



## Art & Design Curriculum Map

### EYFS

When they leave the Early Years we expect children to be able to:

- Explore colour and how colours can be changed
- Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Begin to be interested in and describe the texture of things
- Explore what happens when they mix colours
- Experiment to create different textures
- Understand that different media can be combined to create new effects
- Manipulate materials to achieve a planned effect
- Use simple tools and techniques competently and appropriately
- Select appropriate resources and adapt work where necessary
- Select tools and techniques needed to shape, assemble and join materials they are using
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words
- Create simple representations of events, people and objects
- Choose particular colours to use for a purpose
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
- Hold a pencil between thumb and two fingers, no longer using whole hand
- Hold a pencil near the point between two fingers with good control
- Hold a pencil comfortably using a tripod grip
- Show accuracy when drawing and copying
- Pay attention to their teachers and follow multi-step instructions
- Have a positive sense of self and show perseverance in the face of challenge
- Share creations explaining the process they have used

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b><u>Drawing</u></b></p> <p>Use a variety of tools including pencils, rubbing, charcoal, ballpoints, chalk, and other dry mediums.</p> <p><b>Inspiration: Wassily Kandinsky</b></p>	<p><b><u>Digital Art</u></b></p> <p>Introduce children to a range of digital art packages and the tools within them.</p> <p><b>Pixels</b></p> <p><a href="https://www.ilearn2.co.uk">https://www.ilearn2.co.uk</a></p>	<p><b><u>Textiles</u></b></p> <p>Join fabrics together using pins, staples, or glue. Design a puppet and use a template. Join their two puppets' faces together as one. Decorate a puppet to match their design.</p> <p><a href="http://www.kapowprimary.co.uk">www.kapowprimary.co.uk</a></p> <p><b>Inspiration: Children's fiction</b></p>	<p><b><u>Sculpture</u></b></p> <p>Make structures by joining simple objects together.</p> <p><b>Inspiration: Louise Bourgeois</b></p>	<p><b><u>Collage</u></b></p> <p>Glue cut and trim materials to create images from a variety of media e.g., Photocopies, fabric, crepe paper and magazines.</p> <p><b>Inspiration: Eric Carle</b></p>	<p><b><u>Painting</u></b></p> <p>Explore mark making using a variety of tools.</p> <p><b>Inspiration: Seascapes</b></p>
	<p><b><u>By the end of Year 1 we expect our children to be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Hold a pencil comfortably using a tripod grip</li> <li>• Show accuracy when drawing and copying</li> <li>• Explore colour and how colours can be changed.</li> <li>• Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Explore what happens when they mix colours.</li> <li>• Experiment to create different textures.</li> <li>• Understand that different media can be combined to create new effects.</li> <li>• Manipulate materials to achieve a planned effect.</li> <li>• Use simple tools and techniques competently and appropriately.</li> <li>• Select appropriate resources and adapt work where necessary.</li> <li>• Select tools and techniques needed to shape, assemble, and join materials they are using.</li> <li>• Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.</li> <li>• Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> <li>• Create simple representations of events, people, and objects.</li> <li>• Choose colours to use for a purpose.</li> </ul>					

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Painting</b></p> <p>Represent things observed, remembered or imagined using colour/tools.</p> <p><b>Inspiration: Georgia O’Keeffe</b></p>	<p><b>Drawing</b></p> <p>Experiment with tones using pencils, chalk or charcoal.</p> <p><b>Inspiration: Children’s illustrators</b></p>	<p><b>Digital Art</b></p> <p>Use lines and fill tools to make interesting patterns and mimic an artist’s style. Add a variety of shapes (outlines and fill) and label them with text. Re-create graphics using pixels with different colours.</p> <p><b>Mondrian</b></p> <p><a href="https://www.ilearn2.co.uk/">https://www.ilearn2.co.uk/</a></p>	<p><b>Textiles</b></p> <p>Sew a running stitch with regular-sized stitches and understand that both ends must be knotted. Prepare and cut fabric to make a pouch from a template. Use a running stitch to join the two pieces of fabric together. Decorate their pouch using the materials provided.</p> <p><b>Pouches</b></p> <p><a href="http://www.kapowprimary.co.uk">www.kapowprimary.co.uk</a></p>	<p><b>Sculpture</b></p> <p>Make structures by joining simple objects together.</p> <p>Experiment with basic tools on rigid and flexible materials.</p> <p><b>Inspiration: Northeast Sculptures</b></p>	<p><b>Collage</b></p> <p>Make textured collages from a variety of media and by folding, crumpling and tearing materials.</p> <p><b>Inspiration: Bridget Riley</b></p>
	<p><b>By the end of Year 2 we expect children to be able to:</b></p> <ul style="list-style-type: none"> <li>• Try out different activities and make sensible choices about what to do next.</li> <li>• Select particular techniques to create a chosen product and develop some care and control over materials and their use.</li> <li>• Give reasons for their preferences when looking at art/craft design work.</li> <li>• Know that different artistic works are made by craftspeople from different cultures and times.</li> </ul>					

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b><u>Collage</u></b> Create a collage using overlapping and layering. <b>Inspiration: Kurt Schwitters</b>	<b><u>Painting</u></b> Understand and identify key aspects such as complimentary colours, tones warm and cold colours. <b>Inspiration: Henri Rousseau</b>	<b><u>Drawing</u></b> Explore shading using different media. <b>Inspiration: Katsushika Hokusai</b>	<b><u>Digital Art</u></b> Use various lines and fill tools plus copy/paste and rotation to create pattern effects. Use shapes, fill, copy/paste, zoom and flip to create reflective symmetry effects. Use stamps, copy/paste, layers and multiple frames. <b>Computer game graphics</b> <a href="http://www.i2learn.co.uk">www.i2learn.co.uk</a>	<b><u>Textiles</u></b> Use a cross-stitch to join two pieces of fabric together. Design and cut the template for a cushion. Use cross-stitch and appliqué to decorate a cushion face. Make a cushion that includes appliqué and cross-stitch. <b>Cushions</b> <a href="http://www.kapowprimary.co.uk">www.kapowprimary.co.uk</a>	<b><u>Sculpture</u></b> Compare and recreate form of natural and man-made objects. <b>Inspiration: Andy Goldsworthy</b>
	<b><u>By the end of Year 3 we expect our children to be able to:</u></b> <ul style="list-style-type: none"> <li>Experiment with different materials to create a range of effects and use these techniques in a completed piece of work.</li> <li>Use a sketchbook for recording observation, for experimenting with techniques or planning out ideas.</li> <li>Explain what they dislike about their work.</li> <li>Know about some great artists, architects and designers in history and describe their work.</li> </ul>					



Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b><u>Textiles</u></b></p> <p>Design a stuffed toy, considering the main component shapes of their toy. Create an appropriate template for their stuffed toy. Join two pieces of fabric using a blanket stitch. Neatly cut out their fabric. Use appliqué or decorative stitching to decorate the front of their stuffed toy. Use blanket stitch to assemble their stuffed toy, repairing when needed. Identify what worked well and areas for improvement.</p> <p><b>Stuffed Toys</b></p> <p><a href="http://www.kapowprimary.co.uk">www.kapowprimary.co.uk</a></p>	<p><b><u>Painting</u></b></p> <p>Mix colours to express mood, divide foreground from background or demonstrate tones.</p> <p><b>Inspiration: Vincent Van Gogh</b></p>	<p><b><u>Collage</u></b></p> <p>Add collage to a painted or drawn background using a range of media, different techniques, colours and textures.</p> <p><b>Inspiration: Pablo Picasso</b></p>	<p><b><u>Sculpture</u></b></p> <p>Develop skills in using clay. Including slabs coils and slips.</p> <p><b>Inspiration: The Greeks</b></p>	<p><b><u>Drawing</u></b></p> <p>Use line, tone and shading to represent things seen, remembered or imagined in 3D.</p> <p><b>Inspiration: Jim Edwards</b></p>	<p><b><u>Digital Art</u></b></p> <p>Use the tools in different presentation software (PowerPoint, Keynote, Google Slides) to design an app about your school with: size and background colour. Text and Images (including transparent images) on different pages.</p> <p><b>School Website App</b></p> <p><a href="http://www.i2learn.co.uk">www.i2learn.co.uk</a></p>
	<p><b><u>By the end of Year 5 we expect our children to be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Develop different ideas which can be used and explain his/her choices for the materials and techniques used.</li> <li>• Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</li> <li>• Evaluate their work against the intended outcome.</li> <li>• Research and discuss various artists, architects, designers and discuss their processes and explain how they were used in the finished product.</li> <li>• Return to work over longer periods of time and use a wider range of materials.</li> </ul>					

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Digital Art</b></p> <p>Add, adjust and fill shapes. Group shapes to improve accuracy and speed. Add and customise gradient effects. Adjust transparency/opacity for a purpose. Use a colour picker correctly (Keynote and PowerPoint only) Accurately rotate shapes.</p> <p><b>Phone Apps</b></p> <p><a href="http://www.i2learn.co.uk">www.i2learn.co.uk</a></p>	<p><b>Collage</b></p> <p>Create a collage using overlapping and layering.</p> <p><b>Inspiration: Beatrice Milhazes</b></p>	<p><b>Drawing</b></p> <p>Use simple perspective in their art work using a single focal point and horizon.</p> <p>Begin to develop an awareness of scale, proportion and composition in their work.</p> <p><b>Inspiration: LS Lowry</b></p>	<p><b>Textiles</b></p> <p>Consider a range of factors in their design criteria and use this to create a waistcoat design. Use a template to mark and cut out a design. Use a running stitch to join fabric to make a functional waistcoat. Attach a secure fastening, as well as decorative objects. Evaluate their final product.</p> <p><b>Waistcoats</b></p> <p><a href="http://www.kapowprimary.co.uk">www.kapowprimary.co.uk</a></p>	<p><b>Painting</b></p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen. Brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</p> <p><b>Inspiration: Claude Monet</b></p>	<p><b>Sculpture</b></p> <p>Produce intricate patterns and textures in malleable media.</p> <p><b>Inspiration: Clarice Cliff</b></p>
	<p><b>By the end of Year 6 we expect our children to be able to:</b></p> <ul style="list-style-type: none"> <li>Select ideas based on first-hand observations, experience or imagination and develop these through open ended research.</li> <li>Refine their use of learnt techniques.</li> <li>Adapt their own final work by following feedback or discussion based on their preparatory ideas.</li> <li>Describe the work and ideas of various artists, architects, designers, using appropriate vocabulary and referring to historical and cultural contexts.</li> <li>Explain and justify preferences towards different styles/artists</li> </ul>					