



Curriculum Map Art

Intent:

At West Heath, it is our intention to recognise the importance of Art and Design to provide a broad and balanced curriculum that offers various opportunity for imagination and creativity. We ensure children have opportunities to appreciate, discover and evaluate Art, through artist study and individual expression. The Art curriculum is designed to support the progression of skills and knowledge, whilst making appropriate cross curricular links. Art and Design promotes careful observation and an appreciation of the world around us. Providing children with opportunities to explore ideas and meanings through studying the work of artists and designers, allows them to develop their own lines enquiry, interpretation and personal opinion. Through learning about the roles and functions of art, children can explore the impact it has had on contemporary life and on different periods and cultures. The aims of teaching art and design in our school are:

- To engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- As pupils progress through school, they should begin to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- To produce creative work, exploring their ideas and recording their experiences.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- To evaluate and analyse creative works using the language of art, craft and design.
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Implementation:

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. Art and design is taught as part of half-termly topic, focusing on knowledge and skills stated in the National Curriculum. At West Heath, we ensure that art and design is given the same importance as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences, gain appropriate knowledge and develop mastery of skills.

The art and design curriculum at West Heath Primary is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using year group specific curriculum maps and our progression of knowledge and skills documents.

In KS1 children are taught to:

Drawing

- Experiment with medium types (pencil, felt, pastel, crayon etc.)
- Record exploration and ideas in sketchbooks
- Investigate patterns, lines and colour depth
- Observe drawing and existing pieces, commenting thoughtfully

Painting

- Recall all primary and secondary colours
- Mix tones and shades carefully
- Develop control of lines, shapes and patterns
- Develop basic painting techniques such as layering, mixing and stroke control.

Sculpting:

- Manipulate a medium to form a given shape.
- Explore and investigate carving and patterns.
- Manipulate malleable materials in a range of ways (rolling, pinching and kneading).
- Use tools to shape, change and apply decoration safely

Mixed Media:

- Manipulating resources to form shape
- Securing resources to ensure durability
- Cutting safely and accurately
- Experiment with layering and texture

In KS2 children are taught to:

Drawing:

- Use a medium with accuracy and precision
- Develop sketching techniques (e.g. hatching and cross hatching)
- Experiment with dimensions and proportion
- Demonstrate sensitivity and awareness through evaluation

- Develop observation skills and own unique style

Painting:

- Confidently control their strokes and tool use
- Begin to select their own media to paint with
- Mix colours and shades confidently and accurately
- Purposely control marks made and experiment with effects
- Add detail to enhance and develop a finished piece

Sculpting:

- Use slip and score as a securing technique
- Develop sculpting for purpose
- Produce more intricate patterns and designs (with and without tools)
- Explore carving as a form of 3D art
- Demonstrate confidence at manipulation and securing.

Printing:

- Experiment with colour overlays and layering
- Design and make print plates from a range of materials
- Experiment with mono and relief printing

Mixed Media:

- Layer materials/mediums appropriately
- Experiment with block patterns and colours
- Confidently manipulate resources to form shapes and images

Across all key stages, children will be taught to:

- Generate ideas and sketches for their designs
- Explore the origins and history of their topic
- Appreciate and respect other's opinions of Art




- Develop their own artistic style

Impact:

Within Art and Design, we strive to create a supportive and collaborative ethos for learning, where children can express themselves uniquely through their designs, whilst developing their knowledge and skill set at every opportunity. Emphasis is placed on quality modelling and investigative learning opportunities to help children gain a secure understanding of each unit of work covered throughout the school.

Our art and design curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. We measure the impact of our curriculum through the following methods:

- Images and videos of the children's practical learning.
- Pupil voice
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of work in books.




| ART | | | | | | |
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| CURRICULUM MAP | | | | | | |
| Year 1 | | | | | | |
| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic | TOYS | REMEMBRANCE | SEASIDE | SEASONS | INTREPID EXPLORERS | PEOPLE WHO HELP US |
| Outcome | DT | Poppy Collage Image  | Seashell/ nature clay sculpture – to form a class display (if wanted).  | DT | DT | Self portraits  |
| Focus Question | | | | | | |
| HEAD (Knowledge) | | Children need to understand: Why the Poppy is a significant image The importance of remembrance | Children need to understand: Who is Andy Goldsworthy? What is a collage? | | | Children need to understand: Proportions Emotion in art How to mix colours to create tones |

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| | | <p>Primary colours</p> <p>What collage is</p> | <p>What are his famous pieces of work?</p> <p>Discuss their own opinion on his work.</p> | | | |
| <p>HANDS</p> <p>(Skills)</p> | | <p>Children need to be taught how to:</p> <p>Cut, roll, coil and layer material to add texture to their collage.</p> <p>Cut and tear materials, manipulating them into a given shape/design.</p> <p>Secure materials together effectively.</p> <p>Describe the meaning of their artwork.</p> <p>Using scissors appropriate to task.</p> <p>Use shapes to create textures and design of their own collage.</p> | <p>Children need to be taught how to:</p> <p>Sketch using different grades of pencil and using a variety of line thickness</p> <p>Use their hands and water to manipulate the clay to form a given shape.</p> <p>Use tools to create scored lines and additional details.</p> <p>Paint using appropriate brush strokes and primary colours to represent key features of the shell.</p> | | | <p>Children need to be taught how to:</p> <p>Sketch light outlines</p> <p>Mix colours to create tones (adding white or black)</p> <p>Paint using controlled brush strokes and a variety of brush sizes</p> |
| <p>HEART</p> <p>(Values)</p> | <p>Respect Honesty Empathy Collaboration Resilience Determination Excellence</p> | | | | | |

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CURRICULUM MAP


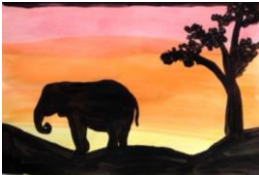

Year 2

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | THE GREAT FIRE OF LONDON | TITANIC | THE UK | AFRICA | CHARLES DARWIN | WEST HEATH LOCAL ENVIRONMENT |
| Outcome | DT | Titanic ship silhouette picture  | DT | African Masks  | DT | Damien Hurst inspired butterflies  |

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| Focus Question | | | | | | |
| HEAD (Knowledge) | | <p>Children need to understand:</p> <p>Colours to represent water</p> <p>How to draw a building</p> <p>How to hold scissors</p> | | <p>Children need to understand:</p> <p>Aboriginal art</p> <p>Aboriginal masks – why did they wear them? What are their purpose?</p> <p>Secondary colours</p> <p>African patterns (using dots)</p> | | <p>Children need to understand:</p> <p>Who Damien Hirst is?</p> <p>What artwork is he famous for?</p> <p>What are his influences/ style?</p> <p>Why butterflies? What do they represent to our environment?</p> <p>Symmetry</p> |
| HANDS (Skills) | | <p>Children need to taught how to:</p> <p>Create moods in their art work through blending</p> <p>Use pastel and pencil to create detailed art</p> <p>Cut shapes effectively following templates</p> <p>Blend pastels to create soft line backgrounds</p> | | <p>Children need to taught how to:</p> <p>Mix paint to create the secondary colours</p> <p>Use different tools to create dots</p> <p>Evaluate on their own art work</p> | | <p>Children need to taught how to:</p> <p>Create a symmetrical design</p> <p>Create a simple repeating pattern</p> <p>Use tools and brushes to create different effects</p> |




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| | | Glue materials effectively together | | | | | |
| HEART (Values) | Respect | Honesty | Empathy | Collaboration | Resilience | Determination | Excellence |

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| CURRICULUM MAP | | | | | | |
| Year 3 | | | | | | |
| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic | STONE AGE | BRONZE AGE | BIOMES- SAVANNAH | BIOMES – DESERTS | THE EGYPTIANS | BIRMINGHAM |

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| Outcome | Cave drawings using charcoal  | DT | Henri Rousseau – Savannah landscape  | DT | Sculpture – Canopic Jar  | DT |
| Focus Question | | | | | | |
| HEAD (Knowledge) | Children need to understand: Why cave people used to draw on the walls Why they are important to us What they tell us Similarities and differences between art in history (e.g. Egypt hieroglyphics) | | Children need to understand: Who is Henri Rousseau? What was his style? Evaluate his work. What a savannah landscape looks like What animals live in a savannah environment The similarities and differences to our landscape | | Children need to understand: What a Canopic jar is Why they were important to Egyptians What the figure on top represented What was put in them Look at a variety of Canopic jars for ideas and inspiration | |

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| HANDS (Skills) | Children need to be taught how to: Use sketches to then produce a final piece Use charcoal effectively to build depth and detail Use a medium to create depth and texture | | Children need to be taught how to: Use watercolours appropriately Blend colours and lines Build depth of colour or weaken colour Layer with thicker paint Add detail with additional mediums (pen, pencil , felt, pastel/chalk) | | Children need to be taught how to: Sculpt clay using their hands How to create a hollow shape that will stand independently Create a fitting lid Mould a shape using tools and accessories Add detail using tools | |
| HEART (Values) | Respect Honesty Empathy Collaboration Resilience Determination Excellence | | | | | |

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| CURRICULUM MAP | | |
| Year 4 | | |




| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | ANGLO SAXONS | VIKINGS | VOLCANOES & EARTHQUAKES | MOUNTAINS | THE SHANG DYNASTY | LAND OF HOPE AND GLORY |
| Outcome | DT | Viking Longship collage  | DT | Giuseppe Arcimboldo – fruit portraits  | DT | London skyline – printing  |
| Focus Question | | | | | | |
| HEAD (Knowledge) | | Children need to understand: What longship looks like Why the Vikings designed and used longships How to collage What mixed media is | | Children need to understand: Who Giuseppe Arcimboldo is What he is famous for Look at his work and gain ideas and inspiration from his pieces Different fruit and vegetables (wide variety) | | Children need to understand: Difference between printing and painting London landmarks What a skyline/cityscape is Iconic symbolism of the landscapes across the world |

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| HANDS (Skills) | | <p>Children need to be taught how to:</p> <p>Sketch shapes using appropriate pencil control</p> <p>Create a background using a wash</p> <p>Use a range of brushes to get different effects and techniques</p> <p>Use watercolours and marbling to build texture</p> | | <p>Children need to be taught how to:</p> <p>Use a variety of lines to build definition and shape</p> <p>Use line, tone and shape to represent figures</p> <p>Experiment within the style of an artist</p> <p>Identify techniques used by artists</p> | | <p>Children need to be taught how to:</p> <p>Create a watercolour wash background</p> <p>Create a print plate of landmarks</p> <p>Press, roll, rub and stamp to create different print textures</p> <p>Print using a variety of colours</p> <p>Experiment with different styles and colours</p> |
| HEART (Values) | Respect Honesty Empathy Collaboration Resilience Determination Excellence | | | | | |

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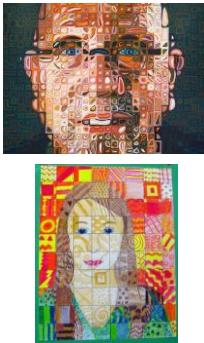


CURRICULUM MAP

Year 5

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | THE VICTORIANS | HEROES AND VILLIANS | WATER WORLDS | GLOBAL TRADES | THE GREEKS | POLITICS |
| Outcome | William Morris – wallpaper  | DT | Claude Monet – Water Lilies  | DT | Ancient Greek Mosaics  | DT |
| Focus Question | | | | | | |
| HEAD (Knowledge) | Children need to understand: Who William Morris is What he is famous for His style of art and design Repeating patterns were popular during the Victorian era Explain how repeating patterns are effective | | Children need to understand: Who Claude Monet is What mixed media art is The difference between paint types (water based, acrylic etc.) How art can trigger emotion | | Children need to understand: Greek Mosaics are believed to be the first examples of the art style Materials used for mosaics Mosaics were used to show images of important people/symbols | |

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| | | | How emotion is conveyed through colour and shapes | | How art can be used to decorate useful tools Evaluate existing patterns and mosaics for effect | |
| HANDS (Skills) | <p>Children need to be taught how to:</p> <p>Create an accurate and detailed design plate</p> <p>Identify and sketch shapes to create and build texture</p> <p>Research the work of an artist to replicate their style</p> <p>Evaluate in comparison to the artist work</p> | | <p>Children need to be taught how to:</p> <p>Blend colours to create tones</p> <p>Use white and black to enhance movement, light and shade</p> <p>Blend pastels to create texture</p> <p>Use different grades of a colour to create texture and movement in the waves</p> <p>Use lines and shapes to represent solid figures</p> <p>Use colour shades to create mood and feeling</p> <p>Work with mixed media confidently</p> | | <p>Children need to be taught how to:</p> <p>Research existing mosaics to generate own ideas</p> <p>Draw using sketching lines</p> <p>Cut and stick shapes appropriately to form patterns</p> <p>Develop detail using clean lines and shaping</p> <p>Create patterns</p> | |

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| HEART (Values) | Respect Honesty Empathy Collaboration Resilience Determination Excellence |
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| CURRICULUM MAP | | | | | | |
| Year 6 | | | | | | |
| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic | WW2 | THE ROMANS | THE RIVERS | AMERICA | TRANSITION | TRANSITION |
| | Chuck Close inspired Soldier Portraits  | DT | Rainforest Animals and Plants Georgia O'Keeffe  | DT | DT | Banksy Values Graffiti Art  |
| Focus Question | | | | | | |

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| HEAD (Knowledge) | Children need to understand: Who Chuck Close is Chuck Close artwork – identify features and common themes The impact of abstract patterns and colours Soldier uniform and key features Portrait proportions – using lines to place facial features | | Children need to understand: Who is Georgia O’Keeffe Identify her style Identify features of her work Appreciate the value and impact of imagery Foreground, background, layering and positioning How to use colour to focus the eye | | | Children need to understand: Who Banksy is What his artwork is about Why he is famous Political/emotional messages are related to his work Graffiti or art? Art portrays meaning and can be interpreted differently by everyone |
| HANDS (Skills) | Children need to be taught how to: Sketching lines – depth and thickness Drawing portrait proportions Outlining features Abstract colours – tone and contrast Shapes to define features Select a suitable medium to add colour | | Children need to be taught how to: Create their own design inspired by their artist study Sketch using a different grades of pencil Select a suitable medium to add colour Chose colour appropriate to the design | | | Children need to be taught how to: Select their own style influenced by the artist Research the work of an artist to develop their own style Sketch in a graffiti style Use shading to express emotion Select a suitable medium to create |

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| | Use of eraser to aid shape and definition Drawing repeating patterns | | Shade/paint to create texture, detail and movement Layer to add detail Explain their own style of work and its meaning Take feedback on how to amend/ improve their work | | | their image – paint/draw/print Explain their own message within their piece |
| HEART (Values) | Respect Honesty Empathy Collaboration Resilience Determination Excellence | | | | | |