



# Christ Church C of E Primary School

Have Faith...

## Whole School Curriculum Map: Art & Design

*“Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.”*

**1 Peter 4: 10**

2021-2022	Painting	Collage	Printing	Textiles	3D	Drawing
<b>Foundation Stage Key Learning</b>	<p><b>Aesthetic Awareness</b> – show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli.</p> <p><b>Observation</b> – observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc.</p> <p><b>Communication</b> – talk about what they are creating, can explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form. Share their ideas, feelings and thoughts about their creations with others.</p> <p><b>Physical skill</b> – manipulate, control and explore a range of tools and equipment for different purposes. Use tools and equipment safely.</p> <p><b>Art processes and techniques</b> – purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials.</p> <p><b>Evaluation</b> – share and talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.</p>					
<b>Year 1 Key Learning</b>	<p><b>Produce creative work, exploring their ideas and recording their experiences</b></p> <p>Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. Beginning to work creatively e.g. with a range of media on different scales.</p>					
	<p>Use a variety of tools and techniques including different brush sizes. Mix and match colours to objects Work on different scales. Mix secondary colours and shades using different paint types. . Respond to the work of other artists.</p>	<p>Use a variety of techniques to create images from imagination, experience or observation. Use a wide variety of media including fabric, plastic, tissue, crepe, paper, etc.,</p>				
<b>Year 2 Key Learning</b>	<p><b>Produce creative work, exploring their ideas and recording their experiences</b></p> <p>Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. Show confidence in working creatively e.g. with a range of media on different scales.</p>					
	<p>Respond to the works of other artists. Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, including mixing and layering.</p>		<p>Using a variety of techniques, including press, fabric printing and rubbings. Design patterns of increasing complexity and repetition. Look and respond to the work of other artists.</p>	<p>Use a variety of techniques including fabric crayons and wax or oil resist, weaving, applique and embroidery. Create textured collages from a variety of media. Use a range of materials to create textured collages and hangings. Make a simple stitch, knot, and other techniques. Develop weaving, e.g., creating a loom in a different shape / using thick and thin</p>	<p>Confidently use sculpture techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens. Begin to demonstrate control of tools and materials of their choice to create a desired effect</p>	

In yourself... In others... In God.

“For nothing will be impossible with God” Luke 1:37



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				paper strips / weaving a thinner paper strip on top of a thicker paper strip. Respond to the work of other artists.		
Year 3 Key Learning	<p><b>Produce creative work, exploring their ideas and recording their experiences</b>            Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences.            Begin to record their thoughts and experiences in a sketch book / 'ideas journal'.            Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed.            Show confidence and independence when working creatively</p>					
	Mix a variety of colours. Know which primary colours make secondary colours. Experiment with different effects and texture, including blocking in colour, washes and thickened paint.			Beginning to use learnt techniques in drawing in different contexts, e.g. work on different scales both independently and collaboratively.  Demonstrate control of chosen tools and materials to create a desired effect	Join clay adequately. Work reasonably independently. Construct simple clay structures. Create pattern and design to finish the end product.	Experiment with different grades of pencil. Refine and alter their drawings as necessary. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Achieve variation in line, texture and tone
Year 4 Key Learning	<p><b>Produce creative work, exploring their ideas and recording their experiences</b>            Investigate different starting points for their work, and choose which idea to develop further.            Record their thoughts and experiences in a sketch book / 'ideas journal', and begin to annotate these.            Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art.            Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette.</p>					
	Make and match colours with increased accuracy. Use more specific colour language, e.g. tint, tone, shade and hue. Choose paints and implements appropriately. Plan and create different effect and textures with paints according to the task.	Extend their work within a specified technique. Use a range of media to create collage.	Research, create and refine a print using a variety of techniques. Select the kinds of material to print with in order to get the desired effect.	Match the tools to the materials. Choose textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.		Use learnt techniques in drawing in different contexts and with a variety of materials  Demonstrate control of a range of tools and materials to create desired effects, e.g. when drawing use different grades of pencil to create variations in tone.
Year 5 Key Learning	<p><b>Produce creative work, exploring their ideas and recording their experiences</b>            Investigate a range of starting points for their work, and choose which idea to develop further.            Record their thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of their ideas.            Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form.            Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.</p>					

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	<p>Demonstrate secure knowledge about primary and secondary, warm and cold, complimentary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p>				<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p> <p>Plan an sculpture through drawing and other preparatory work.</p>	<p>Use a variety of source materials for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketch book to develop ideas.</p> <p>Explore the properties of line, tone, pattern, colour and shape.</p>
<p><b>Year 6 Key Learning</b></p>	<p align="center"><b>Produce creative work, exploring their ideas and recording their experiences</b></p> <p align="center">Independently investigate a range of starting points for their work, and confidently develop their ideas further.</p> <p align="center">Record their thoughts and experiences in a sketch book / ‘ideas journal’, and review and revisit these ideas as their work develops.</p> <p align="center">Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media.</p> <p align="center">Confidently use language appropriate to the chosen art form, to help them to explain their ideas.</p>					
	<p>Use their knowledge of painting imaginatively to create their own style</p> <p>Develop their own style when working with a wide range of tools and materials</p>	<p>Awareness of the potential of the uses of materials.</p> <p>Use different techniques, colours and textures when designing and making a piece of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>	<p>Explore designs form a range of examples and create common features.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work.</p>	<p>Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures when designing and making a piece of work.</p> <p>Provide a reasoned evaluation of both their own and professionals’ work which takes account of the starting points, intentions and context behind the work</p>		

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