



# Lunt's Heath Primary School

## Art and Design Curriculum Map and Statutory Requirements

<b>Lunt's Heath Primary School</b> <b>Art Curriculum Map 2024-2025</b>						
	Autumn	Spring		Summer		
<b>Reception</b>	<p style="color: #6aa84f; font-weight: bold;">Learn to explore and play with a wide range of materials and media.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p style="color: #6aa84f; font-weight: bold;">Rangoli patterns.</p> <p style="color: #6aa84f; font-weight: bold;">Leaf copies – CP.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p style="color: #d9534f; font-weight: bold;">Make lanterns Chinese New Year</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery</p>	<p style="color: #4f81bd; font-weight: bold;">Van Gogh - Starry Night. Port hole space pictures.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p style="color: #6aa84f; font-weight: bold;">Minibeasts natural printing – flowers, string, stem, lollysticks and buttons.</p> <p>Begin to show accuracy and care when drawing.</p>	<p style="color: #d9534f; font-weight: bold;">Van Gogh – Sunflowers Oil pastels.</p> <p style="color: #6aa84f; font-weight: bold;">Printing using various materials (creating a picture of a flower).</p> <p>Begin to show accuracy and care when drawing.</p>
	<p style="color: #d9534f; font-weight: bold;">Self-portraits – drawing their faces using mirrors.</p> <p>Begin to show accuracy and care when drawing.</p>	<p style="color: #d9534f; font-weight: bold;">Firework pictures- chinks.</p> <p style="color: #6aa84f; font-weight: bold;">Christmas cards- printing/patterns.</p> <p style="color: #6aa84f; font-weight: bold;">Christmas tree decorations</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p style="color: #6aa84f; font-weight: bold;">Uniform designs – People Who Help Us= Textiles and material exploration.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p style="color: #6aa84f; font-weight: bold;">Patterns on Easter eggs. Explore colour mixing to create secondary colours.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p style="color: #d9534f; font-weight: bold;">Shading by adding black or white.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p style="color: #d9534f; font-weight: bold;">Observational drawings- different vegetables and flowers.</p> <p>Begin to show accuracy and care when drawing.</p>
<b>Year 1</b>	<p style="color: #4f81bd; font-weight: bold;">Hot &amp; Cold Places: (Painting - colour mixing)</p> <p>Name and mix primary colours to make secondary colours. Use thick and thin brushes to paint a picture. Say how an artist has used colour.</p>		<p style="color: #6aa84f; font-weight: bold;">Animal prints (Science): Relief Printing</p> <p>Make a printing block, use printing tools and print onto fabric or paper. Create a repeating pattern.</p>		<p style="color: #d9534f; font-weight: bold;">Seaside Art: Collage.</p> <p>Explore and experiment with a range of materials and sort and arrange for a purpose.</p>	
<b>Year 2</b>	<p style="color: #d9534f; font-weight: bold;">Fireworks: (Mixed Media)</p> <p>Understand how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line and make links to their own work.</p> <p>Create collages with real purpose combining both visual and tactile qualities and sharing their ideas, experiences and imagination.</p>		<p style="color: #4f81bd; font-weight: bold;">African Masks (Sculpture)</p> <p>Use a range of modelling materials and add texture to models using tools.</p> <p>Make shapes from rolled up paper, straws, paper and card and develop coiling and overlapping skill.</p>		<p style="color: #6aa84f; font-weight: bold;">Victorians (History)</p> <p style="color: #d9534f; font-weight: bold;">Drawing: L.S Lowry</p> <p>Use crayons, pencils, pastels and charcoal in my drawings. Make a variety of lines of different sizes, thickness and shapes and show patterns and textures in drawings by adding dots and lines.</p>	

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<b>Year 3</b>	<b>Paul Cezanne: (Painting)</b>	<b>Creating Images of Volcanoes: Drawing</b>	<b>Printing with Nature: Sculpture</b>
	<p>Understand how artists have used paint and painting techniques to produce colour, texture, tone, shape, space, form and line.</p> <p>Create colours by mixing to represent images they have observed in the natural and man-made world.</p>	<p>Use a variety of different shaped lines to indicate movement in drawings.</p>	<p>Use a variety of tools and techniques for sculpting in clay, papier-mâché and other mouldable materials.</p> <p>Use carvings on a surface to create shapes, texture and pattern.</p>
<b>Year 4</b>	<b>Roman Mosaics</b>	<b>Mackintosh-Architect and Artist: (Drawings)</b>	<b>Monet Cityscapes: Painting</b>
	<p>Experiment with ceramic mosaic techniques to produce a piece of art.</p> <p>Use tessellation and other patterns in a collage.</p>	<p>Use different grades of pencil and drawing techniques to show tones, texture, movement, shadows and reflections.</p>	<p>Mix colours using tints and tones/shades and experiment in creating mood and feelings with colour.</p> <p>Use a number of brush techniques with thin and thick brushes, to create shapes, textures, patterns and lines.</p>
<b>Year 5</b>	<b>Collagraph Printing on fabric: Anglo-Saxons</b>	<b>Rainforests :Painting</b>	<b>Ancient Maya Art: Collage</b>
	<p>Make printing blocks and experiment with different materials to create precise repeating patterns.</p> <p>Compare the methods and approaches of different designers.</p> <p>Take inspiration from textile work from other cultures, countries and through history.</p>	<p>Experiment with different colours to create a mood and to use colour and shapes to reflect feelings and moods.</p> <p>Develop a personal style.</p>	<p>Create a collage that has a striking effect because of: its colour choices, pattern, lines, tones or shapes.</p> <p>Modify and change materials to be used in a collage and share the visual and tactile qualities of your work.</p>
<b>Year 6</b>	<b>(Painting the local area – Steven Scholes)</b>	<b>Shakespearean Performances: Textiles – Theatrical Costume Making.</b>	<b>Express Yourself: Drawing and Mixed Media = Mask Making</b>
	<p>Create colours by mixing to represent images observed in the natural and man-made world and experiment with different colours to create a mood.</p> <p>Discuss and understand how artists have used colour and painting techniques for a purpose.</p>	<p>Develop a sound understanding of how to use the techniques of sewing, appliqué, embroidery, plaiting and finger knitting.</p> <p>Develop a preference for the type of textile work and develop pieces in a particular style, with a purpose in mind.</p>	<p>Use lines and shading to add interesting effects to drawings, using different grades of pencil.</p> <p>Use a variety of materials, tools and techniques to create 3D work that contains both visual and tactile qualities.</p>



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### Purpose and Aims

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



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### EYFS

#### Art and Design Knowledge and Skills

<p style="text-align: center;"><b>Physical Development – Reception</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> </ul>	<p style="text-align: center;"><b>Expressive Arts and Design – Reception</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>
<p style="text-align: center;"><b>Physical Development – ELG Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	<p style="text-align: center;"><b>Expressive Arts and Design – ELG Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>

<b>Arts and Design- Art</b>	Learn to explore and play with a wide range of materials and media.	Rangoli patterns  Leaf copies - CP	Make lanterns Chinese New Year	Van Gogh - Starry Night  Port hole space pictures	Minibeasts natural printing – flowers, string, stem, lollysticks and buttons.	Van Gogh – Sunflowers Oil pastels  Printing using various materials (creating a picture of a flower).
	Self-portraits – drawing their faces using mirrors.	Firework pictures- chalks  Christmas cards-printing/patterns  Christmas tree decorations	Uniform designs – People Who Help Us = Textiles and material exploration.	Patterns on Easter eggs Explore colour mixing to create secondary colours	Shading by adding black or white	Observational drawings- different vegetables and flowers.



# Lunt's Heath Primary School Art and Design Curriculum Map and Statutory Requirements

## Key Stage 1

### Art and Design Knowledge and Skills

**Pupils will be taught to:**

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

<u>Year 1</u> <b>Painting</b> Colour Mixing Artist - Kandisky	<u>Year 1</u> <b>Relief Printing</b> Artist – William Morris	<u>Year 1</u> <b>Collage</b> Artist – Matisse	<u>Year 2</u> <b>Mixed Media</b> (Paint, chalks, pastels, collage) Artist – Mark Chadwick	<u>Year2</u> <b>Sculpture</b> Contextual link-African Art Artist-Franz Marc	<u>Year2</u> <b>Drawing &amp; Mixed Media</b> Artist-L.S Lowry
Pupils will be taught to: <ul style="list-style-type: none"> <li>• use thick and thin brushes</li> <li>• use ready mixed or powder paints to show my ideas</li> <li>• paint pictures of what they see</li> <li>• name the primary and secondary colours</li> <li>• say how an artist has used colour</li> <li>• mix primary colours to make secondary colours</li> <li>• add white to colours make tints</li> <li>• add black to colours to make tones</li> <li>• know the positions of primary and secondary colours in relation to each other on the colour wheel</li> <li>• link colours to natural and man-made objects</li> </ul>	Pupils will be taught to: <ul style="list-style-type: none"> <li>• use printing tools such as fruit, vegetables and sponges</li> <li>• print onto fabric or paper</li> <li>• make printing blocks using string patterns or plasticine shapes</li> <li>• explore techniques such as repeating, overlapping, rotating and arranging shapes</li> </ul>	Pupils will be taught to: <ul style="list-style-type: none"> <li>• explore and experiment with lots of collage materials</li> <li>• cut and tear paper, textiles and card for collages</li> <li>• sort and arrange collage materials for a purpose</li> <li>• create collages in a group or independently</li> <li>• mix paper and other materials with different textures and appearances</li> <li>• use shapes, textures, colours and patterns</li> <li>• say how other artists have used texture, colour, pattern and shape in their work</li> </ul>	Pupils will be taught to: <ul style="list-style-type: none"> <li>• experiment in creating mood and feelings with colour and to use a number of brush techniques using thin and thick brushes, to create shapes, textures, patterns and lines</li> <li>• understand how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space form and line</li> <li>• create collages with real purpose combining both visual and tactile qualities create collages inspired by artists and designers</li> </ul>	Pupils will be taught to: <ul style="list-style-type: none"> <li>• use a range of modelling materials</li> <li>• add texture to my models using tools</li> <li>• make shapes from rolled up paper, straws, paper and card</li> <li>• develop coiling and overlapping skills</li> </ul>	Pupils will be taught to: <ul style="list-style-type: none"> <li>• draw lines of different shapes and thicknesses</li> <li>• draw with crayons and pencils</li> <li>• describe shapes and patterns</li> <li>• colour in neatly, following the lines very carefully</li> <li>• use pencils, pastels and charcoal in my drawings</li> <li>• show patterns and textures in my drawings by adding dots and lines</li> <li>• show different tones using coloured pencils</li> <li>• make a variety of lines of different sizes, thickness and shapes</li> </ul>





# Lunt's Heath Primary School Art and Design Curriculum Map and Statutory Requirements

## Key Stage 2 (Year 3 and 4)

### Art and Design Knowledge and Skills

**Pupils will be taught to:**

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Year 3 <u>Drawing &amp; Painting</u> Artist-Paul Cezanne	Year 3 <u>Sculpture</u> Contextual link- Greek Pottery	Year 3 <u>Drawing</u> Contextual link- Volcanic Art	Year 4 <u>Mixed Media</u> (collage then clay/tiles) Contextual Link- Roman Mosaic Patterns	Year 4 <u>Drawing</u> Artist- Mackintosh	Year 4 <u>Painting</u> Artist – Monet
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• use a number of sketches to base work on</li> <li>• sketch lightly and to use different grades of pencil at different angles to show different tones</li> <li>• use hatching and cross hatching to show tone and texture in drawings</li> <li>• mix colours using tints and tones</li> <li>• use a number of brush techniques using thin and thick brushes, to create shapes, textures and lines</li> <li>• understand how artists have used paint and paint techniques to produce colour, texture, tone, shape, space form and line</li> <li>• to create colours by mixing to represent images they have observed in the natural and man-made world</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• use clay techniques to apply to pottery studied in other cultures</li> <li>• plan 3d work carefully</li> <li>• use the technique of adding materials to create texture, feeling, expression or movement</li> <li>• use a variety of tools and techniques for sculpting in clay, papier-mâché and other mouldable materials</li> <li>• use carvings on a surface to create shapes, texture and pattern</li> <li>• use carving techniques to reflect observed images in the natural world</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• use a number of sketches to base work on</li> <li>• use a viewfinder to help sketching skills</li> <li>• annotate sketches to explain ideas</li> <li>• sketch lightly</li> <li>• use different grades of pencil at different angles to show different tones</li> <li>• use hatching and cross hatching to show tone and texture in drawings</li> <li>• select the most suitable drawing materials for the type of drawing</li> <li>• use shading to add interesting effects to drawings using different grades of pencil</li> <li>• explain the ideas behind images in art sketch book</li> <li>• use a variety of different shaped lines to indicate movement in drawings</li> <li>• use shading to show shadows and reflections on 3d shapes</li> <li>• study other artists drawings and experiment with these styles</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• develop coiling and overlapping skills</li> <li>• use my cutting skills to produce repeated patterns</li> <li>• use tessellation and other patterns in my collage</li> <li>• create collages with real purpose combining both visual and tactile qualities</li> <li>• create collages inspired by artists and designers</li> <li>• investigate mosaic, montage and collage from other cultures</li> <li>• experiment with techniques that use contrasting textures, colours or patterns</li> <li>• experiment with ceramic mosaic techniques to produce a piece of art</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• use a number of sketches to base work on</li> <li>• use a viewfinder to help sketching skills</li> <li>• annotate sketches to explain ideas</li> <li>• sketch lightly</li> <li>• use different grades of pencil at different angles to show different tones</li> <li>• use hatching and cross hatching to show tone and texture in drawings</li> <li>• select the most suitable drawing materials for the type of drawing</li> <li>• use shading to add interesting effects to drawings using different grades of pencil</li> <li>• explain the ideas behind images in art sketch book</li> <li>• use a variety of different shaped lines to indicate movement in drawings</li> <li>• use shading to show shadows and reflections on 3d shapes</li> <li>• study other artists drawings and experiment with these styles</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• mix colours using tints and tones</li> <li>• use water colour paint to produce washes for background and then add detail.</li> <li>• experiment in creating mood and feelings with colour</li> <li>• use a number of brush techniques using thin and thick brushes, to create shapes, textures, patterns and lines</li> <li>• understand how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space form and line</li> <li>• create colours by mixing to represent images they have observed in the natural and man-made world</li> <li>• experiment with different colours to create a mood</li> <li>• use colour and shapes to reflect feelings and moods</li> <li>• sketch lightly before painting so as to combine lines with colour to produce images that convey a purpose</li> </ul>



# Lunt's Heath Primary School

## Art and Design Curriculum Map and Statutory Requirements

### Key Stage 2 (Year 5 and 6)

#### Art and Design Knowledge and Skills

**Pupils will be taught to:**

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

<u>Year 5</u> <b>Drawing</b> & <b>Collagraph Printing</b> on fabric Contextual link- <u>Anglo Saxons</u>	<u>Year 5</u> <b>Painting</b> Artist- <u>Henri Rousseau</u>	<u>Year 5</u> <b>Collage</b> Contextual link - <u>Ancient Maya Art</u>	<u>Year 6</u> <b>Painting</b> Artist- <u>Steven Scholes</u>	<u>Year 6</u> <b>Textiles</b> Contextual link- <u>Shakespearean Performances</u> Artist- <u>Leon Bakst</u>	<u>Year 6</u> <b>Drawing &amp; Mixed Media</b> (collage, 3d) Artists- <u>Keith Haring, Picasso, Kandisky, Chuck Close</u>
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• use a variety of different shaped lines</li> <li>• explain the ideas behind the images within personal sketchbooks</li> <li>• study other artists' drawings and experiment with some of these styles</li> <li>• make printing blocks and experiment with different materials</li> <li>• know how printing is used in the everyday life of designers or artists and to compare the methods and approaches of different designers</li> <li>• explore printing from other cultures and time periods and to create precise repeating patterns by creating accurate printing blocks</li> <li>• study printmaking from other cultures or other time periods.</li> <li>• take inspiration from textile work from other cultures, countries and through history</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• sketch lightly before painting so as to combine lines with colour to produce images that convey a purpose</li> <li>• to experiment with different colours to create a mood and to use colour and shapes to reflect feelings and moods</li> <li>• develop a personal style</li> <li>• mix colours using tints and tones</li> <li>• to use a number of brush techniques using thin and thick brushes, to create shapes, textures, patterns and lines.</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• choose the most appropriate materials to create a collage</li> <li>• can modify and change materials to be used in the collage</li> <li>• create a collage that has a striking effect because of: its colour choices, pattern, lines, tones or shapes</li> <li>• write about the visual and tactile qualities of the collage work</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• create colours by mixing to represent images observed in the natural and man-made world</li> <li>• experiment with different colours to create a mood</li> <li>• use colour and shapes to reflect feelings and moods</li> <li>• sketch before painting so as to combine lines with colour to produce images that convey a purpose</li> <li>• develop a personal style</li> <li>• combine colours to create tints, tones and shades to reflect the purpose of the artwork</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• develop a sound understanding of how to use the techniques of sewing, appliqué, embroidery, plaiting and finger knitting</li> <li>• develop a preference for the type of textile work and develop a range of pieces in a particular style, for a range of purposes</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• use shading to add interesting effects to my drawings, using different grades of pencil</li> <li>• use a variety of different shaped lines</li> <li>• select the most suitable drawing materials for the type of drawing that is to be produced</li> <li>• explain the ideas behind the images within personal sketchbooks</li> <li>• use a variety of tools and techniques for sculpting in clay, papier-mâché and other mouldable materials</li> <li>• add carvings to a surface to create shapes, texture and pattern</li> <li>• produce portraiture work that has a life like quality gained by choosing and applying the most appropriate techniques</li> <li>• produce models on a range of scales</li> <li>• ensure 3d work contains both visual and tactile qualities</li> <li>• choose from all of the techniques to embellish my work, as appropriate</li> </ul>



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Lunt's Heath Primary School Mastery of Art Pathway		
Contextual link to be included in your sketchbooks		
element		
<b>start point</b>  ↓1	Awakening	<ul style="list-style-type: none"> <li>• stimulus</li> <li>• hook</li> <li>• experience</li> <li>• vocab</li> <li>• appreciation</li> </ul>
↓2	Discovery	<ul style="list-style-type: none"> <li>• questioning</li> <li>• exploring</li> <li>• knowledge</li> <li>• use of variation (resources)</li> <li>• vocab</li> </ul>
↓3	Integration	<ul style="list-style-type: none"> <li>• integrating ideas and techniques into your work</li> <li>• skills</li> <li>• experience</li> <li>• vocab</li> </ul>
↓4 <b>end point</b>	Rhythm	<ul style="list-style-type: none"> <li>• experience</li> <li>• practice</li> <li>• embed skills</li> <li>• develop your own style</li> <li>• creation of new work</li> <li>• vocab</li> </ul>

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