** and **form** to plan sculptures.
Create work in **three dimensions**.
Sculpt chosen material into a variety of **shapes**.
Build up from a **flat surface**.

Make a **sculpture** using a range of **materials**.
Create art works from **natural materials** to show different aspects of the same object.

Printing

End points Year 3

End points Year 4

Carve in to a flat tile using more than one **layer**.
Make and **press print** in 2 colours
Make **texture** presses to add to print.
Print onto paper using range of **tools** to mark make.

Explain why they have chosen specific materials to draw with.
Can **press print** using 4 colours by **layering** images and colours.
Can create accurate print design.
Print onto different materials.

Photography

End points Year 3

End points Year 4

Use a **digital** camera to experiment with **poses** and profiles.
Print results and use to create a **montage** of images to make use of in the portrait.
Begin to **edit** their own work using an editing package.

Use a **digital** camera to experiment with **poses** and profiles.
Print results and use to create a **montage** of images to make use of in a **themed image** with well thought out **placement**.
Edit their own work using an editing package.

Montage and collage

End points Year 3

End points Year 4

Experiment with a range of **collage** techniques such as **tearing, overlapping** and **layering** to create **images** and represent **textures**.

Combine **visual** and **tactile** qualities.

Textiles

End points Year 3

End points Year 4

Work back into textiles with **stitching, sequins, buttons**.
Use patterns from different times, places and **cultures** as a starting point for design
Decorate fabric with **tie dye, dip dye, batique**.
Use more than one type of **stitch**.
Use **applique**.

Use plaiting, pinning, stitching and sewing techniques. Work back into fabrics with **stitching, collage**, adding **embellishments**.
Change fabric structures by **pulling threads** out of hessian and replacing with coloured threads
Use **applique** and **layering**.