



## Map of the Art and Design Curriculum

### What are the Knowledge, Skills and Understanding we want our pupils to gain?

Oct 2019

Intent of our Art curriculum - To develop the children's creativity, inspire and equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We will give the children the opportunity to use a range of media and materials. They will build on the skills of drawing, painting, printing, collage, textiles, 3D work and digital art. Children will also be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire will be applied to their cross-curricular topics, allowing them to use their art skills to reflect on and explore topics in greater depth.

### Year A

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5 &amp; 6</b>
<b>EYFS</b>	<b>Topic – How do you do?</b> Texture and Form – decorating biscuits to take home as a gift	<b>Topic – How do you do?</b> Drawing - Using story maps to tell stories (within Literacy) Colour - Paint a self portrait	<b>Topic – Can I have a pet panda?</b> Printing – using block colours to create an animal/ camouflage pattern	<b>Topic – Can I have a pet panda?</b> Colour – experiment with primary colours. Decorating Easter eggs.	<b>Topic – Where can I find a pirate?</b> Pattern – repeating patterns in maths.
<i>Teaching of Art and Design is not discreet in the Early Years but children will learn about 'Expressive Art and Design' (Exploring and using media and materials through providing a variety of resources in the classroom and outside playground; modelling creative skills and encouraging participation; talking about the properties of different media and the different uses).</i>					
<b>KS1</b>	<b>Topic - Who's coming to tea?</b> Form Year 1 - Use materials to make known objects for a purpose (bowl/clay)	<b>Topic - Fire!</b> Texture Weaving (fire/red background)	<b>Topic How do I get to ....?</b>	<b>Topic - Where are all the wild things?</b> Drawing To use a variety of drawing tools (pencil, charcoal, chalk, pastels)	<b>Topic – Once upon a time</b> Drawing To use a variety of drawing tools (pencil, charcoal, chalk, pastels)

	Year 2 – decorative techniques.	To build a house from the time of the Great Fire of London. To construct use materials to make known objects for a purpose		Experiment with a range of tools and surfaces. Year 1 – To observe patterns (animal patters)  Texture Weaving (forest/greens background)	Experiment with a range of tools and surfaces. (Link with growing plants) Year 1 – To observe and draw landscapes. To observe patters (in nature) To explore different textures (in nature Year 2 Sketch to make quick records. Discuss use of shadow /light/dark  Form Year 2- awareness of natural and manmade forms.  Pattern Year 2 – awareness and discussion of patterns Natural and manmade patterns.
<b>Lower KS2</b>	<b>Topic – North, East, South, West</b> Drawing (draw both positive and negative shapes, accurate drawing of people – particularly faces, accurate drawing of whole people,	<b>Topic – Rise of the Robots</b> Form (3D work, paper sculpture, mod roc)  Artists <i>Eric Joyner</i>	<b>Topic – Extreme Survival</b> Colour (focus on techniques – apply colour, using dotting, scratching, splashing) Artists <i>Ted Harrison</i>	<b>Topic – Grow Your Own</b> Texture (textiles, use a wider variety of stitches, compare different fabrics, use smaller eyed needles and firmer thread)	<b>Topic – Escape from Pompeii (With a snap, crackle and pop!)</b> Pattern (mosaics, clay, using ICT, symmetry, tessellation)  Artists

	computer generated drawings)  Artists <i>Rene Magritte (surrealism)</i>			Artists <i>Lucy Levenson</i>	<i>Sonia King, Antoni Gaudí</i>
<b>Upper KS2</b>	<b>Topic – Mmm chocolate</b> Pattern (paint, pencil, textiles, clay, printing) -repeating patterns -irregular painting patterns -simple symmetry  Artists Bridget Riley, Escher, Paul Klee, Joan Miro	<b>Topic – Why aorta keep fit</b> Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) -effect of light on objects and people from different directions -interpret the texture of a surface → produce increasingly accurate drawings of people -concept of perspective  Artists Van Gogh, Poonac	<b>Topic – Get off me land</b> Colour (painting, ink, dye, textiles, pencils, crayon, pastels) -hue, tint, tone, shades and mood -explore the use of texture in colour -colour for purposes -colour to express feelings  Artists Chagall, Ben Moseley, Pollock, Monet	<b>Topic – Were we a fish</b> Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) -plan and develop ideas -shape, form, model and join -observation or imagination -properties of media -discuss and evaluate own work and that of other sculptors  Artists Andy Goldsworth, Henry Moore	<b>Topic – Dragon’s Den</b> Printing (found materials, fruit/veg, wood blocks, press print, lino, string) -Builds up drawings and images of whole or parts of items using various techniques -screen printing -explore printing techniques used by various artist  Artists Picasso

## Year B

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5 &amp; 6</b>
<b>EYFS</b>	<b>Topic – How do you do?</b> Texture and Form – decorating biscuits to take home as a gift	<b>Topic – How do you do?</b> Drawing - Using story maps to tell stories (within Literacy)	<b>Topic – Can I have a pet panda?</b> Printing – using block colours to create an	<b>Topic – Can I have a pet panda?</b>	<b>Topic – Where can I find a pirate?</b> Pattern – repeating patterns in maths.

		Colour - Paint a self portrait	animal/ camouflage pattern	Colour – experiment with primary colours. Decorating Easter eggs.	
<p><i>Teaching of Art and Design is not discreet in the Early Years but children will learn about ‘Expressive Art and Design’ (Exploring and using media and materials through providing a variety of resources in the classroom and outside playground; modelling creative skills and encouraging participation; talking about the properties of different media and the different uses).</i></p>					
<b>KS1</b>	<p><b>Topic – Our amazing world</b> Drawing Year 1 – To observe anatomy (faces) Year 2 – Sketch to make quick records.</p> <p>Form – Clay person Year 1 - carve Year 2 -To shape and form from direct observation</p>	<p><b>Topic – Toy story To make a toy puppet</b> Texture Year 1 to understand how textiles create things. Year 2 Start to explore different stitches. Use large eye needles – running stitches</p>	<p><b>Topic – The arty one</b> Colour Year 1 – name all colours -mixing colours. - apply colour with a range of tools. -Collage – Lowry class collage</p> <p>Year 2 – make as many tones of one colour as possible. Darken colours without using black.</p>	<p><b>Topic - maps and routes</b></p>	<p><b>Topic - Weather and seaside</b> Drawing Year 2- Draw and record ways of expressing feelings. (link with PSHE school value happiness and seaside/stormy seas.</p> <p>Colour Year 2 – To apply colour on a large scale – (Create seaside picture)</p> <p>Texture Year 2 – Overlapping and overlaying to create affect . Seaside – under the sea picture</p> <p>Pattern Experiment by arranging, folding, repeating, overlapping, regular and irregular patterns</p>

<p><b>Lower KS2</b></p>	<p><b>Topic – Going Global</b> Printing (modify and adapt print, use sketchbooks for recording, mono-printing)</p> <p>Artists <i>Dan Mather</i></p>	<p><b>Topic – Raiders and Traders</b> Pattern (paint, pencil)</p> <p>Artists</p>	<p><b>Topic – Can you walk like an Egyptian?</b> Form (3D work, clay)</p> <p>Artists</p>	<p><b>Topic - Rainforest</b> Colour (colouring mixing and matching: tint, tone, shade) Introducing different types of brushes</p> <p>Artists <i>John Dyer</i></p>	<p><b>Topic – Down in the Valley</b> Drawing (pencil, charcoal, ink, chalk and pastels)</p> <p>Artists</p>
<p><b>Upper KS2</b></p>	<p><b>Topic – What’s out there?</b> Colour (painting, ink, dye, textiles, pencils, crayon, pastels) -hue, tint, tone, shades and mood --explore the use of texture in colour -colour for purposes -colour to express feelings</p> <p>Artists Van Gogh, William Turner</p>	<p><b>Topic – Who let the gods out?</b> Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) -plan and develop ideas -shape, form, model and join -observation or imagination -properties of media -discuss and evaluate own work and that of other sculptors</p> <p>Artists Barbara Hepworth</p>	<p><b>Topic – Is it me or is it hot in here?</b> Printing (found materials, fruit/veg, wood blocks, press print, lino, string) -Builds up drawings and images of whole or parts of items using various techniques -Screen printing -Explore printing techniques used by various artist</p> <p>Artists Dan Mather, Andy Warhol</p>	<p><b>Topic – Victorious Victorians</b> Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) -effect of light on objects and people from different directions -interpret the texture of a surface -produce increasingly accurate drawings of people -concept of perspective</p> <p>Artists Da Vinci</p>	<p><b>Topic – How steady is your hand?</b> Texture (textiles, clay, sand, plaster, stone) -Develops experience in embellishing -Applies knowledge of different techniques to express feelings -Work collaboratively on a larger scale</p> <p>Artists Linda Caverley, Molly Williams, William Morris, Gustav Klimt</p>

Threshold Concepts	KS1	LKS2	UKS2
	Examples of Deeper Questioning Starters related to Threshold Concepts		
	Where is? Where did? When is? When did? <i>(Comparing – discussion of similarities and differences)</i>	Where is? Where did? When is? When did? <i>(Comparing – discussion of similarities and differences)</i> Which is? Which could? <i>(Choice)</i>	Where is? Where did? When is? When did? <i>(Comparing – discussion of similarities and differences)</i> Which is? Which could? <i>(Choice)</i> Where might? Why might? <i>(Imagination)</i>
	Where is? Where did? What is? What did?	Where is? Where did? What is? What did? When did? Which could?	Where is? Where did? What is? What did? When did? Which could? Why might? <i>(Reason)</i>
	Where is? What did? When did? Who are?	Where is? What did? When did? Who are? Who can? Which could?	Where is? What did? When did? Who are? Who can? Which could? Why would? <i>(Reason)</i> How might? <i>(Imagination)</i>
	Where is? What are? <i>(Characteristics)</i> Where can? What can? <i>(Possibilities)</i>	Where is? What are? <i>(Characteristics)</i> Where can? What can? <i>(Possibilities)</i> What could? Where would? <i>(Probability)</i>	Where is? What are? <i>(Characteristics)</i> Where can? What can? <i>(Possibilities)</i> What could? Where would? <i>(Probability)</i> Why will? How might?
	Where is? What is? Which is?	Where is? What is? Which is? Which could? Why could?	Where is? What is? Which is? Which could? Why could? Why might? How will?

## Deeper Questioning Grid

**2<sup>nd</sup>**

	Is? Present	Did? Past	Can? Possibility	Would/ Could? Probability	Will? Prediction	Might? Imagination
<b>1<sup>st</sup></b> 	<b>What?</b> Event					
<b>Where?</b> Place						
<b>When?</b> Time						
<b>Which?</b> Choice						
<b>Who?</b> Person						
<b>Why?</b> Reason						
<b>How?</b> Meaning						

Deeper thinking

- Recall Questioning should always be secure at the earlier levels before moving on to the deeper levels of questioning.
- Whilst the questioning above gives examples of how the questioning can move on through Key Stages, they should not be limited by nor planned for, purely by age and stage.
- Questioning should be matched to the child's ability to demonstrate secure knowledge and understanding in the earlier stages of recall.