



Woodlands Park Primary and Nursery School

Art and Design Curriculum Map 2024

(Art & DT alternate each term)

Term	Nursery	Reception	Year One (Squirrels)	Year Two (Hedgehogs)	Years 3 (Robins)	Year 4 (Foxes)	Years 5 (Otters)	Years 6 (Wolves)
Autumn 1	<u>Physical Development</u> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.	<u>Physical Development</u> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.	<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 use of <i>colour</i> for moods and emotions Create a portrait <i>sculpture</i>	<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.	<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>	<u>Warhol and the Pop Art Movement</u> To find out who Andy Warhol was and explore the Pop art movement. To be able to use Warhol's <i>blotted line technique</i> to create artwork To explore and recreate Warhol's 'Campbell's Soup' artwork. To explore Warhol's portraits of celebrities. To be able to <i>create a self portrait</i> in the style of Andy Warhol. To be able to use objects of popular culture to create Pop art.	<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.	<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
Autumn 2	<u>Expressive Arts and Design</u> • Explore different materials freely, in order to develop their ideas about how to use them and what to	<u>Expressive Arts and Design</u> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and						<u>Flanders Fields</u> Understand why the government commissioned official war artists. <i>Ask and answer questions</i> about different artworks.

	<p>make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.</p>	<p>build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.</p> <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. <p><u>Expressive Arts and Design</u></p> <p>Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture,</p>						<p>Paul Nash – <i>create an artwork</i> based on the style of Paul Nash</p> <p><i>Features of WWI propaganda posters</i> – create their own</p> <p><i>Explain their own views</i> on use and power of propaganda art</p> <p>Understand dazzle camouflage and create their own design</p> <p>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>
<p>Spring 1</p>			<p><u>Colour Creations</u></p> <p>Identify <i>colours</i> and objects associated with them</p> <p><i>Identify and mix primary colours</i></p> <p>Creating <i>light and dark shades</i></p> <p>Produce work based on the work of <i>Kadinsky</i></p>	<p><u>Cubism-Pablo Picasso</u></p> <p>Explore the work of Picasso</p> <p>Understand what Cubism is</p> <p>Create a Picasso</p> <p>Sketching a portrait</p> <p>Colour portraits using pastels</p> <p>Evaluating work</p>	<p><u>LS Lowery</u></p> <p>To learn about LS Lowry and <i>analyse</i> his paintings To <i>explore</i> Lowry's figures and crowds in his paintings To explore <i>colour mixing, tints, tones and shades.</i> To explore the foreground, mid-ground and background of <i>a landscape painting.</i> To create a <i>composite picture in the style of LS Lowry.</i></p>	<p><u>Plant Art</u></p> <p>To appreciate the work of <i>different artists</i> To develop observational skills To know how to create <i>tints, shades and tones</i> of colours To <i>develop printing skills.</i> To know how to create depth in an artwork. To create <i>sculptures using clay.</i> To create sculptures using clay.</p>	<p><u>Seurat and Pointillism</u></p> <p><i>George Seurat</i></p> <p>Explore how <i>to create pointillism work</i></p> <p>Explore how he <i>used colour</i> in his work</p> <p>Look at the work of other pointillism artists</p> <p><i>Create a piece of pointillism artwork. Explore the life and work of Seurat.</i></p>	

Spring 2		form and function. •						
Summer 1		Share their creations, explaining the process they have used.	<p><u>Andy Goldworthy</u> Sort items by material and colour Use a variety of materials <i>Select and manipulate materials</i> to create <i>sculptures</i> Use reflections in art work.</p>	<p><u>Henri Rousseau</u> Understand about the life of Rousseau <i>Explore and use skills</i> and techniques. 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><u>Vincent Van Gogh</u> <i>Identify techniques</i> that Van Gogh used in his paintings <i>Use acrylic of oil paints effectively</i> <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><u>William Morris</u> To explore the artwork of William Morris , To <i>explore and understand</i> the Arts and Crafts movement, To <i>observe and sketch</i> natural objects, To design a <i>printing block</i> inspired by William Morris, To create and <i>print using a printing block</i> inspired by William Morris</p>	<p><u>Monet and the Impressionists</u> To explore what Impressionism is and where and when it began. To <i>explore some of Monet's landscape paintings</i>. To <i>explore</i> Monet's haystack series of paintings. To explore Monet's paintings of cities. To explore the artwork Monet produced in his later years at his garden in Giverny. To <i>review the life and work of Claude Monet</i>.</p>	
Summer 2								<p><u>People in action</u> To be able to record from <i>first-hand observation</i> To study <i>facial expressions</i> relating to movement To study the techniques of artists when <i>portraying movement</i>. To be able to create a montage to portray movement. To be able to use <i>printing to create movement art</i>.</p>