

Otterbourne CE Primary School - Art



Curriculum Map, Progression and Golden Threads

Concepts to know and remember

| Artists | Drawing | Sculpture | Painting | Exploring Ideas |
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| First Hand Experience | | | Link to other subjects | |
| | Autumn Term | Spring Term | Summer Term | |
| Year R | Through continuous provision and child initiated learning: develop colour mixing techniques; develop gross motor skills of drawing with chalk, large brushes and in physical air writing | Through continuous provision and child initiated learning: refine fine motor skills with use of pen, pencils, small brushes; define colour, shape and textures. In addition: talk about art and artists | Through continuous provision and child-initiated learning: develop use of loose parts, water colour, pastels and art pencils to create artistic responses. In addition: respond to music with art | |
| | Develop colour-mixing techniques to enable them to match the colours they see and want to represent Explore different ways of artistically representing ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively sharing ideas, resources and skills Creates representations of both imaginary and real-life ideas, events, people and objects | Explore, use and refine a variety of artistic effects to express their ideas and feelings Use an increasing range of vocabulary to define colours, shapes, texture and smells in the natural world Develop techniques to join materials, such as how to use adhesive tape and different sorts of glue Visit galleries and museums to generate inspiration and conversation about art and artists | Develops their own ideas through experimentation with diverse materials e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding Uses combination of art forms e.g. moving and singing, making and dramatic-play, drawing and talking, constructing and mapping Responds imaginatively to art works and objects e.g. "This music sounds like dinosaurs." Chooses particular movements, instruments, sounds, colours and materials for their own imaginative purposes | |
| Assessment Knowledge Skills | <p><u>Early Learning Goals</u></p> <p>Physical Development:</p> <p style="color: blue;">Holds a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p style="color: blue;">Uses a range of small tools, including scissors, paintbrushes and cutlery.</p> <p style="color: blue;">Begins to show accuracy and care when drawing.</p> <p>Expressive Arts and Design:</p> <p style="color: blue;">Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Shares their creations, explaining the process they have used.</p> | | | |
| <u>KS1 National Curriculum Objectives</u> | | | | |

Key stage 1 Pupils should be taught:

- ♣ 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.

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| Year 1 | | <p>Colour Mixing</p> <p><i>*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p><i>*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> | <p>Portraits</p> <p>- Giuseppe Arcimboldo</p> <p>Links to royal historical portraiture</p> <p><i>*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.</i></p> | | <p>The Seaside - collage and mixed media</p> <p><i>*to use a range of materials creatively to design and make products</i></p> | |
| Assessment Knowledge Skills | | To know the primary colours are red, yellow and blue and these can be mixed to make other colours. | To use pencils to draw lines of different sizes and shapes. | | To use a range of recycled materials (paper, fabric and natural materials) to create a collage. | |
| Year 2 | | <p>Self Portraits</p> <p>Pablo Picasso, Paul Klee and Andy Warhol.</p> <p><i>*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p><i>*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.</i></p> | | <p>Life in Colour</p> <p>Links to Caribbean Comparisons</p> <p><i>*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p><i>*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> | | <p>Clay Tiles</p> <p>Link to history Great Fire of London houses.</p> <p><i>*to use a range of materials creatively to design and make products</i></p> <p><i>*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> |
| Assessment Knowledge Skills | | Use a pencil to draw lines suitable for a portrait: Straight, curved, thick, and thin lines | | To confidently mix primary colours to create a specific secondary colour. | | To use hands to roll, pinch, pull, and join clay to form basic shapes |

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| | | - Lines of different lengths and direction | | | |
| <p>Key stage 2 National Curriculum Objectives</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ 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 3/4 Cycle A | | | <p><u>Georgia O'Keefe - nature in abstract</u></p> <p><i>*about great artists, architects and designers in history.</i></p> | <p><u>Viking Jewellery</u></p> <p>Links to history Anglo Saxons and Vikings history topic</p> <p><i>*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]</i></p> | |
| Assessment Knowledge Skills | | | <p>To mix colours confidently to create specific tints, shades, and tones to display for warmth/coolness.</p> <p>To begin to use different types of paint for different purpose (e.g., watercolour for blending; poster paint for bold colours).</p> | <p>To use hands and tools to shape and carve clay to create different shapes and patterns.</p> | |
| Year 3/4 Cycle B | <p><u>Prehistoric art</u></p> <p>Link to history</p> <p><i>*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]</i></p> | | <p><u>Artist study: Beatriz Milhazes</u></p> <p><i>*about great artists, architects and designers in history.</i></p> <p><i>*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]</i></p> | | <p><u>Out and About in Otterbourne</u></p> <p>Link to Geography</p> <p>Amber Reed's House</p> <p><i>*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]</i></p> |
| Assessment Knowledge Skills | <p>To use charcoal and chalk to create tone and depth in a drawing: charcoal to create shadow, chalk to create highlights.</p> | | <p>To blend or layer two or more colours to explore how pastels mix (e.g. blending pink and blue to make purple).</p> <p>To accurately select contrasting colours (e.g. warm vs cool) to make shapes or patterns stand out.</p> | <p>Identify different sketching pencils and know which are harder/lighter vs. softer/darker.</p> <p>Select an appropriate pencil for:</p> <p>Light lines (e.g., outlines with HB/2H)</p> <ul style="list-style-type: none"> • Darker areas or shading (e.g., 2B, 4B) <p>To begin to use perspective.</p> | |

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| <p>Year 5/6 Cycle A</p> | <p>Charlie Mackesy</p> <p>Link to school values</p> <p><i>*about great artists, architects and designers in history.</i></p> | <p>Landscape river painting</p> <p>Monet</p> <p><i>about great artists, architects and designers in history.</i></p> | | <p>WWII themed perspective sketches</p> <p>Link to history</p> <p><i>*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]</i></p> | |
| <p>Assessment Knowledge Skills</p> | <p>To apply light and dark pencil marks to create shadow and highlight in appropriate places</p> <p>To draw human and animal figures with accurate/roughly accurate proportions (e.g. head size vs. body, leg length, joint placement).</p> | <p>To mix and apply colours to reflect mood, light, and atmosphere.</p> | | <p>To begin to use/master the use of perspective accurately within a landscape drawing.</p> | |
| <p>Year 5/6 Cycle B</p> | | <p>Foil Sculpture</p> <p>Alberto Giacometti</p> <p><i>*about great artists, architects and designers in history.</i></p> | | <p>Protest Art</p> <p>Shepherd Fairey</p> <p><i>*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]</i></p> | |
| <p>Assessment Knowledge Skills</p> | | <p>To use hands and tools to shape foil to create different shapes to real life proportions.</p> | | <p>To carefully select and combine intentional media choices (e.g., bold coloured paint for anger, fragile natural materials for vulnerability, digital text for impact).</p> <p>To arrange a composition to focus attention and enhance emotion (e.g., central focal point for text, chaotic background, torn edges).</p> | |

Progression and Golden Threads

| Golden Threads | Exploring and Developing Ideas | Drawing | Painting | Sculpture, Printing and Collage | Artists |
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| Year R | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> | <p>Through continuous provision and child initiated learning</p> <ul style="list-style-type: none"> - Large drawings with chalk - Drawing with pencils and crayons - Focusing on colour, shape and texture - Experiment with pastels - Draw into sand, liquids, onto the ground using liquids and tools. | <p>Through continuous provision and child initiated learning</p> <ul style="list-style-type: none"> - Experiment with colour mixing - Painting with large brushes - Painting with small brushes - Focusing on colour, shape and texture - Experiment with watercolours | <p>Through continuous provision and child initiated learning</p> <ul style="list-style-type: none"> - Use loose parts to create artwork - Explore a range of malleable materials to make models or pictures. - Use found materials man made/natural to print. | <ul style="list-style-type: none"> - Look at a selection of famous art work to inspire children's own art |
| Year 1 | <p>Explore ideas and collect information using a sketchbook.</p> <p>Respond positively to ideas and starting points.</p> <p>Describe differences and similarities in pieces of work.</p> | <p>Life drawing – Flowers</p> <p>Use a variety of drawing tools – crayon, chalk, pencil, felt tips.</p> <p>Draw light and dark lines (tone)</p> <p>Observe and draw shapes.</p> <p>Observe and draw patterns.</p> | <p>Colour Mixing</p> <p>Using Posters Paints</p> <p>Name and experiment with colours</p> <p>Mix primary colours to make secondary colours</p> <p>Start to apply colour with different tools – brushes, rollers, fingers, tools.</p> <p>Start to create repeating patterns</p> | <p>Seaside Collage</p> <p>Sustainable Art using recycled materials</p> <p>Explore printing simple pictures with a range of hard and soft materials (recycled materials).</p> <p>To use recycled and manufactured materials for sculpting.</p> <p>Create different shapes and begin to add texture by mixing materials.</p> <p>Fold, crumple, tear, cut overlap and sort different materials.</p> <p>Begin to select colours and materials to create effect.</p> | <p>Giuseppe Archimboldo</p> <p>Van Gogh</p> <p>Georgia O'keeffe</p> <p>To look at and talk about own work and that of other artists and the techniques they had used.</p> <p>Express an opinion on the work of famous, notable artists.</p> |

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| <p>Year 2</p> | <p>Explore, plan and develop ideas and collect information using a sketchbook.</p> <p>Describe differences and similarities, making links to their own work.</p> <p>Experiment with different materials and methods to improve a piece of work.</p> | <p>Portraits Experiment with a variety of drawing tools – oil pastels, chalks, pencil, colouring pencils.</p> <p>Draw lines from observations.</p> <p>Develop use of tone to create lighter and darker lines.</p> <p>Experiment with different grades of pencil.</p> | <p>Life in colour – plus texture Tint colours with white poster paint to make them lighter. Darken colours using black poster paint to create shades. Collect, sort and match colours to create an image.</p> <p>Experiment with using tools and everyday objects (e.g. a toothbrush or kitchen roll) to create patterns and texture.</p> | <p>Clay Tiles Explore sculpture of malleable materials and manipulate malleable materials for a purpose. To use natural and manufactured materials to explore sculpture. Use a variety of techniques – kneading, rolling, cutting and pinching. Use tools to create lines, patterns and to add texture.</p> | <p>Giuseppe Archimboldo Paul Klee Andy Warhol Pablo Picasso</p> <p>To use inspiration from famous, notable artists to create their own work and compare.</p> <p>Explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</p> |
| <p>Year 3/4 Cycle A</p> | <p>To use sketchbooks to collect and record visual information from different sources.</p> <p>Plan, explore and experiment with ideas, selecting materials to support them.</p> <p>To adapt and refine ideas where necessary.</p> <p>Question and make observations about starting points, and respond positively to suggestions.</p> <p>Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> | | <p>David Hockney inspired water paintings Use watercolours, poster paint and powder paint (acrylic if possible). Confidently mix colours using the language - primary colour, secondary colour, shades (black added), tints (white added). Sketch images/ideas before painting. Experiment with and use colour washes. Use a brush to confidently produce marks appropriate for work creating varied shapes, textures, patterns and lines Use a range of brushes to demonstrate increasing control with the types of marks made.</p> | <p>Viking clay sculptures</p> <p>To cut, make and combine shapes to create recognisable forms.</p> <p>Shape, form, model and construct malleable and rigid materials.</p> <p>Use clay and other malleable materials and practise joining techniques.</p> <p>Add materials to the sculpture to create detail.</p> <p>Can select colours and materials to create effect, giving reasons for their choices</p> <p>Refine work as they go to ensure precision.</p> | <p>David Hockney</p> <p>Continue to explore 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.</p> <p>Use inspiration from famous artist to replicate a piece of work.</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills.</p> |
| <p>Year 3/4 Cycle B</p> | <p>To use sketchbooks to collect and record visual information from different sources.</p> | <p>Prehistoric art – cave paintings using coal and chalk Local landscape drawing Beatriz Milhazes</p> | <p>Beatriz Milhazes</p> <p>Sketch images before painting.</p> | | <p>Local Art Study Amber Reed's House Joan Miro</p> <p>Continue to explore the work of a range of artists,</p> |

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| | <p>Plan, explore and experiment with ideas, selecting materials to support them.</p> <p>To adapt and refine ideas where necessary.</p> <p>Question and make observations about starting points, and respond positively to suggestions.</p> <p>Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> | <p>Experiment with different grades of pencil, cross hatching and blending.</p> <p>Use different grades of pencil to apply tone to drawings.</p> <p>Experiment with charcoal and pastels to create texture.</p> <p>Use pencil, charcoal and oil pastels to draw different form, shape and create simple patterns.</p> <p>Experiment with different types of line to create a composition (thick, thin, wavy, curved), hatching and cross hatching.</p> <p>Use shading to show light and shadow effects.</p> <p>Confidently works from observation and imagination.</p> <p>To show an awareness of space when drawing.</p> | <p>Mix and use, tints, tones and shades and apply to work.</p> <p>Use a brush to confidently produce marks appropriate for work creating varied shapes, textures, patterns and lines</p> <p>Draw, paint, collage to create different patterns</p> | | <p>craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Use inspiration from famous artist to replicate a piece of work.</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills.</p> |
| <p>Year 5/6 Cycle A</p> | <p>To use sketchbooks to collect and record visual information from different sources as well as planning and collecting material.</p> <p>Use sketchbooks to revisit and review ideas.</p> <p>Develop ideas for a piece work, taking into account purpose.</p> <p>Think critically about their art and design work.</p> <p>Compare and evaluate ideas, methods and approaches used by themselves and others.</p> <p>Discuss how they feel about their own and others work with detailed reasons.</p> <p>To use digital technology as sources for developing ideas.</p> <p>Use key vocabulary to demonstrate knowledge and understanding.</p> <p>Describe how they may change their work and why. Adapt work</p> | <p>WWII sketches</p> <p>Drawing in the style of Charlie Mackesy.</p> <p>Use a range of drawing media different grades of pencil, ink, biro, pastel, charcoal etc.)</p> <p>Produce accurate drawings from observation and use tonal contrast in drawings.</p> <p>Explore colour mixing and blending with coloured pencils. Develop an awareness of composition, scale and proportion.</p> <p>Begin to use perspective in art work. Select techniques appropriate to the purpose</p> | <p>Landscape River painting – Monet</p> <p>Identify and work with complementary and contrasting colours.</p> <p>Use a range of paint to create visually interesting pieces</p> <p>Mix colour, shades and tones with confidence, building on previous knowledge</p> <p>Mix and match colours to create atmosphere and light effects</p> <p>To work on a painting in stages starting with sketching images.</p> | | <p>Charlie Mackesy Monet</p> <p>To compare the style of different artists and approaches.</p> <p>Explore and offer facts about a range of great artists, architects and designers in history.</p> <p>Give detailed observations about notable artists', architects' and designers' work.</p> |

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| | <p>accordingly. Then discuss how they could change it further.</p> | <p>(shading, smudging, hatching, cross-hatching etc.)</p> <p>Draw for a sustained period of time working on one piece</p> <p>Use mixed media in their work</p> | | | |
| <p>Year 5/6 Cycle B</p> | <p>To use sketchbooks to collect and record visual information from different sources as well as planning and collecting material.</p> <p>Use sketchbooks to revisit and review ideas.</p> <p>Develop ideas for a piece work, taking into account purpose.</p> <p>Think critically about their art and design work.</p> <p>Compare and evaluate ideas, methods and approaches used by themselves and others.</p> <p>Discuss how they feel about their own and others work with detailed reasons.</p> <p>To use digital technology as sources for developing ideas.</p> <p>Use key vocabulary to demonstrate knowledge and understanding.</p> <p>Describe how they may change their work and why. Adapt work accordingly. Then discuss how they could change it further.</p> | | <p>Protest Art</p> <p>Mix colour, shades and tones with confidence, building on previous knowledge.</p> <p>Combine colours, tone, shade and tints to enhance the mood of a piece.</p> <p>To work on a painting in stages starting with sketching images.</p> <p>Use brush techniques to create texture.</p> | | <p>Shepard Fairey David Hockney (briefly) Man Ray Fernand Leger</p> <p>To compare the style of different artists and approaches.</p> <p>Explore and offer facts about a range of great artists, architects and designers in history.</p> <p>Give detailed observations about notable artists', architects' and designers' work.</p> |