St Margaret's Art Curriculum Map

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I wonder theme…	**What makes me special?**	**Where does our food come from?**	**Do all children have toys?**	**What is it like in China?**	**What is it like to be an explorer?**	**What's the weather like?**
Kapow Unit	Drawing – make your mark				Craft and design: Woven wonders – making their own feely box toy	Painting - Clarance Cliff's 'Circle Tree' (exploring trees around the world link)
End of Unit Objectives	Pupils who are **secure** will be able to: • Show knowledge of the language and literacy to describe lines. • Show control when using string and chalk to draw lines. • Experiment with a range of mark-making techniques, responding				Pupils who are secure will be able to: • Give an opinion about whether an activity counts as 'art'. • Listen attentively to a visitor describing their creative interests. •	Pupils who are secure will be able to: • Name the primary colours. • Explore coloured materials to mix secondary colours. • Mix primary colours to make secondary colours. • Apply paint consistently to their printing materials to achieve a print.

	appropriately to music. • Colour neatly and carefully, featuring a range of different media and colours. • Apply a range of marks successfully to a drawing. • Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.				Draw and talk about a remembered experience of making something creative. • Independently choose and measure lengths of wool and join wool sections together. • Adjust their wrapping technique if something	• Use a range of colours when printing. • Mix five different shades of a secondary colour. • Decorate their hands using a variety of patterns. • Mix secondary colours with confidence to paint a plate. • Describe their finished plates.
Key Vocabulary	2D shape • 3D shape • abstract • chalk • charcoal • circle • continuous • cross-hatch				• art • artist • craft • knot • loom • plait • thread • threading • warp • weaving • weft	• blend • hue • kaleidoscope • pattern • mix • primary colour • print •

	• diagonal • dots • firmly • form • Horizontal • lightly • line • mark making • narrative • observe • optical art • pastel • printing • shade • shadow • straight • texture • vertical • wavy					secondary colour • shade • shape • space • Texture • Thick

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I wonder theme…	**Are all schools the same?**	**Would you prefer to live in a hot or cold place?**	**Did people in the past travel fast?**	**Why is our world wonderful?**	**Who's the king of the castle?**	**Who rules the oceans?**
Kapow Unit		Mixed Media; Collage – Life around them (Year 2)		Painting and Mixed Media – Life in Colour	Drawing – Tell a story	
End of Unit Objectives		Pupils who are **secure** will be able to: • Name the primary and secondary colours. • Talk about the colour changes they notice and make predictions about what will happen when two colours mix. • Describe the colours and textures they see. • Try different tools to recreate a texture and decide which		Pupils who are **secure** will be able to: • Name the primary and secondary colours. • Talk about the colour changes they notice and make predictions about what will happen when two colours mix. • Describe the colours and textures they see. • Try different tools to recreate a texture and	Pupils who are **secure** will be able to: • Suggest ways to draw a word through marks. • Use relevant language to describe how an object feels. • Suggest ways to create different textures through drawn marks. • Freely experiment with different tools, receiving encouragement when needed. • Describe and then draw shapes that	

		tool works best. • Show they can identify different textures in a collaged artwork. • Apply their knowledge of colour mixing to match colours effectively. • Choose collage materials based on colour and texture. • Talk about their ideas for an overall collage. • Try different arrangements of materials, including overlapping shapes. • Give likes and dislikes about their work and others'. • Describe ideas for developing		decide which tool works best. • Show they can identify different textures in a collaged artwork. • Apply their knowledge of colour mixing to match colours effectively. • Choose collage materials based on colour and texture. • Talk about their ideas for an overall collage. • Try different arrangements of materials, including overlapping shapes. • Give likes and dislikes about their work and others'. • Describe ideas for	make up an object. • Use good observational skills to add details to their drawing. • Use an interesting range of marks that show an understanding of how to draw different textures. • Make sketches, which may be of basic stick-like figures or may imply more shapes. • Develop sketches into a character, with some support, adding details to enhance their character. • Demonstrate an understanding of how drawing facial features in different ways conveys expressions. • Recount a story and	

		their collages. • Choose materials and tools after trying them out.		developing their collages. • Choose materials and tools after trying them out.	select key events to draw. • Create scenes from their own imagination, with some support.	
Vocabulary		collage detail mixing overlap primary colour secondary colour surface texture		collage detail mixing overlap primary colour secondary colour surface texture	blending charcoal concertina cross hatching emoji emotion expression frame hatching illustrations illustrator lines mark-making	

					re-tell scribbling sketch stippling storyboard	

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I wonder theme…	**How are things different from the past?**	**Where would you choose to settle?**	**Would you prefer to live in the Stone Age, Bronze Age or Ice Age?**	**What's hidden within? (The rainforest)**	**Why did the Romans invade Britain?**	**What can we learn from the world beneath our feet? (Volcanoes)**
Kapow Unit		Drawing – Growing Artists (linked to Science and Geography)	Painting and Mixed Media – Prehistoric paintings (linked to History)		Sculpture and 3D: Abstract shape and space (linked to Roman vases)	
End of unit objectives		Pupils who are **secure** will be able to: • Know the difference between organic and geometric shapes. • Use simple shapes to form the basis	Pupils who are **secure** will be able to: • Recognise the processes involved in creating prehistoric art. • Explain approximately how many years ago prehistoric art		Pupils who are **secure** will be able to: • Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the	

		of a detailed drawing. • Use shading to demonstrate a sense of light and dark in their work. • Shade with a reasonable degree of accuracy and skill. • Blend tones smoothly and follow the four shading rules. • Collect a varied range of textures using frottage. • Use tools competently, being willing to experiment. • Generate ideas mostly independently and make decisions to compose an interesting frottage image. • Make considered cuts and tears	was produced. • Use simple shapes to build initial sketches. • Create a large scale copy of a small sketch. • Use charcoal to recreate the style of cave artists. • Demonstrate good understanding of colour mixing with natural pigments. • Discuss the differences between prehistoric and modern paint. • Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.		flat shapes together. • Make a structure that holds its 3D shape. • Explain in simple terms the difference between 2D and 3D art. • Combine shapes together to make an interesting free-standing sculpture. • Try out more than one way to create joins between shapes. • Identify familiar 2D shapes in photographs. • Identify shapes in the negative space between objects. • Draw a cardboard model from	

		to create their ideas. • Understand how to apply tone, with some guidance about where to use it. • Draw a framed selection of an image onto a large scale with some guidance. • Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.	• Successfully make positive and negative handprints in a range of colours. • Apply their knowledge of colour mixing to make natural colours.		different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. • Plan an abstract sculpture based on play equipment. • Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). • Choose appropriate methods for joining elements in their sculptures. • Show that they have thought about how to	

					improve their sculptures and made choices about what to add. • Work cooperatively in pairs to add detail to their artwork.	
Vocabulary		abstract arrangement blend botanical botanist composition cut dark even expressive form frame frottage geometric gestural grip light line magnified organic object pressure rubbing scale scientific	charcoal composition negative image pigment positive image prehistoric proportion scaled up sketch smudging texture tone		abstract found objects negative space positive space sculptor sculpture structure three-dimensional	

		shading shape smooth surface tear texture tone tool viewfinder				

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I wonder theme…	**What do the Ancient Egyptians believe?**	**How are rivers used around the world?**	**How hard was it to invade and settle in Britain?**	**Would you survive the cold?**	**Were the Vikings mad, bad or misunderstood?**	**Where does our food come from?**
Kapow Unit		Drawing: Power prints (waterfalls, rivers, lakes as images)		Sculpture and 3D: Mega materials (linked to sea creatures)		Craft and design: Fabric of nature (links to farmer's fields)
End of unit objectives		Pupils who are **secure** will be able to: • Create several pencil tones when shading and create a simple 3D effect. • Explore the effect of holding a pencil in different ways		Pupils who are **secure** will be able to: • Try drawing in an unfamiliar way and take risks in their work. • Use familiar shapes to create simple 3D drawings and describe the shapes they use.		Pupils who are **secure** will be able to: • Describe objects, images and sounds with relevant subject vocabulary. • Create drawings that replicate a

		and applying different pressures. • Use charcoal and rubber to show areas of light and dark in their drawings. • Demonstrate an awareness of the relative size of the objects they draw. • Use scissors with care and purpose to cut out images. • Try out multiple arrangements of cut images to decide on their composition. • Use different tools to create marks and patterns when scratching into a painted surface.		• Draw a simple design with consideration for how its shape could be cut from soap. • Transfer a drawn idea successfully to a soap carving. • Make informed choices about their use of tools. • Successfully bend wire to follow a simple template, adding details for stability and aesthetics. • Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp.		selected image. • Select imagery and colours to create a mood board with a defined theme and colour palette. • Complete four drawings, created with confident use of materials and tools to add colour. • Understand the work of William Morris, using subject vocabulary to describe his work and style. • Create a pattern using their drawing, taking

		• Show some awareness of how to create contrast by including areas with more and less marks. • Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. • Work co-operatively to create a joint artwork, experimenting with their methods.		• Show they are considering alternative ways to display their sculpture when photographing it. • Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. • Describe how their work has been influenced by the work of El Anatsui.		inspiration from mood boards and initial research to develop it. • Identify and explain where a pattern repeats. • Follow instructions to create a repeating pattern, adding extra detail. • Understand different methods of creating printed fabric in creative industries. • Use sketchbooks to evaluate patterns. • Produce ideas to illustrate products

						using their designs.
Vocabulary		abstract block print collaborate collaboratively collage combine composition contrast cross-hatching figurative gradient hatching highlight mixed media monoprint observational drawing		abstract carving ceramics figurative form found objects hollow join mesh model organic shape pliers quarry sculpture secure surface		batik colour palette craft craftsperson design develop designer imagery industry inspiration mood board organic pattern repeat repeating rainforest

		parallel pattern precision printmaking proportion shading shadow symmetry three dimensional (3D) tone viewfinder wax-resist		template texture three-dimensional (3D) tone two-dimensional (2D) typography visualisation weaving welding		symmetrical texture theme

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I wonder theme…	**What are the mysteries and achievements of Ancient civilisations?**	**What's up high?**	**What's special about our local area?**	**Why do the oceans matter?**	**What was live life in Tudor England?**	**What's it like in the forest?**
Kapow Unit		Drawing – I need space (futuristic image)	Sculpture and 3D: Interactive		Painting and mixed media: Portraits	

			installation (linked to life experiences)		(linked to Mayan Masks)	
End of unit objectives		Pupils who are **secure** will be able to: • Understand and explain what retrofuturism is. • Participate in discussions and offer ideas. • Evaluate images using simple responses, sometimes using formal elements to extend ideas. • Provide plausible suggestions for how a piece was created. • Comfortably use different stimuli to draw from. • Use past knowledge	Pupils who are **secure** will be able to: • Group images together, explaining their choices. • Answer questions about a chosen installation thoughtfully and generate their own questions. • Show that they understand what installation art means. • Justify their opinions of installation artworks. • Evaluate their box designs, considering how they might appear as		Pupils who are **secure** will be able to: • Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. • Try a variety of materials and compositions for the backgrounds of their drawings. • Communicate to their partner what kind of photo portrait they want. • Show that they are making decisions about the position of a drawing on their	

		and experience to explore a range of drawing processes. • Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. • Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. • Generate a clear composition idea for a final piece that shows how it will be drawn. • Apply confident skills	full-sized spaces. • Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. • Create an installation plan, model or space. • Describe their creations and the changes they made as they worked. • Describe how their space conveys a particular message or theme. • Make and explain their choices about materials used,		background, trying multiple ideas. • Create a successful print. • Use some Art vocabulary to talk about and compare portraits. • Identify key facts using a website as a reference. • Explain their opinion of an artwork. • Experiment with materials and techniques when adapting their photo portraits. • Create a self-portrait that aims to represent something about them. • Show they have considered the effect created by their choice	

		to make an effective collagraph print. • Independently select tools and drawing techniques, with some guidance. • Demonstrate growing independence, discussing ways to improve work	arrangement of items in the space and the overall display of the installation. • Show they have considered options for how to display their installation best e.g. lighting effects. • Present information about their installation clearly in the chosen format. • Justify choices made, explaining how they improve the viewer experience or make it interactive.		of materials and composition in their final piece.	
Vocabulary		cold war collagraph	analyse art medium		art medium	

		collagraphy composition culture decision develop evaluate futuristic imagery printing plate printmaking process propaganda purpose repetition Retrofuturism revisit space race stimulus technique	atmosphere concept culture display elements evaluate experience features influence installation art interact interactive location mixed media performance art props revolution scale scaled down special effects stencil three dimensional		atmosphere background carbon paper collage composition continuous line drawing evaluate justify mixed media monoprint multimedia paint wash portrait printmaking represent research self-portrait	

					texture transfer	

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I wonder theme…	**What was the impact of WW2?**	**Would you like to live in the desert?**	**What did the Greeks ever do for us?**	**How do we influence the world around us?**	**Who should feature on the £10 bank note?**	**Where does our energy come from?**
Kapow Unit	Painting and mixed media: Artist study			Drawing: Make my voice heard	Sculpture and 3D: Making memories	
End of unit objectives	Pupils who are **secure** will be able to: • Understand a narrative and use descriptive language to tell a story. • Suggest ideas for the meaning behind a picture. • Identify different features within a painting and use the formal elements to describe it. • Be creative and imaginative in			Pupils who are **secure** will be able to: • Collect a good range of imagery, adding annotated notes and sketches. • Make relevant comparisons between different styles of art. • Use tools effectively to explore a range of effects.	Pupils who are **secure** will be able to: • Discuss the work of artists that appreciate different artistic styles. • Create a sculpture to express themselves in a literal or symbolic way. • Reflect verbally or in writing about creative decisions. • Suggest ways to represent memories through	

	finding their own meaning in a painting. • Use their own art or personal experiences to justify their ideas. • Read a picture well and see beyond the first glance, analysing and evaluating it successfully. • Reflect on personal experiences to convey through their own piece of abstract art. • Contribute to discussions to either the class, group or talk partner. • Understand and choose a meaningful message to convey through imagery,			• Respond to the meaning of a spirit animal through drawing. • Generate symbols that reflect their likes and dislikes with little support. • Create a tile that is full of pattern, symbols and colours that represents themselves. • Discuss ideas to create light and dark through drawing techniques. • Explain the term chiaroscuro. • Apply chiaroscuro to create light and form through	imagery, shapes and colours. • Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. • Competently use scissors to cut shapes accurately. • Talk about artists' work and explain what they might use in their own work. • Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. • Successfully translate plans to a 3D sculpture. • Work mostly independently,	

	creating some different composition ideas. • Select an appropriate artist. • Collect a range of information that is presented in an interesting and pleasing way in sketchbooks. • Generate an idea for a final piece, demonstrating some inspiration from their chosen artist. • Produce a final piece of work, selecting appropriate tools and materials to create an intended effect. • Experiment and revisit ideas, drawing on			a tonal drawing. • Understand the impact of using techniques for effect. • Participate in a discussion that examines the similarities and differences between different styles of art. • Form their own opinions about what art is, justifying their ideas. • Identify a cause and decide what message they want to convey. • Understand artist's choices to	experimenting and trying new things. • Identify and make improvements to their work. • Produce a completed sculpture demonstrating experimentation, originality and technical competence. • Competently reflect on successes and personal development.	

	creative experiences. • Work in a sustained way to complete a piece, making evaluations at each stage.			convey a message. • Review sketchbook and creative work to develop a drawn image. • Review and revisit ideas to develop their work.		
Vocabulary	abstract analyse artist compose compositions convey evaluation inference interpret justify			aesthetic audience character traits chiaroscuro commissioned composition expressive graffiti guerilla imagery	assemblage attribute collection composition embedded expression identity juxtaposition literal manipulate	

	meaning medium mixed media narrative respond tableau technique thought-provoking translate			impact interpretation mark making Maya Mayan mural representative street art symbol symbolic technique tonal tone	originality pitfall relief representation sculpture self symbolic tradition	