












## CURRICULUM MAPPING FOR: ART and DESIGN – Cycle B

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes	Settling into school Autumn	Colour and magic Diwali Christmas	Winter Space Chinese New Year	Pets Spring Easter and Eggs	Growing/Gardening Farms When I Grow Up	The World Journeys & Maps Celebration of cultures Summer
Development Matters  <i>Children in Reception will be learning to:</i>	<p>Expressive Arts and Design</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>Understanding the World</p> <ul style="list-style-type: none"> <li>Explore the natural world around them</li> <li>Describe what they see, hear and feel whilst outside</li> </ul> <p>Physical Development</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. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> <li>Develop overall body-strength, balance, co-ordination and agility</li> </ul>					
Early Learning Goals	<p><b>Expressive Arts and Design: 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> <li>Make use of props and materials when role playing characters in narratives and stories</li> </ul> <p><b>Understanding the World: The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> </ul> <p><b>Physical Development: 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 and paint brushes</li> <li>Begin to show accuracy and care when drawing</li> </ul>					
How this is achieved and skills are developed in EYFS at Paulton Infant School:	<p>Safely using and storing resources including:</p> <ul style="list-style-type: none"> <li>Scissors</li> <li>Cutting skills</li> </ul> <p>Develop pencil control using the correct grip</p> <p>Draw shapes, use of rulers and fine motor activities</p> <p>Follow instructions to draw figures, draw along videos</p> <p>Safely use and explore a variety of materials, tools and techniques</p>	<p>Colour mixing</p> <ul style="list-style-type: none"> <li>Combining primary colours to make new colours</li> <li>Creating different shades of colour</li> <li>Using a paintbrush</li> <li>Using a variety of paint types: poster, watercolour, powder, acrylic</li> </ul> <p>Experimenting with colour, design, texture, form and function</p> <p>Create abstract paintings</p>	<p>Construct, join and build with a range of junk modelling materials</p> <p>Select resources and tools with a purpose in mind</p> <p>Learn a range of attachment techniques</p> <p>Make a junk model</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	<p>Representing ideas in different ways: collage, drawing, painting, modelling</p> <p>Explore a range of malleable materials including clay, salt dough, plasticine, playdoh</p> <p>Notice changes in the environment and represent them in the form of a landscape picture</p> <p>Paint spring landscapes</p>	<p>Observational drawing and painting</p> <p>Represent ideas in different ways: collage, drawing, painting, modelling</p> <p>Create collage</p>	<p>Fabric printing</p> <p>Dyeing fabric</p> <p>Collage with fabric</p> <p>Mixing paint to produce different skin and hair colours</p> <p>Work collaboratively to make a fabric wall hanging</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>

	<p>Draw or paint self-portraits</p>					<p>Draw or paint self-portraits</p>
	<p><b>Yayoi Kusama</b> – Japanese artist (link to Pumpkin Soup – English)</p> 	<p>Abstract art work <b>Wassily Kandinsky</b> (link to maths)</p> 	<p>Look at <b>Peter Thorpe</b> – paintings of rockets</p> 	<p>Look at <b>Sylvia Long</b> (illustrator of A quiet egg) – sketch different eggs, add colour with watercolour paints and collage for texture.</p> 	<p><b>Vincent Van Gogh</b> – look at Sunflowers painting</p> 	<p><b>Rosie-Lee Tompkins</b> - quilt art</p> 
<p><b>VOCABULARY</b></p>	<p>Colour, shape, tools, create, portrait, self portrait, mix, shade, light, dark, bright, abstract, poster, powder, acrylic, watercolour</p>	<p>Materials, combine, plan, purpose, join, select/choose, attach, tools, junk modelling, fold, landscape, notice, mix, background, foreground, layer, texture</p>	<p>Observational drawing, shade, light, dark, tone, create, sketch, plan, fabric, collage, print, cloth, texture, layer, mix, background</p>			

Cycle B						
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
FOCUS	In the Deep Dark Woods	The Great Fire of London	Land of the Dinosaurs	We're Roaming in the Rainforest	Amazing Inventors	Our Place in the World
NATIONAL CURRICULUM	<ul style="list-style-type: none"> <li>to use <b>painting and sculpture</b> to develop and share their ideas, experiences and imagination</li> <li>to use a range of materials creatively to design and make products</li> <li>to develop a wide range of art and design techniques in using <b>colour, texture, pattern.</b></li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>to use <b>drawing, painting</b> to develop and share their ideas, experiences and imagination</li> <li>to use a range of materials creatively to design and make products</li> <li>to develop a wide range of art and design techniques in using <b>colour, line, shape.</b></li> </ul>	<ul style="list-style-type: none"> <li>to use <b>sculpture</b> to develop and share their ideas, experiences and imagination</li> <li>to use a range of materials creatively to design and make products</li> <li>to develop a wide range of art and design techniques in using <b>pattern, texture and tools.</b></li> </ul>	<ul style="list-style-type: none"> <li>to use <b>drawing, painting</b> and sculpture to develop and share their ideas, experiences and imagination</li> <li>to use a range of materials creatively to design and make products</li> <li>to develop a wide range of art and design techniques in using <b>colour, pattern, texture.</b></li> <li>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.</li> </ul>	N/A	N/A
BUILDING FROM	Discussions around the work of different artists, whether they like/ dislike different styles of art. Correctly hold different mark making materials. Safely use and explore a variety of materials, tools and techniques,	Correctly hold different mark making materials. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.	Use of a range of malleable materials including clay, salt dough, plasticine, playdoh. Year 2 used clay in Cycle A as part of minibeasts. All chn had opportunity to use and	Knowledge learnt in Term 1 and previously learnt knowledge. Representing ideas in different ways: collage, drawing, painting, modelling. Use of paint, including colour mixing.		

	experimenting with colour, design, texture, form and function		manipulate clay during Forest School sessions			
<b>KNOWLEDGE</b>	<p><b>Drawing/ painting – colour mixing</b></p> <p><b>Andy Goldsworthy -</b> Create artwork using natural materials</p>  <p><b>Leonid Afremov</b></p> 	<p><b>Drawing – focus on observation and line</b></p> <p>Line drawing London timber houses</p> 	<p><b>Pattern and texture</b> Use clay to make dinosaur eyes adding patterns and texture with clay tools)</p> 	<p><b>Painting – colour and colour mixing</b></p>  <p>Recreating/ reimagining a piece of artwork by <b>Henri Rousseau</b></p>	N/A	N/A
<b>VOCABULARY</b>	Colour, primary colour, mixing, bright, dark, shade, paint, landscape, artist, materials, natural materials, paint, artist, light, dark, compare	Line, shape, 2D, tone, colour, shade, blend, smudge, brushstroke, bold, mix, create,	Join, attach, sculpture, clay, slip, carve, mould	Vocab from previous terms, adding in: texture, pattern, portrait, landscape, notice, mix, background, foreground, layer, texture		
<b>ASSESSMENT OPPORTUNITIES</b>	Can they apply colour accurately using watercolour? Can they	Can they use a range of images and objects to sketch pictures?	Can they mould, cut and shape clay? Can they add detail to	Can they design an item based on an artists artwork? Can they use a		

	<p>mix different watercolour paints to create a variety of different colours?</p>		<p>their clay sculpture? Can they add texture to their clay sculpture?</p>	<p>combination of drawing and painting to create their artwork? Can they compare their art to the art of an artist?</p>	
<b>YEAR 1 SKILLS</b>	<p>to use a range of materials creatively to design and make products to use <b>drawing</b> and <b>painting</b> to develop and share their ideas, experiences and imagination to use a range of materials creatively to design to begin to develop a range of art and design techniques in using colour, pattern, line, shape, form and space recite information about the work of an artists Design products which use a variety of materials (pencils, watercolours, oil pastels) Begin to explore and represent their own ideas and experiences through drawing, painting. Create products that combine different effects, e.g. colour, textured fabrics.</p> <p><u>Pencil</u></p> <ul style="list-style-type: none"> <li>Using a range of pencils</li> </ul> <p><u>Colour mixing</u></p> <ul style="list-style-type: none"> <li>Using a paintbrush accurately and carefully</li> </ul> <p><u>Oil pastels</u></p> <ul style="list-style-type: none"> <li>Selecting a colour</li> <li>Using the end and side of the pastel for a particular effect</li> <li>Smudging/blending for effect</li> </ul>	<p>_to use a range of materials creatively to design and make products to use <b>sculpture</b> to develop and share their ideas, experiences and imagination to use a range of materials creatively to design and make products to begin to develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space Begin to explore and represent their own ideas and experiences through sculpture</p> <p><u>Clay</u></p> <ul style="list-style-type: none"> <li>Shaping clay</li> <li>Using clay tools</li> <li>Adding texture to clay</li> <li>Joining pieces of clay</li> </ul>	<p>to use a range of materials creatively to design and make products to use <b>drawing</b> and <b>painting</b> to develop and share their ideas, experiences and imagination to use a range of materials creatively to design ideas and experiences through drawing, painting. Create products that combine different effects, e.g. colour, textured fabrics.</p> <p><u>Colour mixing</u></p> <p>to begin to develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space recite information about the work of a range of artists and designers Design products which use a variety of materials (paint, collage)</p> <ul style="list-style-type: none"> <li>Begin to explore and represent their own Combining primary colours to make new colours</li> </ul>		

			<ul style="list-style-type: none"> <li>Using a paintbrush accurately</li> </ul>	
<b>YEAR 2 SKILLS</b>	<p>to use a range of materials creatively to design and make products</p> <p>to use <b>drawing, painting</b> to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>recite information about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Use a range of materials creatively (e.g. pencil, paint, pastels) to design and make products.</p> <p><u>Pencil</u></p> <ul style="list-style-type: none"> <li>Using a range of B/HB pencils</li> <li>Using different types of lines – using the pencil in a different way for a particular effect</li> </ul> <p><u>Colour mixing</u></p> <ul style="list-style-type: none"> <li>Combining primary colours to make new colours</li> <li>Creating different shades of colour</li> <li>Using a paintbrush</li> </ul> <p><u>Oil pastels</u></p> <ul style="list-style-type: none"> <li>Selecting a colour</li> <li>Using the end and side of the pastel for a particular effect</li> <li>Smudging/blending for effect</li> </ul>	<p>to use a range of materials creatively to design and make products</p> <p>to use <b>sculpture</b> to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>recite information 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.</p> <p>Use a range of materials creatively (e.g. clay, paint, pastels) to design and make products.</p> <p><u>Clay</u></p>	<p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>recite information 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.</p> <p>Use a range of materials creatively (e.g. clay, paint, pastels) to design and make products.</p> <p><u>Colour mixing</u></p> <p>Combining primary colours to make new colours</p> <ul style="list-style-type: none"> <li>Creating different shades of colour</li> <li>Using a paintbrush</li> </ul>	

		<ul style="list-style-type: none"><li>• Shaping and cutting clay</li><li>• Using clay tools</li><li>• Adding texture to clay</li><li>• Joining pieces of clay</li></ul>	<u>Oil pastels</u> <ul style="list-style-type: none"><li>• Selecting a colour</li><li>• Using the end and side of the pastel for a particular effect</li><li>• Smudging/blending for effect</li></ul>	
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