Thomas Bullock Curriculum Map for Art

	Unit 1		Unit 2		Unit 3	
EYFS Nursery	<u>Sculpture and drawing: Self-portraits (N.1)</u> **Skills** • Explore clay/dough • Make shapes • Mark making such as lines and circles **Art Knowledge** • Line, Shape, Texture Future Learning: R.1, 1.1, 1.2 Links: English 'All About Me'	<u>Collage: Gruffalo fur/baubles (N.2)</u> **Skills** • Create collages of one texture • Add additional textures • Use vocabulary to describe textures • Tear materials into shapes • Use glue to join pieces **Art Knowledge** • Shape, colour, Texture Future Learning: R.5, 2.1, 4.1, 6.2, Links: English: Gruffalo, Celebrations: Understanding the world.	<u>Painting: Space (N.3)</u> **Skills** • Name colours ad pre-made colour • Use hands, feet and fingers for mark making • Move paint on a surface using brush strokes • Know that colours can be mixed **Art Knowledge** • Line, Shape, colour Future Learning: R.3, 1.3, 2.2, 3.2, 4.3, 5.1, 5.2, 6.3 Links: Space: Understanding the world	<u>Sculpture: Dinosaur eggs (N.4)</u> **Skills** • Explore clay/dough • Make shapes • Use their hands to make circular shapes • Mould materials **Art Knowledge** • Shape, form Future Learning: R.3, 1.2, 3.3, 5.3 Links: Dinosaurs: Understanding the world.	<u>Printing: Fruit prints (N.5)</u> **Skills** • Apply paint on an object • Mark making with different tools make circular • Comment on colours and shapes **Art Knowledge** • Shape, colour • Future Learning: R.4, 2.3, 4.2, 5.2 Links: English: Oliver's fruit salad/ The runaway pea	<u>Drawing: Animals (N.6)</u> **Skills** • Make marks such as lines and circles • Draw in enclosed spaces and give meanings to pictures • Make marks on different surfaces using drawing tools. • Hold a drawing tool and use it with some control. • Use lines to make shapes with some level of control. **Art Knowledge** • Line, Shape, Space Future Learning: R.1, 1.1, 2.2, 3.2, 4.3, 5.1, 6.1 Links: English: Traditional tales.
EYFS Reception	<u>Drawing: Portraits of family (R1)</u> **Skills** • hold a drawing tool and use it with increasing control and the correct grip. • create shapes using lines that clearly represent objects. • apply different amounts of pressure to a drawing tool to create different outcomes. • draw shapes that represent the body and face.	<u>Painting: Swirl trees (R.2)</u> **Skills** • hold a painting tool and use it with increasing control and the correct grip. • paint shapes and lines that clearly represent objects. • correctly hold and use a fine paint brush. • apply some knowledge of colour mixing when painting. • begin to control and paint within lines. **Art Knowledge**	<u>Sculpture: Environmental space/dinosaur sculpture (R.3)</u> **Skills** • arrange objects into patterns. • share their creations, explaining the process they have used verbally. **Art Knowledge** • Line, Shape, form, space, Texture Prior Learning: N.1, N.4 Future Learning: 1.2, 3.3, 5.3 Links: Understanding the	<u>Printing: Under the sea prints (R.4)</u> **Skills** • apply paint to an object and print with it. • understand a print is formed by pressing carefully. • create a piece of artwork through printing. **Art Knowledge** • Line, Shape, Colour, texture Prior Learning: N.5 Future Learning: 2.3, 4.2, 5.2 Links: Understanding the	<u>Collage: Vegetable portraits (R.5)</u> **Skills** • Explore clay/dough • Make shapes • Mark making such as lines and circles **Art Knowledge** • Line, Shape, colour, texture Prior Learning: N.2 Future Learning: 2.1,4.1,6.2 Links: English: Supertato/Oliver's vegetables	<u>Drawing: Still life flowers (R.6)</u> **Skills** • old a drawing tool and use it with increasing control and the correct grip. • create shapes using lines that clearly represent objects. • apply different amounts of pressure to a drawing tool to create different outcomes. • draw shapes that represent an object • make marks with

	• make marks with meaning. **Art Knowledge** • Line, Shape, form, space Prior Learning: N.1, N.6 Future Learning: 1.1, 2.2, 3.2, 4.3, 5.1, 6.1 Links: Understanding the world: Marvelous me and the world I live in	• Line, Shape, Colour Prior Learning: N.3 Future Learning: 1.3, 2.2, 3.1, 4.3, 5.2, 6.3 Links: Understanding the world: Celebrations	world: Space/Dinosaurs	world: Under the sea		meaning. • Children can draw from observation. **Art Knowledge** • Line, Shape Prior Learning: N.6 Future Learning: 1,1,2,2,3.2, 4.3, 5.1, 6.1 Links: Understanding the world: Growing
Year 1	<u>Drawing: Self Portraits: (1.1)</u> **Skills** • Communicate perceptions • Explore moods • Draw from observations **Art Knowledge** • Line, Shape, Colour Prior Learning: N.1,R.1 Future Learning: 2.2, 3.2, 4.3, 5.1 Links: Y1 English 'All About Me'		<u>Sculpture: Clay Trees (1.2)</u> **Skills** • Make different kinds of shape • Shape materials such as clay/salt dough • Add texture using tools **Art Knowledge** • Shape, Form, Texture Prior Learning: N.1, N.4, R.3 Future Learning: 3.3, 5.3 Links: Y1 Science 'Autumn and Winter'		<u>Painting: Colour Theory Painting (1.3)</u> **Skills** • Communicate something about themselves • Create moods • Vary brush sizes • Mix paint to create secondary colours **Art Knowledge** • Line, Shape, Colour, Space Prior Learning: N.3, R.2 Future Learning: 2.1, 2.2, 3.1, 3.2, 3.3, 4.3, 5.2, 6.3	
Year 2	<u>Collage & Painting: The Great Fire (2.1)</u> **Skills** • Cut and tear paper and card • Gather and sort materials • Use different types of materials • Create individual and group pieces • Create a background using a wash • Mix and match colours **Art Knowledge** • Line, Shape, Colour, Texture, Prior Learning: 1.3 Future Learning: 2.2, 3.1, 3.2, 3.3, 4.1, 4.3, 5.2, 6.2, 6.3 Links: Y2 History 'The Great Fire of London'		<u>Drawing and Painting: Animals and Habitats (2.2)</u> **Skills** • Focus on a specific part of an image • Use different pencil grades • Use pencils to show areas of dark and light • Mix and match colours • Make tints/tones by adding white/black **Art Knowledge** • Line, Shape, Colour, Tone, Space Prior Learning: 1,1, 1.3, 2.1, Future Learning: 3.1, 3.2, 3.3, 4.3, 5.1, 5.2, 6.1, 6.3 Links: Y2 Science 'Living Things and Habitats'		<u>Printing: Colours and Shapes (2.3)</u> **Skills** • Print with sponges, vegetables and fruit • Create a repeating pattern • Print using different colours • Create their own printing block **Art Knowledge** • Line, Shape, Colour, Texture, Space Prior Learning: Future Learning: 4.2, 5.2 Links: Y2 Geography 'Life in Kenya'	
Year 3	<u>Painting: Cave Paintings (3.1)</u> **Skills** • Predict with accuracy outcomes of colour mix • Create colours that they need • Understand where colours sit on a colour wheel • Use a range of brushes for effect		<u>Drawing and Painting: Self Portraits (3.2)</u> **Skills** • Begin to show facial expressions in their drawing • Draw simple objects with pattern and texture • Explain why specific objects have been chosen • Create mood in their painting		<u>Sculpture and Painting: Greek Pottery (3.3)</u> **Skills** • Mold and sculpt clay to make a pot • Observe structures and work with life size materials • Add line, shape, pattern and texture **Art Knowledge**	

	• Add materials to create texture **Art Knowledge** • Line, Shape, Colour, Texture Prior Learning: 1.3, 2.1, 2.2 Future Learning: 3.2, 3.3, 4.3, 5.2, 6.3 Links: Y3 History 'Stone Age'	• Express themselves and their emotions • Confidently create colours required **Art Knowledge** • Shape, Colour, Tone, Texture, Prior Learning: 1,1, 1.3, 2.1. 2.2, 3.1 Future Learning: 3.3, 4.3, 5.1, 5.2, 6.1, 6.3 Links: Y3 Science 'Light and Shadows'	• Line, Shape, Texture Prior Learning: 1.2, 1.3, 2.1, 2.2, 3.1, 3.2 Future Learning: 4.3, 5.2, 5.3, 6.3 Links: Y3 History 'Ancient Greeks'
Year 4	Collage: Roman Mosaics (4.1) **Skills** • Use repeated patterns in collage • Cut paper accurately to form tesserae tiles • Create a mosaic using ceramic tiles • Experiment using different colours **Art Knowledge** • Shape, Colour, Texture, Space Prior Learning: 2.1 Future Learning: 6.2 Links: Y4 History 'Roman Britain'	Printing: Patterns in Nature: (4.2) **Skills** • Create a printing block inspired by nature • Create a *print using at least two colours • Create an accurate print design • Can print onto fabric **Art Knowledge** • Shape, Colour, Form, Texture Prior Learning: 2.3 Future Learning: 5.2 Links: Y4 Geography 'Amazon: Rivers and Rainforests	Drawing and Painting: Sweet Wrappers (4.3) **Skills** • Show tone and shade in their drawing • Draw shapes with texture • Explain why specific objects have been chosen • Create expression in their painting • Express themselves and their emotions • Create contrast through colours • Confidently create colours required **Art Knowledge** • Shape, Colour, Texture, Prior Learning: 1,1, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3 Future Learning: 5.1, 5.2, 6.1, 6.3 Links: Y4 History 'Mayan Civilization'
Year 5	Drawing: Space Drawings (5.1) **Skills** • Use marks and lines to produce realistic textures • Use colour and shading to create mood and feeling in a scenery. • Show movement in their drawings • Draw with oil pastels and chalk • Explain why and how they have chosen specific line drawing techniques **Art Knowledge** • Line, Shape, Colour, Texture Prior Learning: 1,1, 2.2, 3.2, 4.3, Future Learning: 6.1 Links: Y5 Science 'Earth and Space'	Printing and Painting: The Great Wave (5.2) **Skills** • Experiment and combine different materials to make an efficient printing tool • Create a print using multiple colours • Create an accurate print design that meets a criterion • Can overprint using different colours • Confidently use the reduction method when printing with Lino • Use paint to create something inspired by real life. • Add further detail to a print and use paint as a form of expression **Art Knowledge** • Line, Colour, Form, Texture Prior Learning: 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2, 4.3, Future Learning: 6.3 Links: Y5 Geography 'Asia: Volcanoes & Earthquakes'	Sculpture: Islamic Patterns (5.3) **Skills** • Create work which is open to interpretation by the audience with the use of shape • Include visual and tactile elements in their work • Experiment with form and shape to make a structure. • Combine materials for effect. **Art Knowledge** • Shape, Form, Space Prior Learning: 1.2, 3.3 Links: Y5 History 'Baghdad and the Middle East'
Year 6	Drawing: City Scapes (6.1) **Skills** • Develop quick studies from observation od streets in local area, images of cityscapes • Convey tonal quality, showing good understanding	Collage: Messages and Meanings (6.2) **Skills** • Combine visual and tactile qualities • Express mood and emotion through collage • Justify the materials and images they have chosen	Painting: Activism (6.3) **Skills** • Create different effects using a variety of tools and techniques such as dots, splashes and applying paint in layers

	of light and dark on form • Select, use, manipulate a range of drawing tools including a range of grade pencils and charcoal • Show reflections in a drawing by manipulating light, shade, tone and perception **Art Knowledge** • Line, Shape, Tone, Form Prior Learning: 1,1, 2.2, 3.2, 4.3, 5.1 Links: Y6 Science 'Light and Perception'	• Overlap materials • Create artwork with meaning that can be interpreted by an audience. **Art Knowledge** • Shape, Colour, Texture, Space Prior Learning: 2.1, 4.1 Links: Y6 History 'Conflict and Resolution'	• Apply colour and use techniques to express mood or emotion • Use mixed media • Paint on varying surfaces to show texture **Art Knowledge** • Line, Shape Colour, Tone, Form, Texture, Space Prior Learning: 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.3, 5.2 Links: Y6 History 'Making Our Mark'

The Art Knowledge concepts we focus on in KS1 and KS2 are:

Line: An element of art defined by a point moving in space. Lines may be two-or three-dimensional, descriptive, implied, or abstract. This is the main foundation to art work.
Shape: An element of art that is two-dimensional, flat, or limited to height and width as well as the area taken up by an artwork.
Colour: An element of art made up of three properties: hue, value, and intensity. Colour will be taught in stages through key vocabulary such as: Hue: name of colour, Tone: hue's lightness and darkness (a colour's tone changes when white or black is added) and Intensity: quality of brightness and purity (high intensity= colour is strong and bright; low intensity= colour is faint and dull).
Tone: The lightness or darkness of shades or colours. White is the lightest tone; black is the darkest. The tone halfway between these extremes is called middle grey.
Form: An element of art that is three-dimensional and encloses volume; includes height, width and depth (as in a cube, a sphere, a pyramid, or a cylinder). Form may also be free flowing.
Texture: An element of art that refers to the way things feel, or look as if they might feel if touched.
Space: An element of art by which positive and negative areas are defined or a sense of depth is achieved in a work of art.