

Holly Lodge Primary School

Curriculum Map 2019-20 Subject: Art Lead: Terry Lee



Materials						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Investigate and construct with a variety of materials, tools and techniques to shape, assemble and join.</p> <p>Experiments with colour, design, texture, form and function.</p> <p>Investigate colour mixing.</p>	<p>Pattern: use a range of materials (with different textures) creatively to design and make products.</p> <p>Use a wide range of patterns. Discuss differences in patterns, building up vocabulary.</p>	<p>Pattern, texture, form: use a limited choice of materials to design and make products.</p> <p>Create and use a wide range of patterns and colours.</p> <p>Identify manmade and natural patterns. Choose for effect and purpose.</p>	<p>Introduce a wide range of artwork made from different materials. Choose one for in depth analysis. Evaluate and analyse pattern, texture and form. Replicate the work to gain understanding and improve technique.</p>	<p>Experiment with visual texture and pattern using different marks and tools.</p> <p>Create patterns/ motifs with repeated mark making. Evaluate, beginning to use more complex vocabulary.</p>	<p>Record, revisit and review their ideas in their sketchbooks.</p> <p>Choose from a range of materials (e.g. pencil, charcoal, paint, clay) thinking about their properties when designing a poster to advertise Brooklands.</p>	<p>Refer to sketch books and use them for planning.</p> <p>Choose from a range of materials (e.g. pencil, charcoal, paint, clay) and justify their choices using complex vocabulary.</p>
<p>Key vocab: shape, join, Colour, primary, texture, print</p>	<p>Key vocab:</p>	<p>Key vocab: Natural Manmade</p>	<p>Key vocab: Natural, Manmade, Collage, mosaic, technique, mark making</p>	<p>Key vocab: Shading, Texture, Marks, Repeating, Motifs, Light, Shadow, Forefront, Distance</p>	<p>Key vocab: Shading, Perspective, Light, Shadow, Distance, Vanishing Point.</p>	<p>Key vocab: Materials, media, shading, perspective, light, shadow, vanishing point.</p>
						



Holly Lodge Primary School
Curriculum Map 2019-20 Subject: Art Lead: Jenny Lee

Drawing						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy mark-making using a variety of media.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and discuss what happens.</p>	<p>Line, shape: use drawing as a medium to replicate artwork and create individual artwork including ideas from their imagination and real experiences.</p> <p>Focus on using lines of different thicknesses and known geometric shapes.</p>	<p>Line, shape: refine skills in drawing and develop and share ideas. Incorporate known experiences. Focus on using lines (movement, contours, and feelings) and known shapes (geometric) to create self-portraits.</p> <p>Begin to sketch people and objects varying the pressure on the pencil.</p>	<p>Pencil, charcoal: develop sketching skills using charcoal and pencil.</p> <p>Incorporate previously learned techniques i.e. varying line, shape (geometric and irregular), colour and space.</p> <p>Evaluate using complex vocabulary.</p> <p>Use mark making techniques to design and create a Rangoli pattern.</p>	<p>Develop further sketching skills using charcoal and pencil.</p> <p>Choose the appropriate techniques i.e. line, shape, colour and space.</p> <p>Introduce the concept of negative space.</p> <p>Evaluate beginning to use more complex vocabulary.</p>	<p>Experiment with shading and perspective to create form and texture when sketching royal portraits.</p> <p>Evaluate choice of line, shape, colour and space when designing a poster for Brooklands. Continue to develop this skill, including practising drawing faces when sketching royal portraits.</p>	<p>Use a variety of techniques to create form and texture i.e. shading, perspective, line, shape, colour and space.</p> <p>Evaluate choices using complex vocabulary.</p>
<p>Key vocab:</p>	<p>Key vocab:</p>	<p>Key vocab: Sketch(ing), pressure, 2D shape names</p>	<p>Key vocab: pastels, pencils, shade, line, silhouette, perspective, mark making, sketch</p>	<p>Key vocab: Line, shape, colour, space, blend, sketch, shade, negative space, charcoal, pastels, pencils</p>	<p>Key vocab: Line, shape, colour and space.</p>	<p>Key vocab: Shading, perspective, light, dark, form, texture, line, shape.</p>

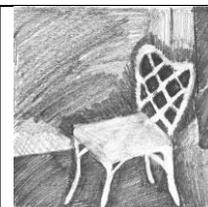
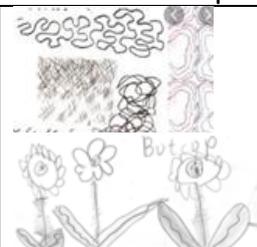


Holly Lodge Primary School

Curriculum Map 2019-20

Subject: Art

Lead: Jenny Lee





Holly Lodge Primary School
Curriculum Map 2019-20 Subject: Art Lead: Jenny Lee

Painting						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore using and mixing paint.</p> <p>Experience a range of colours, collecting and naming colours.</p> <p>Use various implements (e.g. feathers, matchsticks, sponges) and paint on different surfaces.</p>	<p>Investigate using and mixing primary colours. Start to make colours lighter or darker without black or white paint.</p> <p>Use painting as a medium to develop and share ideas. Involve experiences and imagination.</p> <p>Start to choose appropriate tools.</p>	<p>Begin to control painting techniques e.g. layering, mixing and adding texture.</p> <p>Paint from own experiences or imagination.</p> <p>Begin to lighten and darken paint using black or white.</p> <p>Choose appropriate tools more independently.</p>	<p>Create a Stonehenge silhouette: Plan, create, and evaluate a painting. Mix paints to create a layered, tonal effect from light to dark. Use visual sources to plan silhouette shapes. Evaluate using complex language.</p> <p>Plan, create and evaluate a volcano painting: Study work of Nick Rowland. Identify techniques used. Evaluate using complex language.</p>	<p>Develop watercolour technique by conducting an in-depth analysis of a watercolour painting.</p> <p>Comment on the form, line, technique and other observations. Form and discuss opinions. Evaluate beginning to use more complex language.</p> <p>Mix watercolour paints to create their own artwork.</p>	<p>Create a portrait of a king or queen: Plan, create and evaluate a painting using watercolours. Refer to the sketch book and use it for planning. Evaluate using more complex language.</p> <p>Mix and match watercolour paints to create atmosphere and light effects.</p>	<p>Review, revisit and critically evaluate their work. Edit by painting over their work.</p> <p>Recreate a well-known piece or an element of the piece.</p> <p>Use the colour wheel to use "harmonious colours" and "contrasting colours".</p> <p>Mix and match a range of different paints (including acrylics) to create atmosphere and light effects.</p>
<p>Key vocab:</p>	<p>Key vocab: Primary colours Secondary colours</p>	<p>Key vocab: Shades Tints Texture Layers</p>	<p>Key vocab: Tone, shade, blend, layers, perspective water colour, texture, lighten, darken, technique</p>	<p>Key vocab: Water colour, wash, blend, light, dark, colour, stroke, tip, side, layers, shade</p>	<p>Key vocab: Water colour, Brush stroke, wash, mixing, colour, light, dark</p>	<p>Key vocab: Acrylic, harmonious, contrasting, colour wheel, evaluate, layers.</p>

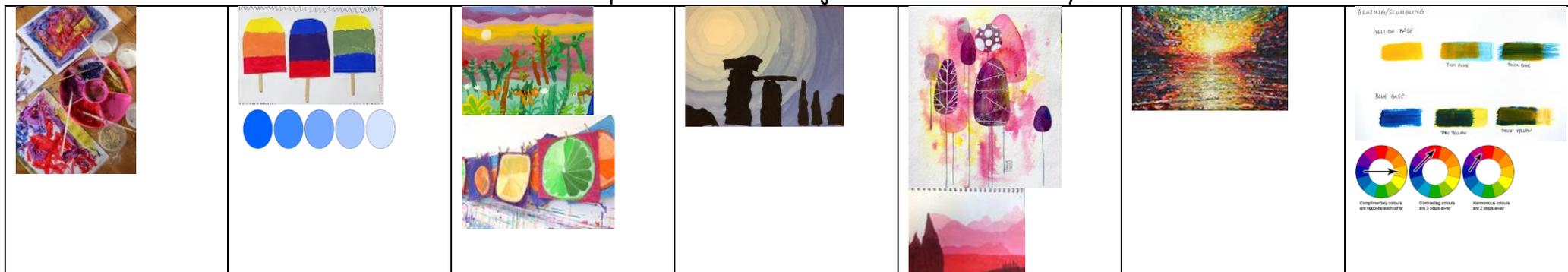


Holly Lodge Primary School

Curriculum Map 2019-20

Subject: Art

Lead: Jenny Lee



Sculpting						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy a range of malleable media e.g. clay, papier maché, salt dough.</p> <p>Build and construct sculptures using a variety of objects e.g. recycled, natural and man-made materials.</p>	<p>Experiment in a variety of malleable media and manipulate in a variety of ways e.g. pinching, rolling, kneading, impressing.</p> <p>Shape and model for a purpose e.g. pot, tile.</p> <p>Use tools and equipment safely.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Shape, form, construct and model from observation and imagination (paper mache mexican mask)</p> <p>Use surface patterns and textures when appropriate.</p>	<p>Plan, design and create an Egyptian Canopic Jar head using clay. Refer to sources for shape and detail. Use tools to create intricate surface patterns. Understand the importance of moulding the clay.</p> <p>Design, create and evaluate a papier mache volcano model.</p> <p>Join two parts successfully. Construct a simple base for extending with other shapes.</p>	<p>Make a slip to join pieces of clay.</p> <p>Produce a mock-up before making a final piece. Adapt work where necessary and explain why.</p> <p>Begin to model over a framework.</p> <p>Use recycled, natural and man-made materials to produce sculptures.</p> <p>Begin to carve sculptures.</p>	<p>3D Animal sculpture: Develop understanding of different ways of finishing work e.g. glazing, painting, polishing.</p> <p>Gain experience modelling over a framework.</p> <p>Plan sculpture including how to join parts.</p> <p>Continue to carve sculptures.</p>	<p>As independently as possible plan, create and evaluate a sculpture incorporating form, pattern and texture. Demonstrate experience in relief and free-standing work.</p> <p>Work around a framework.</p> <p>Use imagination and experience to influence work. Evaluate and edit using complex language.</p>



Holly Lodge Primary School
Curriculum Map 2019-20 Subject: Art Lead: Jenny Lee

			Secure work to continue in the future.			
Key vocab:	Key vocab:	Key vocab:	Key vocab: Mould, sculpt, tools, smooth, rough,	Key vocab: Material, moulding, smooth, rough, texture, tools, recycled, natural, man-made, sculpture, carve	Key vocab: Material, finishing, moulding, indentation, tools, smooth, rough, texture.	Key vocab: Framework, pattern, texture, free- standing, relief.
				<p>Joining Clay</p>   <ol style="list-style-type: none">1. Score with knife to create teeth on both parts.2. Add slip (clay and water) - acts like glue.3. Join to create bridge to connect pieces.  		



Holly Lodge Primary School
Curriculum Map 2019-20 Subject: Art Lead: Jenny Lee

Artists						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Discuss what an artist is.</p> <p>Show children some famous pieces of artwork (Archimboldo) and help them to produce their own versions.</p>	<p>Link their work to well-known artists (Picasso).</p> <p>Make links to the local artistic community.</p> <p>Andy Goldsworthy - link to outdoor learning.</p>	<p>Make links to the local artistic community (Sculpture Park)</p> <p>Examine work from well-known and local artists. Produce own artwork based on what they have learnt and evaluate their work.</p>	<p>Link to Geography (World Warriors) Jeannie Baker - Window</p> <p>Link to history (Settlers and Invaders) Nick Rowland - Volcano Art</p> <p>Refer to artists, architects and designers in history for inspiration or comparison.</p>	<p>Link to history (Ancient Greece topic). Greek Pot - Clay pot, portrait photography</p> <p>How has art become a valuable part of our history? Andy Warhol? Kandinsky</p> <p>Continuously refer back to artists, architects and designers in history for inspiration or comparison</p> <p>Hokusai- the wave? Block printing</p>	<p>Peter Thorpe - abstract space art</p> <p>Compare and contrast painters of different monarchs throughout history.</p> <p>Antoine-Louis Barye - animal sculptor</p> <p>Jules Cheret - poster artist</p>	<p>L. S. Lowry and Evelyn Dunbar- link to WWII. Lowry - Charcoal drawing and painting style using only 5 colours</p> <p>Refer back to artists, architects and designers in history for inspiration or comparison.</p>
Key vocab:	Key vocab:	Key vocab:	Key vocab: Collage, volcano, stroke, chalk, blend, colour, material, layer,	Key vocab: Abstract, slip, concentric, colour mixing, primary, secondary, block printing	Key vocab: Portrait, facial features, silhouette, framing.	Key vocab: Perspective, form, colour, silhouette.