



Skelton School

Art & Design - Curriculum Map

YEAR A 2023/24	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>All About Me Painting</p> <ul style="list-style-type: none"> Use a variety of tools including different size brushes and tools. Use particular colours for a purpose. (self-portraits, leaf printing) <p>Collage</p> <ul style="list-style-type: none"> Experiment with different textures. Manipulate materials to create a planned effect (Outdoor collages, leaf hedgehog collages). 	<p>Travel and Transport Painting</p> <ul style="list-style-type: none"> Titanic paintings – use particular colours for a purpose. Children create their own Christmas card and calendar to take home using a variety of arts and crafts on an annual basis. 	<p>Space Sculpture/modelling</p> <ul style="list-style-type: none"> Papier mâché planet solar system. <p>Design</p> <ul style="list-style-type: none"> Space rocket design – draw with increasing complexity and detail. <p>Collage</p> <ul style="list-style-type: none"> Spaceman design – join different materials and explore different textures. 	<i>Growing and Changing</i>	<p>Fairy Tales Design</p> <ul style="list-style-type: none"> Map creating – Pied Piper of Hamelin Gingerbread design – The Gingerbread Man House building – The 3 Little Pigs Castle creations – Jack and the Beanstalk Develop own ideas and decide which materials to use to express them. 	<p>Under the Sea Collage</p> <ul style="list-style-type: none"> Under the sea collages – variety of materials to create texture. The Rainbow Fish – metallic collage/paint. <p>Painting</p> <ul style="list-style-type: none"> Under the sea animal paintings.
Year 1 & 2	<p>Materials Print/collage/drawing Simple print making</p> <ul style="list-style-type: none"> Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon Test out printmaking ideas Develop experience of primary and secondary colours Practice observational drawing Explore mark making Understand prints are made by transferring an image from one surface to another. 	<i>Design & Technology</i>	<p>This Is Where We Live Drawing/sketchbook Spirals</p> <ul style="list-style-type: none"> Understand a sketchbook is owned by the pupil for experimentation and exploration Understand drawing is a physical activity. Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Use colour (pastels, chalks) intuitively to develop spiral drawings. <p>➤ Drawing</p>	<i>Design & Technology</i>	<p>Habitats Paint Expressive Painting</p> <ul style="list-style-type: none"> Explore colour and colour mixing Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Understand that primary colours can be mixed together to 	<i>Design & Technology</i>

<ul style="list-style-type: none"> • Understand relief prints are made when we print from raised images (plates). • Use hands and feet to make simple prints, using primary colours. • Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. • Explore concepts like “repeat” “pattern” “sequencing”. <p>➤ Print</p> <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment • Use objects to create prints • Press, roll, rub and stamp to make prints 		<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 		<p>make secondary colours of different hues.</p> <ul style="list-style-type: none"> • Understand the concept of still life. Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using homemade tools. • Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. <p>➤ Painting</p> <ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. 	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Develop ideas - This concept involves understanding how ideas develop through an artistic process.
Respond to ideas and starting points; Explore ideas and collect visual information; Explore different methods and materials as ideas develop.

Take inspiration from the greats - This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.
Describe the work of notable artists, artisans and designers; Use some of the ideas of artists studied to create pieces.

Year 3 & 4

Scots, Anglo Saxons & Vikings

Painting/Drawing/Textiles - Cloth, Thread, Paint

- Develop mark making skills by deconstructing the work of artists.
 - Understand that paint acts differently on different surfaces.
 - Understand the concept of still life and landscape painting.
 - Continue to develop colour mixing skills.
 - Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric.
 - **Drawing**
 - Use different materials
 - Sketch lightly (no need to use a rubber to correct mistakes).
 - Annotate sketches to explain and elaborate ideas
 - **Painting**
 - Mix colours effectively
 - Experiment with creating mood with colour
 - Use paint to produce backgrounds
 - Use different brush techniques to create texture
 - **Textiles**
 - Shape and stitch materials
 - Colour fabric
- Use basic stitches

Design & Technology

Ancient Egypt

Drawing/collage Exploring Pattern

- Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works.
- Understand working with pattern uses lots of different concepts including repetition, sequencing and symmetry.
- Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.
- Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns.
- **Drawing**
 - Annotate sketches to explain and elaborate ideas
 - Understand that we can use line. Shape and colour to create patterns
- **Collage**
 - Select and arrange materials for a striking effect.
 - Ensure work is precise.
 - Use overlapping, tessellation, mosaic and montage.

Design & Technology

Design & Technology

The Lake District

Paint Exploring Still life Cezanne/Local artist Tim Gustard

- Understand that still life is the name given to the genre of painting (or making) a collection of objects/elements.
- That still life is a genre which artists have enjoyed for hundreds of years and which contemporary artists still explore today.
- To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life.
- To consider lighting, surface, foreground and background.
- To use close observation and try different hues and tones to capture 3d form in 2 dimensions.
- **Painting**
 - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
 - Mix colours effectively.
 - Use watercolour paint to produce washes for background then add detail.
 - Experiment with creating mood.

Develop ideas - This concept involves understanding how ideas develop through an artistic process.

Develop ideas from starting points throughout the curriculum; Collect information, sketches and resources; Adapt and refine ideas as they progress; Explore ideas in a variety of ways; Comment on artworks using visual language.

Take inspiration from the greats - This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.

Replicate some of the techniques used by notable artists, artisans and designers; Create original pieces that are influenced by studies of others.

Year 5 & 6

Design Technology

Tudor Exploration - Drawing

-Typography and Maps

- Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.
- Understand that designers create fonts and work with Typography.
- Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.
- Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters.
- Draw over maps/existing marks to explore how you can make mark making more visually powerful.
- **Drawing**
 - *Use a variety of techniques to add interesting effects*
 - *Choose style of drawing suitable for the work*
 - *Use lines to represent movement.*

Sustainability Print/ Collage

-Print and Activism

- Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.
- Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head?
- Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better.
- Explore combinations and layering of media
- Use screen-printing and/or monoprinting over collaged and painted sheets to create your piece of activist art.
- **Collage**
 - *Mix textures (rough and smooth, plain and patterned).*
 - *Combine visual and tactile qualities.*
- **Print**
 - *Build up layers of colours*
 - *Create an accurate pattern, showing fine detail*
 - *Use a range of visual elements to reflect the purpose of the work.*

Design Technology

Ancient Greece Drawing/Sculpture

-The art of anatomy

- How did ancient Greek artists/sculptures contribute to the art of anatomy?
- What were Ancient Greek sculptors concerned with when sculpting the human body?
- Understand the tools needed to use clay and build on their knowledge of clay work, e.g. hatching
- Create a clay anatomy sculpture in the style of Ancient Greek artists.
- **Sculpture**
 - *Show lifelike qualities and real-life proportions or, if more abstract, provoke different interpretations.*
 - *Use tools to carve and add shapes, texture and pattern.*
 - *Combine visual and tactile qualities.*

Develop ideas - This concept involves understanding how ideas develop through an artistic process.

Develop and imaginatively extend ideas from starting points throughout the curriculum; Collect information, sketches and resources and present ideas imaginatively in a sketch book; Use the qualities of materials to enhance ideas; Spot the potential in unexpected results as work progresses; Comment on artworks with a fluent grasp of visual language.

Take inspiration from the greats - This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.

Give details (including own sketches) about the style of some notable artists, artisans and designers; Show how the work of those studied was influential in both society and to other artists; Create original pieces that show a range of influences and styles.



Skelton School

Art & Design - Curriculum Map

YEAR B 2022/23	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><u>All About Me</u> Painting</p> <ul style="list-style-type: none"> Use a variety of tools including different size brushes and tools. Use particular colours for a purpose. (self-portraits, leaf printing) <p>Collage</p> <ul style="list-style-type: none"> Experiment with different textures. Manipulate materials to create a planned effect (Outdoor collages, leaf hedgehog collages). 	<p><u>Travel and Transport</u> Painting</p> <ul style="list-style-type: none"> Titanic paintings – use particular colours for a purpose. Children create their own Christmas card and calendar to take home using a variety of arts and crafts on an annual basis. 	<p><u>Space</u> Sculpture/modelling</p> <ul style="list-style-type: none"> Papier mâché planet solar system. <p>Design</p> <ul style="list-style-type: none"> Space rocket design – draw with increasing complexity and detail. <p>Collage</p> <ul style="list-style-type: none"> Spaceman design – join different materials and explore different textures. 	<p><u>Growing and Changing</u></p>	<p><u>Fairy Tales</u> Design</p> <ul style="list-style-type: none"> Map creating – Pied Piper of Hamelin Gingerbread design – The Gingerbread Man House building – The 3 Little Pigs Castle creations – Jack and the Beanstalk Develop own ideas and decide which materials to use to express them. 	<p><u>Under the Sea</u> Collage</p> <ul style="list-style-type: none"> Under the sea collages – variety of materials to create texture. The Rainbow Fish – metallic collage/paint. <p>Painting</p> <ul style="list-style-type: none"> Under the sea animal paintings.
Year 1 & 2	<p><u>Myself & Other Animals</u> <u>Making Birds</u> Drawing/Collage/sculpture</p> <ul style="list-style-type: none"> Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen Practice observational drawing Explore mark making Understand collage is the art of using elements of paper to 	<p><i>Design & Technology</i></p>	<p><u>My Wonderful World & Flying High</u> Explore & Draw Drawing/Sketchbooks/collage</p> <ul style="list-style-type: none"> Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Visit local environment, collect natural objects, 	<p><i>Design & Technology</i></p>	<p><u>Seaside Holidays/Plants Inspired by Flora & Fauna</u> Drawing/paint/collage</p> <ul style="list-style-type: none"> Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Develop experience of primary and secondary colours 	<p><i>Design & Technology</i></p>

	<p>make images. Understand we can create our own papers with which to collage</p> <ul style="list-style-type: none"> • Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. • Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Understand the meaning of “Design through Making” • Use a combination of two or more materials to make sculpture. • Use construction methods to build. • Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. <p>➤ Drawing</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Show different tones by using coloured pencils <p>➤ Collage</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture <p>➤ Sculpture</p> <ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use techniques such as rolling, cutting, moulding and carving. 		<p>explore composition and qualities of objects through arranging, sorting & representing. Photograph.</p> <ul style="list-style-type: none"> • Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. • Explore quality of line, texture and shape. • Understand that we can combine collage with other disciplines such as drawing, printmaking and making. • Use the observational drawings made cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. <p>➤ Drawing</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Show pattern and texture by adding dots and lines. <p>➤ Collage</p> <ul style="list-style-type: none"> • Sort and arrange materials. • Mix materials to create texture. 		<ul style="list-style-type: none"> • Practice observational drawing • Explore mark making • Understand collage is the art of using elements of paper to make images. • Understand we can create our own papers with which to collage. • Collage with painted papers exploring colour, shape and composition <p>➤ Drawing</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Draw using different media <p>➤ Painting</p> <ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. <p>➤ Collage</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	
<p>Develop ideas - This concept involves understanding how ideas develop through an artistic process. Respond to ideas and starting points; Explore ideas and collect visual information; Explore different methods and materials as ideas develop.</p> <p>Take inspiration from the greats - This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history. Describe the work of notable artists, artisans and designers; Use some of the ideas of artists studied to create pieces.</p>						

Year 3 & 4

Castles & Dragons

Drawing/Sculpture/Paint

Dragon Eyes

- Learn how to sketch lightly
- Experiment with different types of pencil
- Investigate hatching
- Learn how to draw human eyes
- Adapt and annotate sketches to design a dragon eye
- Explore colour for designs
- Create a clay model of their design
- Paint finished pieces
- **Drawing**
- *Use different hardnesses of pencils to show line, tone and texture.*
- *Annotate sketches to explain and elaborate ideas.*
- *Sketch lightly (no need to use a rubber to correct mistakes).*
- *Use shading to show light and shadow.*
- *Use hatching and cross hatching to show tone and texture.*
- **Sculpture**
- *Use clay and other mouldable materials*
- **Paint**
- *To explore painting on different surfaces and combine paint with 3d making.*

Castles & Dragons

Design & Technology

Stone Age to Iron Age

Drawing

Gestural Drawing with Charcoal

- Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.
- Understand charcoal and earth pigment were our first drawing tools as humans.
- Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings.
- Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.
- Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).
- **Drawing**
- *Use different media to show line, tone, texture*
- *Use shading to show light and shadow*

Stone Age to Iron Age

Paint/Textiles - colour and then paint on fabric using natural pigmentation FOREST SCHOOL

Design & Technology

South America

Design & Technology

Rainforest

Paint/sculpture

Telling Stories Through Drawing & Making

- Use paint, mixing colours, to complete the sculpture inspired by rainforest birds
- Use air dry clay to model. Consider form, texture, character, structure
- Understand that when we make sculpture by moulding with our fingers it is called modelling.
- That clay is a soft material which finally dry/set hard
- Know that an armature is an interior framework which support a sculpture.
- Make an armature to support the sculpture.
- **Painting**
- *Mix colours effectively*
- *Use thick and thin brushes to produce textures & patterns*
- **Sculpture**
- *Create and combine shapes to create recognisable forms*
- *Use clay as mouldable material*
- *Add materials to provide interesting detail*
- *Use frameworks to provide stability and form*

Develop ideas - This concept involves understanding how ideas develop through an artistic process.

Develop ideas from starting points throughout the curriculum; Collect information, sketches and resources; Adapt and refine ideas as they progress; Explore ideas in a variety of ways; Comment on artworks using visual language.

Take inspiration from the greats - This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.

Replicate some of the techniques used by notable artists, artisans and designers; Create original pieces that are influenced by studies of others.

Year 5 & 6

Liverpool

Drawing / Paint

-Mixed Media Cityscapes

- Explore how artists use a variety of media to capture spirit of the place.
- Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved.
- Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this.
- Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy.

➤ Drawing

- *Use a variety of techniques to add interesting effects*
- *Choose style of drawing suitable for the work*
- *Use a range of visual elements to reflect the purpose of the work.*

➤ Painting

- *Sketch lightly before painting to combine line and colour*
- *Create a colour palette based upon colours observed in the natural or build world*

Design & Technology

Design & Technology

Survival

Print / Collage

-Making Monotypes

- Combine the monotype process with painting and collage to make visual poetry.
 - Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artist's book.
 - Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks.
 - Explore how print is combined with paint and collage to create a cohesive artwork
- #### ➤ Collage
- *Mix textures (rough and smooth, plain and patterned).*
 - *Combine visual and tactile qualities.*
- #### ➤ Print
- *Build up layers of colours*
 - *Create an accurate pattern, showing fine detail*

Design & Technology

Europe

Paint

-Exploring Identity

- Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.
- Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality.
- Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore.

➤ Painting

- *Sketch lightly before painting to combine line and colour*
- *Create a colour palette based upon colours observed in the natural or build world*
- *Use the qualities of watercolour and acrylic paint to create visually interesting pieces*
- *Combine colours, tones and tints to enhance the mood of a piece*

- *Use the qualities of watercolour and acrylic paint to create visually interesting pieces*
- *Combine colours, tones and tints to enhance the mood of a piece*

Develop ideas - This concept involves understanding how ideas develop through an artistic process.

Develop and imaginatively extend ideas from starting points throughout the curriculum; Collect information, sketches and resources and present ideas imaginatively in a sketch book; Use the qualities of materials to enhance ideas; Spot the potential in unexpected results as work progresses; Comment on artworks with a fluent grasp of visual language.

Take inspiration from the greats - This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.

Give details (including own sketches) about the style of some notable artists, artisans and designers; Show how the work of those studied was influential in both society and to other artists; Create original pieces that show a range of influences and styles.