



Woodlands Park Primary and Nursery School

Art and Design Curriculum Map



Term	Early Years Not limited to terms	Year One	Year Two	Years 3 and 4 (Robins) Cycle A	Years 4 and 5 (Otters) Cycle A	Years 5 and 6 (Wolves) Cycle A
Autumn 1	<p>Children will be given time to explore at their developmental stage and/or schema interest e.g. BOOK HOOK – 'Mouse Paint' by Ellen Stoll Walsh. provided with free access to a variety of resources to use within their independent and collaborative explorations both to create a permanent end product (picture or prop for story telling) and one that can be altered (loose part picture) e.g. junk model materials, variety of papers (size, shape, colour and texture) ready-made construction materials like magnets, Duplo, Mobilo, loose parts that may include glass gems, wooden discs, buttons, nuts and bolts, seasonal objects (acorn cups, conkers, leaves, seed pods). BOOK HOOK – 'Junk DNA' by Clare Thompson UW (PP & PCC) – Loose Part Remembrance Poppy Pictures. M – building and constructing with shapes, supported to use the tools provided to them with increasing control and accuracy supported to develop different paint techniques e.g. printing, sponging, colour washing, symmetry painting, string painting, use of brushes and other tools.</p>	<p><u>Portraits</u> Investigate portraits by <i>different artists</i> Explore use of objects to convey meaning Investigate a range of <i>drawing</i> media Explore <i>use of colour</i> for moods and emotions Create a portrait <i>sculpture</i></p>	<p><u>Sparks and Flames</u> <i>Identify</i> areas of light and dark, blend with chalks, , <i>describe</i> colours and shapes, manipulate paper to <i>create</i> a collage, using layering. <i>Describe colour, texture, shape and form.</i> Use materials to create effects, follow instructions <i>Make choices</i> about appropriate materials and methods.</p>	<p><u>Famous Buildings</u> <i>Explore the architecture of Sir Christopher Wren</i> Explore <i>colour and pattern in design</i> on St Basil's Cathedral Explore <i>design features</i> of Taj Mahal <i>Explore architecture</i> of Sidney Opera House <i>Design a building</i> for a particular purpose</p>	<p><u>Express Yourself</u> <i>Identify</i> different emotions from facial expressions <i>Sketch</i> a given emotion as a cartoon <i>Describe how lines and fonts can express and idea</i> <i>Make choices</i> based on different lines and fonts to create a desired effect <i>Respond and comment</i> on different pieces of artwork <i>Use colours and shapes</i> to illustrate emotions.</p>	<p><u>Leonardo Da Vinci</u> <i>History of the artist</i> Portrait <i>paintings and drawings</i> Use of <i>perspective and composition</i> in religious paintings Understand how to use his <i>drawing techniques</i> Explore LDV's inventions How he <i>influenced other artists</i> during Renaissance and modern day.</p>
Autumn 2						
Spring 1		<p><u>Colour Creations</u> Identify <i>colours</i> and objects associated with them <i>Identify and mix primary colours</i> Creating <i>light and dark shades</i> Produce work based on the work of <i>Kadinsky</i></p>	<p><u>Cubism-Pablo Picasso</u> Explore the work of Picasso Understand what Cubism is Create a Picasso Sketching a portrait Colour portraits using pastels Evaluating work</p>	<p><u>At The Pantomime</u> Explore <i>design features</i> of a pantomime <i>Design</i> a set for a pantomime Design costumes and accessories <i>Design a poster</i> to advertise a pantomime – <i>drawing and painting</i></p>	<p><u>Journeys</u> Aboriginal Art – <i>understand the use of symbols for objects</i> Create their own symbols and use them in their art work <i>Choose colours to reflect what it is they are representing</i> <i>Create a piece of artwork</i> to represent a familiar journey Paul Klee – <i>study and produce a piece of artwork in the style of Paul Klee</i> using colour and pattern to create different effects <i>Constructively discuss their artwork</i></p>	<p><u>Flanders Fields</u> Understand why the government commissioned official war artists. <i>Ask and answer questions</i> about different artworks. Paul Nash – <i>create an artwork</i> based on the style of Paul Nash <i>Features of WWI propaganda posters</i> – create their own <i>Explain their own views</i> on use and power of propaganda art Understand dazzle camouflage and create their own design Express opinion of poem In Flanders Field – <i>understand the symbol of the poppy</i> and create their own artwork <i>using a variety of art skills.</i></p>
Spring 2						
Summer 1		<p><u>Andy Goldworthy</u> Sort items by material and colour Use a variety of materials</p>	<p><u>Henri Rousseau</u> Understand about the life of Rousseau <i>Explore and use skills and techniques.</i></p>	<p><u>Vincent Van Gogh</u> <i>Identify techniques</i> that Van Gogh used in his paintings <i>Use acrylic or oil paints effectively</i></p>	<p><u>Seurat and Pointilism</u> <i>Explore the life and work of George Seurat</i> Explore how <i>to create pointillism work</i></p>	<p><u>Street Art</u> <i>Express ideas and opinions</i> Create stylised text <i>Revise and improve ideas</i> through repeated sketching</p>

		<p><i>Select and manipulate materials to create sculptures</i> Use reflections in art work.</p>	<p>Understand meaning of 'portrait-landscape'. Understand animals in Rousseau's paintings <i>Use imagination and skill</i> to paint their own art work.</p>	<p><i>Use line and colour in their paintings</i> to create depth Mix paints to create shades and tints <i>Reflect on their art work</i> and develop techniques through practice <i>Show pencil control when sketching</i> <i>Evaluate their own work</i> and make changes.</p>	<p>Explore how he <i>used colour</i> in his work Look at the work of other pointillism artists <i>Create a piece of pointillism</i> artwork.</p>	<p>How artwork can improve public spaces <i>Creating images</i> which can be reproduced easily. <i>Turn simple images into stencil designs.</i> <i>Use a variety of painting techniques</i> to create stencil street art</p>
Summer 2						