



Federation of Grove House and King's Park Art Curriculum Map



Intent: As a Federation, we believe that art is an important part of children's education. It gives them the opportunity to develop a range of ways in which they can share and express their individual creativity, whilst learning about and making links with a wide spectrum of different types of art in our society. It enables them to look closely, observe and explore the world around them allowing them to develop their own sense of wonder and curiosity. It also develops their independence and self-reflection skills. These skills link closely with our school learning powers of Captain Curiosity, Resilient Ranger, Creative Crusader and Inspector Independent. These are celebrated every week with our Star of the Week assembly.

Implementation: We teach through a topic based curriculum therefore the art lessons the children take part in are within the context of the topic they are learning about in English as well as the other foundation subjects. This helps to provide context to their art lessons and ensures they are fully immersed in their learning. They are provided with opportunities to practice and develop the skills and processes of art: drawing, painting, printing, textiles and sculpture. This is supported through the studying of key artists, looking closely at different art works as well as skill lessons which will teach them the skills before moving on to using that skill within a context of the topic they are learning. In KS1 the children also have sketch books which are used once a week this helps develop their drawing skills. Lessons are taught either as a small block of lessons or standalone lessons and involve studying pieces of art, with a particular focus on the necessary skills, before completing a final piece. The children will look at each others work and give feedback on others as well as their own.

Impact: The evidence of their work is collected within the topic books and pencil drawings within their sketch book. Photographs of larger, group or 3D pieces are also kept within the topic books. The pupils have half-termly end of topic quizzes, this gives them a chance to feedback on what they enjoyed that term. In KS1 the development of their physical skills will be evaluated termly on an assessment sheet which is based on the skills progression map as well as the National Curriculum in drawing, painting, sculpture and other art, craft and design techniques. In EYFS they are assessed using Development matters and The Early Learning Goals.

Art and Design is embedded within the Early Years' Foundation Stage Curriculum through the use of the learning environment and classroom provision. The children are given a wealth of opportunities to engage in activities, both child-initiated and adult directed, which enable them to experiment with a range of media and materials to mark make, model and construct. During the children's time in Early Years' Foundation Stage, the essential building blocks of Art and Design capability are established.



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Art and Design in the Early Years Foundation Stage is incorporated into all aspects of the curriculum. However, it can primarily be classified as 'Expressive Arts and Design'. Expressive Arts and Design

(Development matters) **3 and 4 year olds will be learning:**

- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.
- Show different emotions in their drawings – happiness, sadness, fear, etc

Children in Reception will be learning:

- Explore, use and refine a variety of artistic effects to express their 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.

Early Learning Goals

- 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;
- Make use of props and materials when role playing characters in narratives and stories.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------------------|---|---|--|--|--|---|
| Reception | I Wonder Who I am? I wonder what harvest is? | I Wonder why we celebrate? | I Wonder what we can see around the world? | I Wonder What Spring is? | I wonder what stories we know? | I wonder are we nearly there yet? I wonder what is the commotion in the Ocean? |
| Topic question | | | | | Design and create puppets to re-enact the traditional tales (puppet theatre) | |
| Early Learning goals - Reception age | To safely use the making area - variety of materials, tools and techniques – apron, cleaning brush. | To develop joining, cutting and sticking skills. – Autumn pictures. To explore using different textures, tools and techniques safely including | To develop skills in painting, collage and joining through creating artwork such as painting animals. To use colour mixing to create winter backgrounds | To experiment with different mark making tools such as art pencils, pastels, chalk to make observations of animals and plants. | Representations of traditional tales characters – painting, coloured pencil etc. | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. |
| Skills | | | | | | |
| Vocabulary | | | | | | |



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| <p>Enrichment opportunities</p> | <p>To begin to experiment with colour mixing</p> <p>To use a pencil - Draw self and family portraits.</p> <p>To develop printing skills using a variety of resources – leaves, vegetables, potato masher.</p> | <p>Printing and splatter paintings. – poppy printing, firework picture. Christmas cards and crafts.</p> <p>To use clay to create a candle holder.</p> <p>.</p> <p>=</p> <p>.</p> | | <p>Easter cards</p> <p>Vincent Van Gough - sunflowers</p> | | <p>Designing and creating a vehicle - Share their creations, explaining the process they have used.</p> <p>End of year portraits</p> |
| <p>National Curriculum aims Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ 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 ♣ to talk 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>Year 1</p> <p>Topic question</p> <p>National Curriculum links</p> <p>Skills</p> <p>Vocabulary</p> | <p>I wonder who Can Save the Toys?</p> <p>To use painting to develop and share their ideas, experiences and imagination - bear painting, Harvest</p> <p>(focus on creating texture and blending</p> | <p>I wonder what we can find in the polar regions?</p> <p>To develop texture through collage – poppy.</p> <p>To use painting to share their ideas and develop colour, shape and space – Northern lights art</p> | <p>I wonder would like to live in a fairytale?</p> <p>To talk about a range of artists - Look at Andy Warhol create own nature art.</p> | <p>I wonder if bugs can bite?</p> <p>To use paint to develop ideas and experiences - bug art</p> <p>Could this be clay?</p> <p>-</p> | <p>Is it a bird? Is it a plane? (superheroes)</p> | <p>I wonder what the commotion in the ocean is?</p> <p>To talk about a range of artists - Eric Carle. Create a seahorse using techniques of colour and pattern</p> <p>.</p> |



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| Enrichment opportunities | different browns to create bear). | | | | | |
| <p>Year 2</p> <p>Topic question</p> <p>National Curriculum links</p> <p>Skills</p> <p>Vocabulary</p> <p>Enrichment opportunities</p> | <p style="color: blue;">I wonder what makes Norfolk a good place to live</p> <p>To talk about the work of a range of artist – Andy Warhol</p> <p>To use painting to develop and share their ideas, experiences and imagination (Painting favourite things)</p> <p>To develop art techniques – colour (Colour theory). Pictures to use skill in style of Kandinsky</p> | <p style="color: blue;">I wonder what life was like as a Victorian child?</p> <p>To use drawing and develop techniques of line, shape and space to create silhouette artwork.</p> <p>To use a range of materials creatively – printing based on artist William Morris (printing)</p> <p>To develop drawing skills (exploring shading - light and dark different tones) - Queen Victoria</p> | <p style="color: blue;">I wonder if there is anything out there?</p> <p>To use a range of materials creatively to design and make products – giant class solar system.</p> <p>To develop a wide range of art techniques - using IT create a rocket.</p> <p>To develop a wide range of art techniques /to use painting– using wax crayons or paint create space. Scene.</p> | <p style="color: blue;">I wonder how the Great Fire of London happened.</p> <p>To use a range of art techniques – Brusho/watercolour and silhouette. Selecting correct colours looking closely – colour theory to make different shades.</p> | <p style="color: blue;">I wonder what it was like to be a knight?</p> <p>To use drawing and painting to develop and share their ideas, experiences and imagination. – creating own coat of arms. Using sketching then painting - colour, pattern.</p> <p>To use drawing... - draw pictures of Battle of Hastings and sketch weapons.</p> | <p style="color: blue;">I wonder if we should explore the rainforest?</p> <p>To use a range of art techniques – collage. Create a layered picture experimenting with texture and form.</p> |



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| Enrichment opportunities. | Local Walks/Edith Cavell Visit | Gressenhall Victorian Day | Space Day, Planetarium visit | | Norwich Castle, Castle Rising | Zoo Trip, Visit from Zoo, End of Year Trip |
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Art in Year 1 needs to be looked at as not much coverage.