












## CURRICULUM MAPPING FOR: ART and DESIGN

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>Dying 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>Rosie-Lee Tompkins - 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 A						
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
FOCUS	Across the Drawbridge	Sweets Galore	Pole to Pole	Superheroes	Marvellous Minibeasts	Land Ahoy
NATIONAL CURRICULUM	<u>Design and Technology focus</u>	<ul style="list-style-type: none"> <li>▪ to use <b>drawing, 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, line, shape.</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>	<u>Design and Technology focus</u>	<ul style="list-style-type: none"> <li>▪ to use <b>drawing, 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, 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>	<ul style="list-style-type: none"> <li>▪ to use <b>drawing, 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>texture, form and space</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>	<u>Design and Technology focus</u>
BUILDING FROM		Correctly hold different mark making materials. Safely use and explore a variety of materials, tools and techniques, experimenting with		Knowledge learnt in Term 2 and previously learnt knowledge. Representing ideas in different ways: collage,	Knowledge learnt in Term 2, 4 and previously learnt knowledge.	

		<p>colour, design, texture, form and function. Share their creations, explaining the process they have used.</p> <p>Discussions around the work of different artists, whether they like/ dislike different styles of art.</p>		<p>drawing, painting, modelling. Use of paint, including colour mixing.</p>	<p>Use of a range of malleable materials including clay, salt dough, plasticine, playdoh</p>	
<b>KNOWLEDGE</b>		<p><b>Focus: Drawing (and some painting)</b></p> <p><b>Line &amp; shape</b> <b>Colour</b></p> <p>Look at artist <b>Sarah Graham</b> – sweet wrappers designs.</p> <p>Draw different sweet wrappers, use watercolours</p> <p>Draw different sweets (line and shape)</p>  <p><b>GILLIAN AYRES</b> – Abstract paintings, explore the Tate Gallery website, explore how art inspires feelings</p>		<p><b>Focus: Painting (and some drawing)</b></p> <p><b>Line &amp; shape</b></p> <p>Design a superhero outfit/cape – look at work of <b>Briget Riley</b>. Look at colour, pattern, texture and optical illusions.</p> <p>Imitate her work – different pieces.</p> <p>Apply into designing own outfit in her style.</p> 	<p><b>Focus: Sculpture (and some drawing &amp; painting)</b></p> <p><b>Line &amp; Shape</b></p> <p>Detailed sketching of different insects, using the resin bugs and bug hunting as inspiration</p> <p><b>Texture &amp; Form</b></p> <p>Clay – make bugs using clay – adding texture.</p>	

				<p><b>Roy Lichtenstein</b> – comic art – draw own comic character logo (superhero) in his style.</p> 	<p>Leave to dry and paint with acrylic and then PVA to seal. Link to preserving species (build on Mary Anning work), create museum style work – preserved insects in cabinets.</p>  <p><b>Line &amp; Shape:</b> Use science preserved insects for observational drawing.</p>	
<p><b>VOCABULARY</b></p>		<p>Line, shape, 2D, tone, colour, shade, blend, smudge, brushstroke, bold, mix, create, light, dark, poster paint, watercolour paint, landscape, style, artist</p>		<p>Vocab from previous terms, adding in: texture, pattern, portrait, landscape, notice, mix, background, foreground, layer, texture</p>	<p>Vocab from previous terms, adding in: 3D, form, space, materials, combine, purpose, join, select/choose, attach,</p>	
<p><b>ASSESSMENT OPPORTUNITIES</b></p>	<p>Can they use a range of images and objects to sketch pictures? Can they apply colour accurately using watercolour? Can they mix different watercolour paints to create a variety of different colours?</p>		<p>Can they design an item based on an artists artwork? Can they use a combination of drawing and painting to create their artwork?</p>		<p>Can they mould, cut and shape clay? Can they add detail to their clay sculpture? Can they add texture to their clay sculpture?</p>	

		Can they compare their art to the art of an artist?	
<b>YEAR 1 SKILLS</b>	<p>to use a range of materials creatively to design and make products</p> <p>to use <b>drawing</b> and <b>painting</b> to develop and share their ideas, experiences and imagination</p> <p>to use a range of materials creatively to design</p> <p>to begin to develop a range of art and design techniques in using colour, pattern, line, shape, form and space</p> <p>recite information about the work of an artists</p> <p>Design products which use a variety of materials (pencils, watercolours, oil pastels)</p> <p>Begin to explore and represent their own ideas and experiences through drawing, painting.</p> <p>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</p> <p>to use <b>drawing</b> and <b>painting</b> to develop and share their ideas, experiences and imagination</p> <p>to use a range of materials creatively to design</p> <p>to begin to develop a 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 and designers</p> <p>Design products which use a variety of materials (paint, collage)</p> <p>Begin to explore and represent their own ideas and experiences through drawing, painting.</p> <p>Create products that combine different effects, e.g. colour, textured fabrics.</p> <p><u>Colour mixing</u></p> <ul style="list-style-type: none"> <li>Combining primary colours to make new colours</li> <li>Using a paintbrush accurately</li> </ul> <p><u>Collage</u></p> <ul style="list-style-type: none"> <li>Selecting appropriate materials and colours</li> <li>Cutting and assembling</li> <li>Gluing/attaching securely</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 use a range of materials creatively to design and make products</p> <p>to begin to develop a 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</p> <p>Design products which use a variety of materials</p> <p>Begin to explore and represent their own ideas and experiences through sculpture</p> <p>Create products that combine different effects, e.g. colour, textured fabrics.</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><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>
<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 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 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  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.  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 develop a wide 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, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.  Use a range of materials creatively (e.g. clay, paint, pastels) to design and make products.</p> <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>Collage</u></p> <ul style="list-style-type: none"> <li>• Selecting appropriate materials and colours</li> <li>• Cutting and assembling</li> <li>• Gluing/attaching securely</li> </ul>	<p>to develop a wide 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, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.  Use a range of materials creatively (e.g. clay, paint, pastels) to design and make products.</p> <p><u>Clay</u></p> <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> <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>
--	--	---	---