



**Curriculum  
Map  
Art & Design  
2024-2025**

**Intent:**

‘Our aim at West Heath Primary School is to foster greater imagination and creativity in all our pupils.’

At West Heath Primary School, we want children to engage with the arts regularly and explore a range of materials, tools, techniques, and media. Children will experience the fundamentals of art through a broad and balanced curriculum, including exploration of the work of a wide range of artists and makers. They will be guided in the skills required to explore, analyse, and discuss art and be encouraged to combine their knowledge of what constitutes art, specific artists, and techniques with their own experiences to evaluate artworks and to inform their own creative practices.

- Pupils have enough curriculum time to develop their art, craft and design knowledge and skills incrementally.
- The Curriculum encourages autonomy, with a greater emphasis on children developing their creativity through experimentation and individual responses.
- It provides flexible options, enabling links to other topics and resulting in more creative outcomes.
- The curriculum builds, incrementally, pupils’ knowledge of the practical, theoretical, and disciplinary learning.
- The curriculum provides teachers with greater clarity over knowledge and skills progression within the four areas.
- The curriculum has an emphasis on developing children’s use of sketchbooks throughout to apply skills and knowledge. Lessons provide opportunities to engage with sketchbooks throughout the whole process of creating art, including practising techniques learned as well as developing and evaluating their ideas towards an outcome.
- Teachers will build in confidence that children are given opportunities to develop mastery by revisiting core subject knowledge and applying that knowledge practically in a range of contexts with growing complexity.

*The study of art enables pupils to understand, appreciate and contribute to a dimension of life that taps into and expresses human innovation, imagination and thought. (National Society for Education in Art and Design, February 2022, pg10). At an individual level, a high-quality art education can build pupils’ ability to ‘appreciate and interpret what they observe, communicate what they think and feel, or make what they imagine and invent’. (Making a Mark, Ofsted, March 2012). At its best, the subject is both intellectually challenging and creatively demanding. (Research review series: Art and Design, Ofsted, February 2023).*

Kapow Primary’s revised Art and design scheme of work aims to inspire pupils and develop their confidence to experiment and invent their own works of art. The scheme is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. The scheme supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design’s progression competencies. Kapow Primary is an Artsmark partner and can support schools on their Artsmark journey, inspiring children and young people to create, experience, and participate in great arts and culture.

**Implementation:**

The Kapow Art scheme of work is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks

- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed media
- Sculpture and 3D
- Craft and design

The units fully scaffold and support essential and age appropriate, sequenced learning, and are flexible enough to be adapted to form cross-curricular links. Creativity and independent outcomes are robustly embedded into the units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts, and vocabulary. Kapow Primary supports teachers who may lack confidence in their own artistic abilities. Pupil videos created by subject specialists help pupils to see art techniques modelled by experts, to ensure the delivery of Art is of the highest quality. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Kapow has been created with the understanding that many teachers do not feel confident delivering the full Art and design curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

### **Practical Knowledge**

All pupils at West Heath Primary school will have the opportunity to develop their **technical proficiency** by:

- Using 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.
- Using a range of materials creatively to design and make products.
- Developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space
- Creating sketch books to record their observations and use them to review and revisit ideas.
- Improving their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- Developing 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.

### Theoretical Knowledge

All pupils at West Heath Primary school will have the opportunity to learn about **cultural and contextual content** by:

- Considering the meanings and interpretations behind works of art that they study and explore artists' materials and processes.
- Knowing 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.
- Learning about great artists, architects, and designers in history.

### Disciplinary Knowledge

All pupils at West Heath Primary school will have the opportunity to learn how art is **studied, discussed, and judged** by:

- Asking and understanding, what is art?
- Understanding, why people make art?
- Understanding, how do people talk about art?
- Developing 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.
- Learning about great artists, architects, and designers in history.
- Knowing what kind of art, craft and design work is currently being created and celebrated in galleries, industry, and the fields of new and emergent technology.

### Wider Opportunities

All pupils at West Heath Primary school will have the opportunity to **explore the wider art curriculum** by:

- Participating in after school art, craft, and design clubs.
- Experiencing, listening, and appreciating professionals within the art industry.
- Learning about art culture and repertoire from external providers.
- Visiting external art establishments/displays.
- Displaying and celebrating their Art in school and at the arts festival.

### Pedagogy & Assessment

- Teachers routinely model work effectively, provide clear explanations and point out connections between content, supporting pupils, including pupils who need the most support, to learn the curriculum in the long term.

- Teachers are clear about what they want pupils to learn. They make sure that pupils practise the building blocks of subject knowledge along the way. Pupils have sufficient repeated encounters with concepts, they have sufficient practice 'in the moment' when learning practical knowledge.
- Teachers design and plan activities; they are clear about the knowledge they want pupils to learn. Teachers use the teaching methods that will best enable pupils to know and remember this content in the long term.
- Teachers plan classroom activity to teach disciplinary knowledge and are clear about which concrete examples they require pupils to use.
- Teachers plan alternative sites for learning, such as galleries, exhibitions, community projects and/or the studios of practising artists, designers, and craft-makers.
- Teachers make subject-specific adaptations to activities for pupils with SEND, where appropriate, without lowering expectations.
- Formative Assessment – Occurs throughout the learning process, through dialogue and conversation. The curriculum is built around the several assessment areas: generating ideas, using sketchbooks, making skills (Including formal elements), knowledge of artists, evaluating and analysing.
- Self and Peer Review – It builds on the long tradition of the 'crit' or 'critique' prevalent in the wider world of art educations. Pupils know objectives and success criteria to enable them to review successfully.
- Summative Assessment – Assessment materials and quizzes are used for each unit of work. Art does not always have a linear path, because we need to value creativity and individuality. Progress is demonstrated using sketchbooks to record ideas, reflections, critical analysis of artists, and development of technical skills. Each sketchbook is unique, enabling pupils to develop their independence and creativity.

#### **Impact:**

Kapow Primary's curriculum is designed in such a way that children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet including the learning outcomes for children with secure understanding and those working at greater depth enables teachers to keep records of summative assessments for each child.

After the implementation of Kapow Primary's Art and design scheme, pupils should leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 3 and beyond.




The expected impact of following the Kapow Primary Art and design scheme of work is that children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft, and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the National curriculum for Art and design.

# ART & DESIGN

## CURRICULUM MAP

### Year 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	TOYS	REMEMBRANCE	OUR LOCAL AREA	SEASONS	INTREPID EXPLORERS	SEASIDE
<b>Outcome</b>	<b>Design Technology</b>	<b>Art &amp; Design</b> Drawing: Make your Mark <i>Poppies</i> 	<b>Art &amp; Design</b> Painting and Mixed Media: Colour Splash <i>Clarice Cliff Plates</i> 	<b>Art &amp; Design</b> Sculpture and 3D: Paper Play <i>Seasonal Trees</i> 	<b>Design Technology</b>	<b>Design Technology</b>
<b>HEAD (Knowledge)</b>		<p>Learning Objective:</p> <ul style="list-style-type: none"> <li>To know how to create different types of lines.</li> <li>To explore line and mark making to draw water.</li> <li>To draw with different media.</li> <li>To develop an understanding of mark making.</li> <li>To apply an understanding of drawing materials and mark</li> </ul>	<p>Learning Objective:</p> <ul style="list-style-type: none"> <li>To know what the primary colours are.</li> <li>To explore coloured materials to mix secondary colours.</li> <li>To mix primary colours to make secondary colours.</li> <li>To apply paint consistently to their printing materials to achieve a print.</li> </ul>	<p>Learning Objective:</p> <ul style="list-style-type: none"> <li>To roll paper tubes and attach them to a base securely.</li> <li>To make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.</li> <li>To shape paper strips in a variety of ways to make 3D drawings.</li> </ul>		


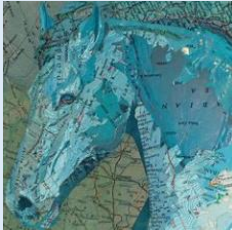

		<p>making to draw from observation.</p> <p>Artists: Bridget Riley, Zaria Forman</p>	<p>To use a range of colours when printing.</p> <p>To mix five different shades of a secondary colour.</p> <p>To decorate their hands using a variety of patterns.</p> <p>To mix secondary colours with confidence to paint a plate.</p> <p>To describe their finished plates.</p> <p>Artists: Clarice Cliff</p>	<p>To glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.</p> <p>To create a tree of life sculpture that includes several different techniques for shaping paper.</p> <p>To work successfully with others, sustaining effort over a time.</p> <p>To paint with good technique, ensuring good coverage.</p> <p>Artists: Marco Balich, Samantha Stephenson, Louise Bourgeois</p>		
<p><b>HANDS</b> <b>(Skills)</b></p>		<p>Success Criteria:</p> <p>To describe the lines in the work of an artist and in my own work.</p> <p>To understand that there are different types of lines and can experiment with different resources to create them.</p> <p>To hold a pencil and chalk in different ways to experiment with the line I create and</p>		<p>Success Criteria:</p> <p>To roll paper to make a cylinder.</p> <p>To combine paper cylinders to make a sculpture.</p> <p>To adapt my ideas as I work.</p> <p>To fold and roll paper to create 3D shapes.</p> <p>To choose how to arrange the paper shapes to make a 3D drawing.</p>		

		<p>work in the style of a modern artist.</p> <p>To use drawing materials to make different lines and marks reflecting what I can hear in music.</p> <p>To know there are many different ways of drawing lines, that they feel different to make, and that they look different.</p> <p>To add plants and creatures to bring art to life.</p> <p>To evaluate my art and the work of others using the language I have learnt.</p> <p>To draw around a variety of shapes.</p> <p>To know that my shapes can overlap.</p> <p>To experiment variety of different media in this piece.</p> <p>To say which medium I prefer and why.</p> <p>To experiment with different marks and use marks to show texture.</p>		<p>To overlap paper strips on my 3D drawing.</p> <p>To plan a sculpture by drawing my ideas first.</p> <p>To use at least three different techniques for shaping paper.</p> <p>To add detail to my tree.</p> <p>To work cooperatively.</p> <p>To create different parts of a sculpture.</p> <p>To secure parts of the sculpture together.</p> <p>To know that 3D sculpture can be created from a range of materials.</p> <p>To use different tools to paint with.</p> <p>To work as part of a collaborative project.</p> <p>To paint onto 3D surfaces using appropriate methods.</p>		
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		<p>To understand the importance of looking carefully and closely when I am drawing.</p> <p>To use one type of drawing tool in lots of different ways.</p> <p>To look carefully at an object to identify shapes, lines and textures.</p> <p>To control a pen/pencil to create different types of lines.</p> <p>To use a range of drawing tools to create different marks.</p> <p>To layer different materials to experiment creating effects.</p>				
<b>HEART (Values)</b>	<b>Respect   Honesty   Empathy   Collaboration   Resilience   Determination   Excellence</b>					




<b>ART &amp; DESIGN</b>						
<b>CURRICULUM MAP</b>						
<b>Year 2</b>						
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>

Topic	THE GREAT FIRE OF LONDON	THE GUNPOWDER PLOT	THE UK	AFRICA	TITANIC	HOT & COLD PLACES
<b>Outcome</b>	<p><b>Art &amp; Design</b></p> <p>Sculpture &amp; 3D: Clay Houses</p> <p><i>Rachel Whiteread Clay Houses</i></p> 	<p><b>Design Technology</b></p>	<p><b>Art &amp; Design</b></p> <p>Craft &amp; Design: Map it Out</p> <p><i>Matthew Cusick Map Pictures</i></p> 	<p><b>Design Technology</b></p>	<p><b>Art &amp; Design</b></p> <p>Painting &amp; Mixed Media: Life in Colour</p> <p><i>Titanic</i></p> 	<p><b>Design Technology</b></p>
<p><b>HEAD</b> <b>(Knowledge)</b></p>	<p>Learning Objective:</p> <ul style="list-style-type: none"> <li>To use hands as a tool to shape clay.</li> <li>To shape a pinch pot and join clay shapes as decoration.</li> <li>To use impressing and joining techniques to decorate a clay tile.</li> <li>To use drawing to plan the features of a 3D model.</li> <li>To make a 3D clay tile from a drawn design.</li> </ul> <p>Artists: Rachel Whiteread</p>		<p>Learning Objective:</p> <ul style="list-style-type: none"> <li>To investigate maps as a stimulus for drawing.</li> <li>To experiment with a craft technique to develop an idea.</li> <li>To develop ideas and apply craft skills when printmaking.</li> <li>To present artwork and evaluate it against a design brief.</li> </ul> <p>Artists: Matthew Cusick</p>		<p>Learning Objective:</p> <ul style="list-style-type: none"> <li>To develop knowledge of colour mixing.</li> <li>To know how texture can be created with paint.</li> <li>To use paint to explore texture and pattern.</li> <li>To compose a collage, choosing and arranging materials for effect.</li> <li>To evaluate and improve artwork.</li> </ul> <p>Artists: Romare Bearden</p>	

<p><b>HANDS</b> <b>(Skills)</b></p>	<p>Success Criteria:</p> <p>To flatten clay to make a smooth surface.</p> <p>To shape clay using hands.</p> <p>To make different marks in clay by pressing into it.</p> <p>To shape clay to make a model.</p> <p>To use the pinching technique to shape a pot.</p> <p>To use fingers and thumbs to make the sides of the pot even.</p> <p>To join clay to help decorate pot.</p> <p>To describe ideas about the work of artist Rachel Whiteread.</p> <p>To roll a smooth clay tile.</p> <p>To create a pattern by pressing into and joining pieces onto my tile.</p> <p>To draw a house that will be made into a clay tile.</p> <p>To decide how to create features like a door, windows, and the roof in clay.</p>		<p>Success Criteria:</p> <p>To sort images into groups and explain my choices.</p> <p>To draw a familiar journey.</p> <p>To make my map interesting by using colour and including detail.</p> <p>To make an abstract composition.</p> <p>To simplify a drawn idea, looking for big shapes and important lines.</p> <p>To cut, layer and arrange shapes.</p> <p>To use simple lines and shapes from my map drawing to design a printing tile.</p> <p>To improve my print.</p> <p>To make choices about how to use my prints to make an artwork.</p> <p>To compare my craft artworks and describe which is my favourite and why.</p>		<p>Success Criteria:</p> <p>To name the primary and secondary colours.</p> <p>To describe what happens when two secondary colours are mixed.</p> <p>To make choices about how to make colours lighter or darker.</p> <p>To describe colours and textures.</p> <p>To choose painting tools to recreate a texture.</p> <p>To mix a range of secondary colours.</p> <p>To explain the word 'collage'.</p> <p>To choose materials and tools to make textures with paint.</p> <p>To mix colours to match something that can be seen.</p> <p>To choose collage materials based on colour and texture.</p> <p>To describe how my choices match my ideas.</p>	
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	<p>To label my drawing accurately.</p> <p>To use the design to guide clay work.</p> <p>To use both pressing in and joining clay techniques on the tile.</p> <p>To evaluate the finished tile and say how it reflects the design.</p>		<p>To talk about which artwork best meets the brief.</p> <p>To make choices about how to display our artworks effectively.</p>		<p>To try out different arrangements of materials, including overlapping.</p> <p>To say what I like or don't like about artwork.</p> <p>To talk about how I could improve my work.</p> <p>To choose which materials and tools to use.</p>	
<b>HEART (Values)</b>	<b>Respect   Honesty   Empathy   Collaboration   Resilience   Determination   Excellence</b>					




<b>ART &amp; DESIGN</b>						
<b>CURRICULUM MAP</b>						
<b>Year 3</b>						
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	STONE AGE	BRONZE AGE	BIOMES- SAVANNAH	HOW DOES YOUR GARDEN GROW?	THE EGYPTIANS	BIRMINGHAM
<b>Outcome</b>	<p>Art &amp; Design</p> <p>Sculpture &amp; 3D: Abstract Shape</p> <p><i>Skara Brae Sculptures</i></p>	<p><b>Design Technology</b></p>	<p>Art &amp; Design</p> <p>Drawing: Growing Artists</p> <p><i>Life in Africa</i></p>	<p><b>Design Technology</b></p>	<p>Art &amp; Design</p> <p>Craft &amp; Design: Ancient Egyptian Scrolls</p> <p><i>Egyptian Scrolls</i></p>	<p><b>Design Technology</b></p>

						
<b>HEAD</b> <b>(Knowledge)</b>	<p>Learning Objective:</p> <ul style="list-style-type: none"> <li>To join 2D shapes to make 3D structures.</li> <li>To join materials in different ways when working in 3D.</li> <li>To develop ideas for 3D artwork.</li> <li>To apply knowledge of sculpture when working in 3D.</li> <li>To evaluate and improve an artwork.</li> </ul> <p>Artists: Robert Morris, Sir Anthony Caro, Ruth Asawa and Paul Hassel.</p>		<p>Learning Objective:</p> <ul style="list-style-type: none"> <li>To recognise how artists use shape in drawing.</li> <li>To understand how to create tone in drawing by shading.</li> <li>To understand how texture can be created and used to make art.</li> <li>To apply observational drawing skills to create detailed studies.</li> </ul> <p>Artists: Max Ernst and Maud Purdy</p>		<p>Learning Objective:</p> <ul style="list-style-type: none"> <li>To investigate the style, pattern and characteristics of Ancient Egyptian art.</li> <li>To apply design skills inspired by the style of an ancient civilisation.</li> <li>To apply understanding of ancient techniques to construct a new material.</li> <li>To apply drawing and painting skills in the style of an ancient civilisation.</li> <li>To apply an understanding of Egyptian art to develop a contemporary response.</li> </ul>	
<b>HANDS</b> <b>(Skills)</b>	<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>To define sculpture.</li> <li>To try different ways to join card shapes.</li> <li>To build a 3D structure that stands up on its own.</li> </ul>		<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>To recognise and draw simple shapes in objects.</li> <li>To identify both organic and geometric shapes.</li> <li>To use shapes to form the basis of my own drawing.</li> </ul>		<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>To discuss Ancient Egyptian art to understand more about it.</li> <li>To look closely to identify colours, patterns, and shapes.</li> <li>To record what I see in my sketchbook, trying out: different drawing materials,</li> </ul>	

	<p>To try out more than one way to join 3D shapes.</p> <p>To work with a partner to make larger structures.</p> <p>To problem solve if something I try doesn't work first time.</p> <p>To identify 2D shapes in photos of 3D objects.</p> <p>To identify shapes in the background space between objects (negative space).</p> <p>To use drawings to plan a sculpture.</p> <p>To follow my sketchbook plan.</p> <p>To make choices about how to join materials.</p> <p>To adapt my ideas if things do not go to plan.</p> <p>To compare two sculptor's work.</p> <p>To say what I like and what I could change about my sculpture.</p> <p>To choose how to add texture and colour to the surfaces of my sculpture.</p>		<p>To know that tone refers to the light and dark areas of an object or artwork.</p> <p>To use the side of a pencil so that the lead is flat to the paper.</p> <p>To shade in one direction, with no gaps and straight edges.</p> <p>To blend from light to and dark to dark light creating smooth tones.</p> <p>To create different textures on paper by using a rubbing technique.</p> <p>To change the tool or colour that I use to change how my rubbing looks.</p> <p>To apply the technique of another artist.</p> <p>To tear and shape my rubbings to create a final piece.</p> <p>To use simple shapes to sketch the form of an organic object.</p> <p>To add detail using careful observation.</p>		<p>working on different surfaces, experimenting with composition.</p> <p>To make decisions about how I want to represent information through images.</p> <p>To plan a design for a scroll thinking about key features of the artwork of the Ancient Egyptians.</p> <p>To apply my knowledge of their style to plan appropriate colours and patterns for my design.</p> <p>To use knowledge of an ancient process to make a modern alternative.</p> <p>To follow instructions carefully.</p> <p>To review what worked well and what I could improve on.</p> <p>To use a design and accurately translate it to a new surface.</p> <p>To use materials and tools carefully to show precision in my work.</p>	
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			To add tone using shading skills.		To mix and use colours that are appropriate to the style of work.  To suggest improvements in my own and other people's work.  To follow instructions to create a zine.  To use a variety of images, text and materials to make my zine interesting.  To inform my audience about my subject with relevant information.	
<b>HEART (Values)</b>	<b>Respect   Honesty   Empathy   Collaboration   Resilience   Determination   Excellence</b>					

<b>ART &amp; DESIGN</b>						
<b>CURRICULUM MAP</b>						
<b>Year 4</b>						
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	ROMANS	ANGLO-SAXONS	EGG TECHNOLOGY	WATER WORLD	POWER IT UP	EUROPE
<b>Outcome</b>	<b>Design Technology</b>	<b>Art &amp; Design</b> Drawing: Power Prints	<b>Design Technology</b>	<b>Art &amp; Design</b> Craft & Design: Fabric of Nature	<b>Design Technology</b>	<b>Art &amp; Design</b>

		<p><b>Anglo-Saxon Design Print</b></p> 		<p><b>Water Design Fabric</b></p> 	<p>Painting &amp; Mixed Media: Light &amp; Dark</p> <p><b>Still Life Drawing</b></p> 
<p><b>HEAD</b> <b>(Knowledge)</b></p>	<p>Learning Objective:</p> <ul style="list-style-type: none"> <li>To draw using tone to create a 3D effect.</li> <li>To explore proportion and tone when drawing.</li> <li>To plan a composition for a mixed-media drawing.</li> <li>To use shading techniques to create pattern and contrast.</li> <li>To work collaboratively to develop drawings into prints.</li> </ul> <p>Artists: Ed Ruscha, George Seurat, Henri Matisse &amp; Henry Moore</p>	<p>Learning Objective:</p> <ul style="list-style-type: none"> <li>To understand starting points in a design process.</li> <li>To explore techniques to develop imagery.</li> <li>To explore using a textile technique to develop patterns.</li> <li>To learn how to create a repeating pattern.</li> <li>To understand how art is made for different purposes.</li> </ul> <p>Artists: Ruth Daniels, Senaka Senanayake, William Morris and Megan Carter</p>	<p>Learning Objective:</p> <ul style="list-style-type: none"> <li>To understand how to darken or lighten a colour when mixing paint.</li> <li>To use tints and shades to give a three-dimensional effect when painting.</li> <li>To explore how paint can create very different effects.</li> <li>To consider proportion and composition when planning a still life painting.</li> <li>To apply knowledge of colour mixing and painting techniques to create a finished piece.</li> </ul> <p>Artists: Paul Cezanne, Clara Peeters and Audrey Flack</p>		



<p><b>HANDS</b> <b>(Skills)</b></p>		<p>Success Criteria:</p> <p>To experiment with shading to create different tones.</p> <p>To use contrasting tones to make a drawing look three-dimensional.</p> <p>To explore more than one way of holding a pencil to create different effects.</p> <p>To explore charcoal as a drawing material.</p> <p>To look for light and dark areas and recreate these using tone.</p> <p>To show how big one object is compared to another when I draw.</p> <p>To use scissors with precision.</p> <p>To make decisions about how to place drawn elements in my composition.</p> <p>To create contrast by combining different shapes, sizes and textures.</p> <p>To draw tone by 'hatching' parallel pencil lines.</p> <p>To choose an interesting part of my composition to recreate.</p>		<p>Success Criteria:</p> <p>To describe images and objects using art vocabulary.</p> <p>To select images that interest me to draw.</p> <p>To gather images, shapes and colours together, identifying a mood/theme.</p> <p>To discuss the inspiration for an artist's work.</p> <p>To choose interesting sections of one picture to draw.</p> <p>To use materials and tools to show colour and texture.</p> <p>To discuss the work and patterns created by William Morris.</p> <p>To create a pattern using a drawing.</p> <p>To develop a pattern using inspiration taken from research.</p> <p>To identify where a pattern repeats.</p> <p>To create a repeating pattern.</p>		<p>Success Criteria:</p> <p>To add white paint to one colour to create a tint.</p> <p>To add black paint to one colour to create a shade.</p> <p>To investigate creating a wide range of colours by mixing tints and shades.</p> <p>To describe the way colours change in different lights.</p> <p>To add black to make a colour darker and add white to make a colour lighter.</p> <p>To use just one original colour in my painting and only change it by adding black, white or water.</p> <p>To describe how I created a paint effect.</p> <p>To use a painting tool in a new way.</p> <p>To use tints and shades of colour to make my painted object appear 3D.</p> <p>To explain what composition means.</p>
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	<p>To use a range of scratched marks to add contrast and patterns.</p> <p>To work co-operatively with my group.</p> <p>To experiment with printing techniques.</p> <p>To include contrast and pattern in a print.</p>		<p>To develop a pattern by adding extra detail.</p> <p>To identify where a pattern repeats.</p> <p>To create a repeating pattern.</p> <p>To develop a pattern by adding extra detail.</p> <p>To recognise and compare different methods of creating printed fabric.</p> <p>To evaluate my patterns to consider successes and improvements.</p> <p>To consider how my designs could be used for a product.</p>		<p>To choose and arrange objects to create my own still life composition.</p> <p>To select important detail to include in my composition sketch.</p> <p>To organise the equipment, I will need to paint using my chosen technique.</p> <p>To show light and dark by using tints and shades of colour.</p> <p>To show what I have learned about techniques in the way I paint.</p>
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**HEART  
(Values)**

**Respect Honesty Empathy Collaboration Resilience Determination Excellence**

**ART & DESIGN**

**CURRICULUM MAP**

**Year 5**

<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	VICTORIANS	GROWING UP & GROWING OLD	GLOBAL TRADES	MOUNTAINS - ITALY	LET'S GET MOVING	COAST
<b>Outcome</b>	<b>Art &amp; Design</b>	<b>Art &amp; Design</b>	<b>Design Technology</b>	<b>Design Technology</b>	<b>Design Technology</b>	<b>Art &amp; Design</b>

	<p>Craft &amp; Design: Architecture</p> <p><b>Victorian Buildings</b></p> 	<p>Painting &amp; Mixed Media: Portraits</p> <p><b>Self-Portraits</b></p> 				<p>Sculpture: Interactive Installation</p> <p><b>Inspired by Coast</b></p> 
<p><b>HEAD</b> <b>(Knowledge)</b></p>	<p>Learning Objective:</p> <p>To apply observational drawing skills to interpret forms accurately.</p> <p>To apply composition skills to develop a drawing into print.</p> <p>To apply an understanding of architecture to design a building.</p> <p>To extend design ideas through research and sketchbook use.</p> <p>To explore and evaluate the intention of a design.</p> <p>Artists: Zaha Hadid and Friedensreich Hundertwasser</p>	<p>Learning Objective:</p> <p>To explore how a drawing can be developed.</p> <p>To combine materials for effect.</p> <p>To identify the features of self-portraits.</p> <p>To develop ideas towards an outcome by experimenting with materials and techniques.</p> <p>To apply knowledge and skills to create a mixed media self-portrait.</p> <p>Artists: Chila Kumari Singh Burman, Vincent</p>				<p>Learning Objective:</p> <p>To identify and compare features of art installations.</p> <p>To investigate the effect of space and scale when creating 3D art.</p> <p>To problem-solve when constructing 3D artworks.</p> <p>To plan an installation that communicates an idea.</p> <p>To apply their knowledge of installation art and develop ideas into a finished piece.</p> <p>Artists: Cai Guo-Qiang, Fernando &amp; Humberto Campana, Yoo, Hyun Mi</p>




		van Gogh, Njideka Akunyili				
<b>HANDS (Skills)</b>	<p>Success Criteria:</p> <p>To sketch basic shapes lightly to plan the composition of my drawing.</p> <p>To measure features roughly to help work out the right proportion.</p> <p>To look closely to draw details accurately.</p> <p>To evaluate my drawing as I work, making adjustments if needed.</p> <p>To select an interesting area from my house drawing using cropping methods.</p> <p>To go over my drawing firmly (without pressing the paper) to create a clear print.</p> <p>To evaluate my composition and print.</p>	<p>Success Criteria:</p> <p>To draw a portrait using the continuous line method.</p> <p>To vary the size, shape and position of the words for interest.</p> <p>To explore the way a background can change the effect of a drawing.</p> <p>To explain what I want my photo composition to be.</p> <p>To decide the best position for my line drawing when copying it onto the background.</p> <p>To use art vocabulary to describe similarities and differences between portraits.</p>				<p>Success Criteria:</p> <p>To give a definition for installation art.</p> <p>To identify similarities and differences between art installations.</p> <p>To analyse artworks and justify my ideas.</p> <p>To justify my opinions of installation artworks.</p> <p>To work safely when creating my model installation space.</p> <p>To create the effect of a large-scale space when photographing my box.</p> <p>To suggest the effect on the viewer of being in my model installation space.</p> <p>To adapt everyday objects and make them interesting for the viewer.</p>

	<p>To describe the role of an architect.</p> <p>To design a building, following a brief.</p> <p>To draw my design with a front elevation view or a perspective plan.</p> <p>To justify the design choices, I made.</p> <p>To recognise and describe Hundertwasser’s work.</p> <p>To select information and present it in an interesting way.</p> <p>To develop new ideas inspired by the style of an artist.</p> <p>To explain why people, make monuments.</p> <p>To design a monument to symbolise a person or event.</p> <p>To describe my interpretation of a monument.</p>	<p>To justify my opinion when discussing the message behind a self-portrait.</p> <p>To justify my opinion when discussing the message behind a self-portrait.</p> <p>To give a definition of mixed media.</p> <p>To try out at least three different ideas when adapting my photograph.</p> <p>To describe the intention of my self-portrait.</p> <p>To explain why my choice of medium matches my idea.</p> <p>To use my chosen medium to create a self-portrait that represents an aspect of my identity.</p>				<p>To make changes and try new ideas if something doesn’t work first time.</p> <p>To move my object around within a space and find the best way to display it.</p> <p>To choose a clear message for my installation.</p> <p>To identify how my installation idea might make the viewer feel.</p> <p>To describe how I have considered space, materials and arrangement in my installation.</p> <p>To describe how installations can be interactive.</p> <p>To show what I have learned about installation art in my final idea.</p> <p>To explain the choices I have made when displaying my installation art.</p>
<p><b>HEART</b> <b>(Values)</b></p>	<p><b>Respect   Honesty   Empathy   Collaboration   Resilience   Determination   Excellence</b></p>					

# ART & DESIGN

## CURRICULUM MAP

### Year 6

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	WW2	BRITAIN SINCE 1945	THE RIVERS	SATs	TRANSITION	TRANSITION
	<b>Design Technology</b>	<b>Art &amp; Design</b> Drawing: Make My Voice Heard <i>Powerful Imagery</i> 	<b>Art &amp; Design</b> Craft & Design: Photo Opportunity <i>Recreating Art</i> 		<b>Art &amp; Design</b> Sculpture & 3D: Making Memories <i>Memory Box</i> 	<b>Design Technology</b>
<b>HEAD (Knowledge)</b>		Learning Objective: To explore expressive drawing techniques. To consider how symbolism in art can convey meaning. To apply understanding of the drawing technique chiaroscuro. To evaluate the context and intention of street art. To apply an understanding of impact and effect to create a powerful image.	Learning Objective: To apply an understanding of composition to create an effective photomontage advertising poster. To apply an understanding of abstract art through photography. To demonstrate an understanding of design choices using digital photography techniques.		Learning Objective: To analyse how art can explore the concept of self. To explore sculptural techniques. To use creative experience to develop ideas and plan a sculpture. To apply an understanding of materials and techniques to work in 3D. To problem solve, evaluate and refine artwork to achieve a chosen outcome.	

		<p>Artists: Diego Rivera, Dan Fenelon &amp; Pablo Picasso</p>	<p>To apply an understanding of photography to design and recreate a famous painting.</p> <p>To demonstrate observation and proportion to create art in a photorealistic style.</p> <p>Artists: Hannah Hock, Chris Plowman, Graham Holland, Edward Weston, Derrick Ofosu Boateng, Edvard Munch, Oscar Ukonu, Michael Gaskell &amp; Sarah Graham</p>		<p>Artists: Yinka Shinobare, Judith Scott, Nicola Anthony, Louise Nevelson &amp; Joseph Cornell</p>	
<p><b>HANDS</b> <b>(Skills)</b></p>		<p>Success Criteria:</p> <p>To collect information to identify the key features of Maya art.</p> <p>To explore mark making using a range of handmade tools</p> <p>To make comparisons between different artworks.</p> <p>To draw my Maya spirit companion and consider its meaning.</p> <p>To generate a range of symbols, patterns and colours that represent me.</p> <p>To take inspiration from an artist's style.</p>	<p>Success Criteria:</p> <p>To explain what a photomontage is.</p> <p>To select appropriate images and experiment with composition to create an interesting layout.</p> <p>To work in the style of an artist to meet a design brief.</p> <p>To explore the artists who use photography to record and observe.</p> <p>To compose a close-up photograph of a natural form.</p> <p>To make decisions about cropping, editing and presenting</p>		<p>Success Criteria:</p> <p>To identify common themes within different artworks.</p> <p>To consider how I can use art to express myself.</p> <p>To reflect on my work and choices.</p> <p>To generate a selection of memories from primary school.</p> <p>To represent ideas within a composition of shapes.</p> <p>To create a cardboard relief sculpture.</p> <p>To discuss the approach of different artists and consider how this may influence my own work.</p>	

		<p>To discuss the effect of light and dark on an object and consider how to draw it.</p> <p>To explain the term Chiaroscuro and understand how it can be used for effect.</p> <p>To create form by applying chiaroscuro to a tonal drawing.</p> <p>To discuss the similarities and differences between art styles.</p> <p>To discuss ideas about 'what art is' or 'should be' and justify choices.</p> <p>To identify something I feel strongly about and consider how to represent it through a drawing.</p> <p>To analyse how an artist conveys a message.</p> <p>To use my creative work to develop an idea, applying drawing techniques for visual impact and effect.</p> <p>To work independently, revisiting and reviewing my work to develop it.</p>	<p>photographic images in the style of Edward Weston.</p> <p>To know the terms macro and monochromatic.</p> <p>To discuss the features of a design and reflect on the effect.</p> <p>To make design choices to plan, select and arrange props in an interesting composition to meet a design brief.</p> <p>To edit a photograph to emulate the style of another artist.</p> <p>To choose and analyse a painting to understand its meaning and notice its features.</p> <p>To make design decisions to select and arrange props to replicate a painting in a photographic way.</p> <p>To use photographic equipment appropriately, considering composition and lighting for effect.</p> <p>To use the grid drawing method to translate a photo into a drawing using careful observation.</p>		<p>To use my sketchbook to test and develop ideas into a plan.</p> <p>To explain what I need and how I will make my sculpture.</p> <p>To use my plans to construct 3D forms.</p> <p>To combine materials and techniques to fit my ideas.</p> <p>To work independently, experimenting with tools and materials.</p> <p>To identify areas of my work to refine.</p> <p>To select appropriate tools and materials to improve my work.</p> <p>To reflect on my work and personal development as an artist.</p>	
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			<p>To understand how the grid method helps me to retain the same proportions as an original image.</p> <p>To choose and use materials effectively to create a photorealistic painting or drawing.</p>			
<p><b>HEART</b> <b>(Values)</b></p>	<p><b>Respect   Honesty   Empathy   Collaboration   Resilience   Determination   Excellence</b></p>					