



**Art Curriculum Map 2019-2020**

**Teaching Art with Influential Artists as a focus**

At St Theresa's our Art and Design Curriculum covers a range of artists, styles, genres, websites, books and galleries. We plan lessons that build on prior learning, can be connected to a wider context (historical or geographical, for example) and provide opportunities to further develop visual literacy. Our teachers help children to think critically about images by asking open and closed questions, and giving them sentence starters as a way to talk about art. For example, "I like the way the artist has ..." or "In this artwork I can see ..."

Most importantly, we make sure the subject matter is broad and includes culturally and ethnically diverse artists. Children need to understand that art is made by all sorts of people, in a variety of ways, and should feel represented by the art and artists they are exposed to.

The artists link to our wider curriculum theme of 'Being Significant'. We learn about the influences that these artists have had on the world and look at their techniques. We also look at the era that these artists emerged and what was their art responding to. We do not want our children to try and copy these artists but be inspired by them and in turn stimulate their own natural creativity.

	Autumn	Spring	Summer
<b>Focus</b>	Drawing (Artist Focus)	Painting (Artist Focus)	Sculpture (Artist Focus)
<b>EYFS</b>	Art Movement-Cubism 1907-1917  Picasso Abstraction, flat, two-dimensional surfaces, geometric forms, contrasting vantage points. Children will use and explore a variety of	Art Movement-Expressionism 1905-1920 Kandinsky  Distortion of form, strong use of colours Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes,	Art Movement- Contemporary 1970-present Ugo Rondinone (Liverpool Mountain)  Enjoy using a variety of malleable media such as clay, papier Mache, Salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/



	<p>materials, tools and techniques, experimenting with colour, design, texture, form, function and freedom of expression.</p> <p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to develop basic control a range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations. Look and talk about what they have produced, describing simple techniques and media used.</p> <p>When evaluating their work, the children will be encouraged to talk about and reflect on the work that they have produced and the process involved, describing simple techniques and media used, for example "How did you do this piece of art work?"</p>	<p>fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p> <p>When evaluating their work, the children will be encouraged to talk about and reflect on the work that they have produced and the process involved, describing simple techniques and media used, for example "How did you do this piece of art work?"</p>	<p>sculpture using a variety of objects e.g. recycled, natural and manmade materials. Look and talk about what they have produced, describing simple techniques and media used. When evaluating their work, the children will be encouraged to talk about and reflect on the work that they have produced and the process involved, describing simple techniques and media used, for example "How did you do this piece of art work?"</p>
<p><b>Year 1</b></p>	<p>Art Movement-Fauvism 1900-1935</p>  <p>Henri Matisse Expressive colour, line, and brushwork, bold surface design, flat composition</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines.</p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen,</p>	<p>Art Movement-Contemporary Art 1970- present Hockney</p> <p>Exploration of Postmodernism, Feminist art, Neo Expressionism, Street art, Appropriation art, Digital art, and other small schools</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines.</p> <p>Experiment with a variety of media; different brush sizes and tools. Explore lightening and darkening paint without the use of black or white. Begin to control the types of marks made with the range of media. Paint on different</p>	<p>Art Movement- Cubism 1907-1917 Picasso (Guitar)</p>  <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines.</p> <p>Experiment in a variety of malleable media such as clay, papier Mache, Salt dough and modroc. Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Continue to manipulate malleable materials in a variety of</p>



	<p>chalk. Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. Start to record simple media explorations in a sketch book. Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures.</p> <p>When evaluating their work, the children will be encouraged to talk about and reflect on the work that they have produced and the process involved. Make links to the artist/s studied and describe simple techniques and media used, for example "How did you do this piece of art work?"</p>	<p>surfaces with a range of media. Start to record simple media explorations in a sketch book. Start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>When evaluating their work, the children will be encouraged to talk about and reflect on the work that they have produced and the process involved. Make links to the artist/s studied and describe simple techniques and media used, for example "How did you do this piece of art work?"</p>	<p>ways including rolling, pinching and kneading. Impress and apply simple decoration techniques: impressed, painted, applied. Use tools and equipment safely and in the correct way.</p> <p>When evaluating their work, the children will be encouraged to talk about and reflect on the work that they have produced and the process involved. Make links to the artist/s studied and describe simple techniques and media used, for example "How did you do this piece of art work?"</p>
<p><b>Year 2</b></p>	<p>Art Movement-Cubism 1907-1917</p>  <p>Georges Braque Abstraction, flat, two-dimensional surfaces, geometric forms, contrasting vantage points.</p> <p>Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Control the types of marks</p>	<p>Art Movement- Aboriginal art</p>  <p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones. Use a sketchbook to plan and develop</p>	<p>Art Movement- Contemporary 1970-present</p>  <p>Gormley</p> <p>Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Demonstrate experience in surface patterns/ textures and use them when appropriate. Explore</p>

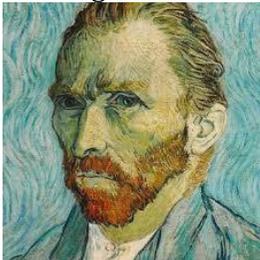


	<p>made with the range of media. Draw on different surfaces with a range of media. Use a sketchbook to plan and develop simple ideas. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations. Continue to Investigate textures and produce an expanding range of patterns. Explore 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. Discuss own work and others work, expressing thoughts and feelings</p>	<p>simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. Explore 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. Discuss own work and others work, expressing thoughts and feeling</p>	<p>carving as a form of 3D art. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work. Discuss own work and others work, expressing thoughts and feelings. Identify changes they might make or how their work could be developed further.</p>
<p><b>Year 3</b></p>	<p>Art Movement- Stone age art</p>  <p>Prehistoric Art 40,000-4,000BC Rock carvings, pictorial imagery, sculptures, and stone arrangements Prehistoric cultures that existed before the advent of a written language</p> <p>Develop intricate patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Begin to show an awareness of objects having a third dimension and perspective. Create textures and patterns</p>	<p>Art Movement-Abstract Expressionism 1940-1950s</p>  <p>Pollock Spontaneity, improvisation, colossally scaled works, unique techniques Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for</p>	<p>Art Movement-modernism/postmodernism</p>  <p>Giacometti Use equipment and media with confidence. Learn to secure work to continue at a later date. Join two parts successfully. Construct a simple base for extending and modelling other shapes. Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger ware using pinch/ slab/ coil techniques. Continue to explore carving as a form of 3D art. Use language appropriate to skill and technique. Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work Discuss own and</p>



	<p>with a wide range of drawing implements.. Continue to explore 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 Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques</p>	<p>future works. Confidently create different effects and textures with paint according to what they need for the task. Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Explore a range of great artists, architects and designers in history.</p>	<p>others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p>
<p><b>Year 4</b></p>	<p>Art Movement – Realism 1848-1900</p>  <p>Degas</p> <p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Have opportunities to develop further drawings featuring the third dimension and perspective. Experiment with different grades of pencil and other implements to achieve variations in tone. Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of</p>	<p>Art Movement-Post-Impressionism 1885-1910</p>  <p>Seurat</p> <p>Subjective visions, symbolism, abstraction Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Start to look at working in the style of a selected artist (not copying). Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in</p>	<p>Art Movement-</p>  <p>North American carvings</p> <p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Make a slip to join to pieces of clay. Decorate, coil, and produce maquettes confidently when necessary. Model over an armature: newspaper frame for modroc. Use recycled, natural and man-made materials to create sculptures. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Adapt work as and when necessary and explain why. Gain more confidence in carving as a form of 3D art. Use language appropriate to skill and technique. Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures. Discuss and review own and others work,</p>



	<p>great artists, architects and designers in history.</p>	<p>history.</p>	<p>expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history.</p>
<p><b>Year 5</b></p>	<p>Art Movement-Post-Impressionism 1885-1910 Van Gogh</p>  <p>Subjective visions, symbolism, abstraction Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Draw for a sustained period of time at an appropriate level. Use different techniques for different purposes i.e. shading, hatching within their own work. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Start to develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders. Discuss and review own and others work, expressing thoughts and feelings,</p>	<p>Art Movement- Abstract Expressionism</p>  <p>O'Keefe</p> <p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Start to develop their own style using tonal contrast and mixed media. Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history</p>	<p>Art Movement- Realism 1848-1900</p>  <p>Degas</p> <p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish Gain experience in model ling over an armature: newspaper frame for modroc. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Adapt work as and when necessary and explain why. Confidently carve a simple form. Use language appropriate to skill and technique. Compare the style of different styles and approaches. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Explore a range of great artists, architects and designers in history and identify those who have worked in a similar way to them.</p>



	<p>and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.</p>		
<p><b>Year 6</b></p>	<p>Art Movement-Renaissance 1400–1600</p>  <p>Michelangelo Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings. Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify modifications/ changes and see how they can be developed further. Identify artists who have</p>	<p>Art Movement-Impressionism 1865-1885</p>  <p>Monet Short, quick brushstrokes, separation of colour, sketch-like finish, modern subject matter Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Discuss and review own and others work, expressing thoughts and feelings explaining their views. Identify artists who have worked in a similar way to their own work.</p>	<p>Art Movement- Contemporary 1970-present</p>  <p>Moore Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Model and develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Demonstrate experience in relief and freestanding work using a range of media. Recognise sculptural forms in the environment: Furniture, buildings. Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook. Confidently carve a simple form. Solve problems as they occur. Use language appropriate to skill and technique. Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further. Explore a range of great artists, architects and designers in history and identify those who have worked in a similar way</p>



	worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.		to them.
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### Sketchbook Journey

**Explore artists** (observing, providing stimulus material, researching, art gallery, exhibition, discussion, make notes) – **Likes and dislikes** (discussion, make notes) – **New skills** – **Experiment with new skills** (playing with ideas, drawing, generating ideas, learning to use materials/new techniques, providing an introduction to relevant existing artwork, exploring emotions) – **Set the task** (remember to allow for creativity and variation so that the children can have ownership) - **Plan ideas** (what materials and techniques do you plan to use in your final piece?) – **Sketchbook testing** (practising new learning, developing ideas in the light of new discoveries, consider how knowledge and understanding gained in exploration might influence their own work, discussing, providing review and evaluation, making decisions, editing and making alterations) – **Create final piece** – **Evaluate** (providing opportunities for self-evaluation and peer review, exhibition of the work)