All Saints' C. of E. Primary School

Art Curriculum Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested Aetist
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	• Begin to use a variety of drawing tools • Use drawings to tell a story Investigate different lines • Explore different textures Encourage accurate drawings of people	• Extend the variety of drawings tools • Explore different textures • Observe and draw landscapes • Observe patterns • observe anatomy (faces, limbs)	• experiment with tools and surfaces • draw a way of recording experiences and feelings • discuss use of shadows, use of light and dark • Sketch to make quick records	• Experiment with the potential of various pencils • close observation • Draw both the positive and negative shapes • initial sketches as a preparation for painting • accurate drawings of people – particularly faces	• Identify and draw the effect of light • scale and proportion • accurate drawings of whole people including proportion and placement • Work on a variety of scales • computer generated drawings	• effect of light on objects and people from different directions • interpret the texture of a surface • produce increasingly accurate drawings of people • concept of perspective	• effect of light on objects and people from different directions • interpret the texture of a surface • produce increasingly accurate drawings of people • concept of perspective	Leonardo Da Vinci, Vincent Van Gogh, Poonac
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	• Experimenting with and using primary colours • Naming • mixing (not formal) • Learn the names of different tools that bring colour • Use a range of tools to make coloured marks on paper	• name all the colours • mixing of colours • Find collections of colour • applying colour with a range of tools	• Begin to describe colours by objects • Make as many tones of one colour as possible (using white) • Darken colours without using black • using colour on a large scale	• colour mixing • Make colour wheels • Introduce different types of brushes • techniques- apply colour using dotting, scratching, splashing	• - colour mixing and matching; tint, tone, shade • - observe colours • - suitable equipment for the task • - colour to reflect mood	• hue, tint, tone, shades and mood • explore the use of texture in colour • colour for purposes	• hue, tint, tone, shades and mood • explore the use of texture in colour • colour for purposes • colour to express feelings	Pollock, Monet, Chagall, Ben Moseley, Van Gogh,
Texture (textiles, clay, sand, plaster, stone)	• Handling, manipulating and enjoying using materials • Sensory experience • Simple collages • simple weaving	• weaving • collage • Sort according to specific qualities • how textiles create things	• overlapping and overlaying to create effects • Use large eyed needles – running stitches • Simple appliqué work • Start to explore other simple stitches • collage	• Use smaller eyed needles and finer threads • weaving • Tie dying, bati	• Use a wider variety of stitches • observation and design of textural art • experimenting with creating mood, feeling, movement- • compare different fabrics	• use stories, music, poems as stimuli • Select and use materials • embellish work • fabric making • artists using textiles	• Develops experience in embellishing • Applies knowledge of different techniques to express feelings • Work collaboratively on a larger scale	Linda Caverley, Molly Williams, William Morris, Gustav Klimt
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	• Handling, feeling, enjoying and manipulating materials • Constructing • Building and destroying • Shape and model	• Construct • Use materials to make known objects for a purpose • Carve • Pinch and roll coils and slabs using a modelling media. • Make simple joins	• Awareness of natural and man-made forms • Expression of personal experiences and ideas • Plan and develop • to shape and form from direct observation (malleable and rigid materials) • decorative techniques • Replicate patterns and textures in a 3-D form • work and that of other sculptors	• Shape, form, model and construct (malleable and rigid materials) • Plan and develop • understanding of different adhesives and methods of construction • aesthetics	• Plan and develop • Experience surface patterns / textures • Discuss own work and work of other sculptors • analyse and interpret natural and manmade forms of construction	• plan and develop ideas • Shape, form, model and join • observation or imagination • properties of media • Discuss and evaluate own work and that of other sculptors	• plan and develop ideas • Shape, form, model and join • observation or imagination • properties of media • Discuss and evaluate own work and that of other sculptors	Henry Moore, Barbara Hepworth, Andy Goldsworthy,
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	• Rubbings • Print with variety of objects • Print with block colours	• Create patterns • Develop impressed images • Relief printing	• Print with a growing range of objects • Identify the different forms printing takes	• relief and impressed printing • recording textures/patterns • monoprinting • colour mixing through overlapping colour prints	**• Use sketchbook for recording textures/patterns • Interpret environmental and manmade patterns • modify and adapt print**	• combining prints • design prints • make connections • discuss and evaluate own work and that of others	• Builds up drawings and images of whole or parts of items using various techniques • Screen printing • Explore printing techniques used by various artists	Picasso, Dan Mather, Andy Warhol
Pattern (paint, pencil, textiles, clay, printing)	• repeating patterns • irregular painting patterns • Simple symmetry	• Awareness and discussion of patterns • repeating patterns • symmetry	• Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning • natural and manmade patterns • Discuss regular and irregular	• pattern in the environment • design • using ICT • make patterns on a range of surfaces • symmetry	• Explore environmental and manmade patterns • tessellation	• Create own abstract pattern to reflect personal experiences and expression • create pattern for purposes	• Create own abstract pattern to reflect personal experiences and expression • create pattern for purposes	Joan Miro, Bridget Riley, Escher, Paul Klee,