



## Long Term Curriculum Map

## ART

Term	Autumn	Spring	Summer
<b>F2 Continuous</b>	Children in F2 will continue to explore different materials freely, in order to develop their ideas about how to use them and what to make. They will develop their own ideas and then decide which materials to use to express them. They will develop their fine motor skills so they can use a range of tools competently, safely and confidently. They will do this by holding a pencil effectively in preparation for fluent writing- using a tripod grip in almost all cases. They will use a range of small tools including scissors, paintbrushes and cutlery and begin to show accuracy and care when drawing.		
<b>Y1</b>	<p><b>Discipline:</b> Drawing</p> <p><b>Artist/s:</b> Caravaggio and Pecis</p> <p><b>Theme:</b> We're Going on a Leaf Hunt</p> <p><b>Paradigm:</b> Traditional</p> <p>F, OB, TH, CP of Michelangelo Merisi da Caravaggio's and Hillary Pecis's (Artists)</p> <p>Children will go outside and take pictures/<b>observe</b> nature around the school grounds. Children will create quick <b>observational sketches</b> of leaves and trees.</p> <p>Children will identify and name <b>primary</b> and some <b>secondary</b> colours. Children will identify 'hot' and 'cold' colours and make links to the time of year. They will create a wash using colours that are present in nature during Autumn. They will collect leaves and twigs and create a still-life arrangement that they will sketch over their wash using <b>pencils</b> and <b>charcoal</b>. Children will be encouraged to demonstrate tone and texture.</p>	<p><b>Discipline:</b> Painting and Mixed Media</p> <p><b>Artist/s:</b> Alma Thomas</p> <p><b>Theme:</b> Somewhere Over the Rainbow</p> <p><b>Paradigm:</b> Modern</p> <p>F, OB, TH, CP of Alma Thomas's work (Artist)</p> <p>Children will name and mix <b>primary</b> colours and to create <b>secondary</b> colours. Children will explore different painting techniques such as <b>washes, blending, pointillism and stippling</b>.</p> <p>Children will create a sky using a <b>wash</b> and blending. They will create a rainbow using <b>pointillism</b> in the style of Thomas. Children will add clouds by <b>stippling</b> and using their knowledge of <b>tone</b> to add grey shadows.</p>	<p><b>Discipline:</b> Sculpture and Pattern</p> <p><b>Artist/s:</b> Yayoi Kusama</p> <p><b>Theme:</b> Dotty Instillation</p> <p><b>Paradigm:</b> Contemporary</p> <p>F, OB, TH, CP of Yayoi Kusama's work (Sculptor/Visual Artist)</p> <p>Children will explore the use of immersive installations and contemporary art including 'Another Place' by local Artist Antony Gormley. Children will investigate how three-dimensional art impacts the viewer and discuss the feelings they evoke.</p> <p>Children will experiment with colour and repeat patterns. They will select primary and secondary colours and shapes to produce repeating patterns.</p> <p>Children can work collaboratively to create their work inspired by Yayoi Kusama.</p>

<p><b>Y2</b></p>	<p><b>Discipline:</b> Drawing</p> <p><b>Artist/s:</b> Brian Thomas Jones and Kandinsky</p> <p><b>Theme:</b> Sculpture drawing</p> <p><b>Paradigm:</b> Modern</p> <p>F, OB, TH, CP of Brian Thomas Jones (Sculpture) and Kandinsky (Artists)</p> <p>F, OB, TH, CP of Brian Thomas Jones Children discuss how artists' use other artists' work to inspire them and make links between the two artists.</p> <p>Children create a paper sculpture in the style of Brian Thomas Jones. This should be a range of wavy, diagonal, straight and curved paper.</p> <p>Children will practise tone, stippling, circulism and shading using a range of drawing tools.</p> <p>Children will decide what drawing tools to use to sketch their sculptures.</p>	<p><b>Discipline:</b> Painting and Mixed Media</p> <p><b>Artist/s:</b> Eileen Agar and Pablo Picasso</p> <p><b>Theme:</b> Flowers</p> <p><b>Paradigm:</b> Contemporary</p> <p>F, OB, TH, CP of Eileen Agar (Mixed Media Artist) and Pablo Picasso (Artist)</p> <p>Children discuss mixed media and what it means. Children look at different examples of mixed media. F, OB, TH, CP of Eileen Agar and Pablo Picasso work. Discuss how they both use mixed media and the different ways they do this. Children make sensible predictions on what materials they think were used.</p> <p>Children will explore a range of different media (printing, collage, pastels, painting and sketching). They will practise using these in their sketchbooks.</p> <p>Children will make decisions on which mixed media they would like to use to create a flower outcome.</p>	<p><b>Discipline:</b> Textiles</p> <p><b>Artist/s:</b> Guatemalan Craft Makers and Zandra Rhodes</p> <p><b>Theme:</b> Worry Dolls</p> <p><b>Paradigm:</b> Traditional</p> <p>F, OB, TH, CP of Guatemalan Craft Makers and Zandra Rhodes</p> <p>Children will learn about craft-making and the difference between craft makers and artists.</p> <p>Children will learn about craft makers in Guatemala and the origin of worry dolls. F, OB, TH, CP of Guatemalan worry dolls. Children will learn about the designer Zandra Rhodes and her pattern designs.</p> <p>Children will explore pattern making and create their own patterns on cotton. They will look at different joins and practise a variety of materials to create a body shape.</p> <p>Children will explore using sticks/lollipop sticks and string to bind the body of the doll together. They will decorate this doll with the clothing which has their pattern design on it.</p> <p>Children will include a written legend to give their worry doll a purpose.</p>
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<p><b>Y3</b></p>	<p><b>Discipline:</b> Drawing</p> <p><b>Artist/s:</b> Casper David Freidrich</p> <p><b>Theme:</b> Spiritual Landscapes</p> <p><b>Paradigm:</b> Traditional</p> <p>F, OB, TH, CP of Casper David Freidrich (Artist)</p> <p>Children study the work of romantic landscape painter Freidrich and use this to <b>inspire</b> their own final piece.</p> <p>Children to explore the sketches of Freidrich and how he progressed to using colour to create 'Spiritual Landscapes'.</p> <p>Children will paint with purpose to create mood and experiment with chosen colours to create a desired atmosphere.</p> <p>They will explore photographs of StoneHenge and compare images taken during different times of the day/night and how this affects mood.</p> <p>Children use different <b>pencil drawing techniques</b> to develop composition and <b>create light, shape and texture</b>, with consideration given to how the time of day/night impacts upon the light/shadows in the photographs.</p> <p>They will explore using charcoal and <b>oil pastels</b> to draw StoneHenge, using rubbing techniques to blend and create shadows.</p> <p>Children's outcomes will be a 'spiritual landscape' that shows StoneHenge in a setting that depicts their chosen mood/atmosphere.</p>	<p><b>Discipline:</b> Painting and Pattern</p> <p><b>Artist/s:</b> Seurat and Lichtenstein</p> <p><b>Theme:</b> Superhero Pointillism</p> <p><b>Paradigm:</b> Modern</p> <p>F, OB, TH, CP of Seurat and Lichtenstein (Artists)</p> <p>F, OB, TH, CP of Lichtenstein's work. Children explore the work of Seurat and compare it to the work of Lichtenstein.</p> <p>Children investigate '<b>Pop Art</b>' and the way in which commercial culture can inspire the artwork. Discuss words and phrases (onomatopoeia) frequently associated with superheroes and comic books and how this makes the viewer/reader feel.</p> <p>Children explore ben-day dots and use <b>primary colours and secondary colours</b> to create patterns with cotton buds. Children will discover and experiment with amounts of paint and spacing.</p> <p>Children create a <b>pointillism</b> painting and <b>layer</b> newspaper and an onomatopoeia phrase using paint and cotton buds.</p>	<p><b>Discipline:</b> Sculpture and Print</p> <p><b>Artist/s:</b> Lady Pink, Dondi and Banksy</p> <p><b>Theme:</b> Urban Buildings</p> <p><b>Paradigm:</b> Contemporary</p> <p>F, OB, TH, CP of Lady Pink, Dondi and Banksy (Artists)</p> <p>F, OB, TH, CP of Lady Pink and Dondi. Study the work of Lady Pink and her impact on art culture. Children will study Dondi's use of lettering.</p> <p>They will discuss art forms that influence graffiti (rap music, break dancing, social issues). Children learn other graffiti artists' work and their artistic, social and political influence (Banksy/Jean-Michael Basquiat).</p> <p>Research social issue that they are passionate about and create a tag using pastels and chalk.</p> <p>Children will use Styrofoam to create an urban building with their tag printed on the walls.</p>
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<p><b>Y4</b></p>	<p><b>Discipline:</b> Drawing and Mixed Media</p> <p><b>Artist/s:</b> Joan Eardley</p> <p><b>Theme:</b> Friendship</p> <p><b>Paradigm:</b> Contemporary</p> <p>F, OB, TH, CP of Eardley (Artist)</p> <p>F, OB, TH, CP of Eardley's work. Children discuss the relationship the pair have with each other by making observations on their facial expressions and body language. Discuss the theme of friendship.</p> <p>Children will explore how to draw figures focusing on form, composition and proportion.</p> <p>Children will use mixed media to create a friendship-inspired outcome. Link to Eileen Agar and Pablo Picasso from Year 2.</p>	<p><b>Discipline:</b> Painting</p> <p><b>Artist/s:</b> Matisse</p> <p><b>Theme:</b> Still Life at Home</p> <p><b>Paradigm:</b> Traditional</p> <p>F, OB, TH, CP of Matisse (Artist)</p> <p>F, OB, TH, CP of Matisse' work, link back to Caravaggio and Hilary Pecis covered in Year 1.</p> <p>Children will recap and explore painting and sketching techniques from Year 1. Children will explore how to make different tints.</p> <p>Children will take pictures of different objects and create a tint to match.</p> <p>Children will take a still life image at home. They will paint this as their final outcome.</p>	<p><b>Discipline:</b> Textiles and Mixed Media</p> <p><b>Artist/s:</b> Kendra Haste and Helena Sharpley</p> <p><b>Theme:</b> Textiles and Mixed Media</p> <p><b>Paradigm:</b> Modern</p> <p>F, OB, TH, CP of Kendra Haste (Sculpture).</p> <p>Children will learn about craft-maker Helena Sharpley (Craft Maker), (linked to Guatemalan dolls in Year 2).</p> <p>Children will explore and plan how to create shape and form to construct. They will use a variety of different media to accurately execute patterns and textures in a 3D form.</p> <p>Children will sketch birds in different positions. They will create a wire bird as their final outcome.</p>
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<p><b>Y5</b></p>	<p><b>Discipline:</b> Print and Pattern</p> <p><b>Artist/s:</b> Edward Bawden</p> <p><b>Theme:</b> Lino Landscapes</p> <p><b>Paradigm:</b> Contemporary</p> <p>F, OB, TH, CP of Edward Bawden (Artist)</p> <p>F, OB, TH, CP of Edward Bawden's work. Children explore the work of Edward Bawden and look at how landscapes are depicted in printing.</p> <p>Explore lino printing using basic designs so that they understand to use simple <b>line drawings</b> and what remains behind creates the print.</p> <p>Children develop technical vocabulary associated with lino printing and gain the understanding of negative and positive space.</p> <p>Children will begin to sketch design ideas and choose a final design for their <b>printing</b> before finally creating their lino print.</p>	<p><b>Discipline:</b> Drawing</p> <p><b>Artist/s:</b> Jim Dine and Paul de Lamerie</p> <p><b>Theme:</b> Victorian Cutlery</p> <p><b>Paradigm:</b> Traditional</p> <p>F, OB, TH, CP of Jim Dine (Artist) and Paul de Lamerie (Silversmith/craft maker)</p> <p>F, OB, TH, CP of Jim Dine work. Children will look at Victorian cutlery and learn about popular silversmiths during that time period. Link to craft makers in Year 2.</p> <p>Children will look at patterns on Victorian cutlery and sketch similar designs in their books. Children will select drawing tools based on the effect they want to achieve (pencil, charcoal, inks, chalk, pastels).</p> <p>Children will use different techniques to create the effect of light on objects. They will use lamps and cutlery to observe shadows.</p> <p>Children create observational drawings of Victorian cutlery in the style of Jim Dine.</p>	<p><b>Discipline:</b> Pattern and Mixed Media</p> <p><b>Artist/s:</b> M C Escher</p> <p><b>Theme:</b> Tessellating Pattern</p> <p><b>Paradigm:</b> Modern</p> <p>F, OB, TH, CP of M C Escher (Graphic Artist)</p> <p>F, OB, TH, CP of M C Escher's work.</p> <p>Children will examine the work of M C Escher and make their own tessellating pattern on 'Scratch'.</p> <p>Using his work to inspire their own designs, children will replicate his style and create a tessellating tile using sketch/ICT (sketch).</p> <p>Children will discuss, identify and demonstrate repeating patterns, irregular patterns and symmetry.</p> <p>They will explore both environmental and man made patterns.</p> <p><b>Discipline:</b> Painting and Mixed Media</p>
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<p><b>Y6</b></p>	<p><b>Discipline:</b> Sculpture and Textiles</p> <p><b>Artist/s:</b> Friedensreich Hundertwasser</p> <p><b>Theme:</b> Environmental Protection</p> <p><b>Paradigm:</b> Modern</p> <p>F, OB, TH, CP of Friedensreich Hundertwasser (Architect)</p> <p>F, OB, TH, CP of Friedensreich Hundertwasser's architecture.</p> <p>Children will explore types of architecture and the reasons why architects make design choices.</p> <p>Children will select techniques such as carving, pinching and rolling coils and slabs using a modelling media to achieve the desired effect. Refine the aesthetics of the model. Use these techniques to make joins that are stable.</p> <p>Children create a sculpture of a building in the style of Hundertwasser. Children will justify aspects of their design and how they have made their design ecological.</p>	<p><b>Discipline:</b> Drawing</p> <p><b>Artist/s:</b> William Morris</p> <p><b>Theme:</b> Botanical Art</p> <p><b>Paradigm:</b> Traditional</p> <p>F, OB, TH, CP of William Morris (Artist)</p> <p>F, OB, TH, CP of William Morris' work.</p> <p>Children develop sketching skills by <b>refining</b> and <b>defining</b> to develop their own style based on his work.</p> <p>Children explore colour: recap <b>primary and secondary colours</b>, explore <b>cool and warm colours</b>, introduce <b>tertiary colours</b> and practise <b>tint, tone and shade</b>.</p> <p>Children will sketch and add colour to a wallpaper design in the style of William Morris.</p> <p>With their final piece, children will use a 'Photo Reflection' app to <b>repeat</b> their design and create a <b>digital wallpaper</b>.</p>	<p><b>Discipline:</b> Painting and Mixed Media</p> <p><b>Artist/s:</b> Frida Kahlo</p> <p><b>Theme:</b> Me</p> <p><b>Paradigm:</b> Contemporary</p> <p>F, OB, TH, CP of Frida Kahlo (Artist)</p> <p>F, OB, TH, CP of Freda Kahlo's self-portraits. Children will learn about her life and impact on art culture.</p> <p>Children will explore composition and proportion. They will take pictures of themselves and sketch different aspects of their face.</p> <p>Children create a self-portrait using paints and mixed media. Links to Eileen Agar and Pablo Picasso from Year 2.</p>
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