

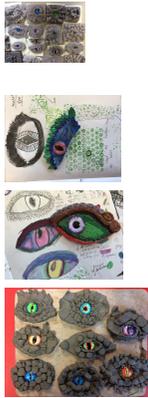
Art & DT curriculum map and progression of skills

Tadpole Farm CE Primary Academy

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Termly value	Friendship	Justice	Truthfulness	Forgiveness	Compassion	Trust
EYFS (Cycle 1)	All about me Who am I? UW	Ticket to ride UW	Traditional Tales UW	Stories UW	In the garden UW	Holidays, beach, pirates UW
EYFS (Cycle 2)	Good to Me	How does it work? Machines, robots, space	Traditional Tales	Stories Around the World	Enchanted Woods	Animals
Year 1	What Makes me, me? (local area and school)	Toys that Time Forgot	Cold, Cold, Cold! Arctic and Antarctica comparing 2 climates	Castles	Commotion in the Ocean*	Space Race
Year 2	What makes me, me?	Famous for Five Minutes	Hot, Hot, Hot! Australia - comparing 2 climates	London (The Great Fire and Modern London)	All around the World	Oh I do Like to be beside the seaside
Year 3	Where are we now?	Who was the early man?	Why is the Earth sometimes angry?	Romans	What would we find in Asia?	Egyptians
Year 4	Where in the world are we?	What was life like for an Anglo Saxon?	Is there a mountain high enough or a river wide enough?	Anglo saxons	What would we find in Africa?	What was the impact of WW1?
Year 5	Why does the world need rainforests?	Conflict, compassion and compromise. What was the impact of WW2?	Why is South America so amazing?	What can we learn from the Romans?	What makes Swindon special and why do people migrate?	What happened to the Benin Empire?
Year 6	How is the world changing?	How did the Maya develop such a civilised society?	What would you find on a North America road trip?	How has crime and punishment changed throughout the years?	What does it mean to be a global citizen?	

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<p>Year 1</p> <p>Main areas of focus</p>	<p>Jackson Pollock</p> <p>Focus: mark marking, colour, mood, abstract, experimentation</p> <p>Chn to create different artwork each week which represents a different mood.</p> <p>Introduce Jackson Pollock - what do they think? What does it look like? Does it look like the artwork of a famous artist? Do they think they could also recreate it? How could they do it? Double page spread exploring artist, opinions on his work,</p> <p>2. Do colours match certain emotions? How does green make you feel? What about red? Yellow? Go through a variety of colours and ask chn what emotions they would match to the colours.</p> <p>Show JP work - How do the children think he might have been feeling when he created certain artwork? Link to colour discussion.</p> <p>What about music? Does music have a mood or emotion? Each week play a variety of music pieces (instrumental) for chn to suggest moods for - why does it make them feel that way?</p> <p>First focus on 'happy'. Play music which is upbeat - what colours could they use when</p>	<p>Alma Thomas</p> <p>Focus: colour, introducing the colour wheel, collage.</p> <p>1. Introducing artist - what do they notice? Start talking about colours and shapes. What can they see in her work? Create a page with pictures of her work, children recreating this, lots of colour. Encourage chn to mount any pictures they are sticking in with an appropriately coloured backing OR draw a border. Key words to describe her work.</p> <p>2. Explore colour wheels - creating different colour wheels using different mediums i.e. collage, paint, pencil, water colour. What is the difference between each medium? i.e. brighter, darker etc.</p> <p>3. Create collage landscape images inspired by Alma Thomas - sun, tree, mountains etc. whole page collaged.</p> <ul style="list-style-type: none"> - Magazines, tissue paper squares, printed colour pages cut up? 	<p>DT: Create an upcycled decorative bowl using old clothes.</p> <p>Focus:</p> <p>Brief: Mr Spencer needs a new decorative bowl for his dining table. He would like year 1 to design him one but it must be good for the environment.</p> <p>Activity: design a decorative bowl using old clothes.</p> <p>1. Discuss 'decorative' bowls (how they're different to food bowls and why people recycle clothes (landfills, environmental). What might Mr Spencer want his bowl to look like? Label (like a mind map with image in the middle) an image of a decorative bowl and identify features i.e. round, smooth, strong, nice to look at. Then write design criteria underneath i.e. A good bowl is: hard, round, colourful etc.</p> <p>2. Discuss what sort of bowl Mr Spencer might like. Design bowl in books (draw)- annotate. Explain why they made the decisions that they</p>	<p>Sculpture: Clay dragon eyes (linked to topic of 'castles').</p> <p>Focus: sculpture, pattern, impressions, mark making, experimentation</p> <p>1. Introduce the focus of dragons - what do they think of dragons? Scales, fire, hard, rough, big, hot. How would they describe dragon eyes? Lots of images of dragon eyes on their tables. Cut out images of dragons and label their different parts incl. Eyes, body, head, scales, teeth etc. How could chn replicate scales for the background of their page?</p> <p>2. Focusing on details. Using close up images of dragon eyes, chn to draw their own dragon eyes (encourage them to do these different sizes and think about where they will be on their page). Colour using different mediums- water colour, pencil, felt tip etc. (between 3-5 eyes).</p>  <p>3. Mark making / exploration in clay and sketch book - how many</p>	<p>DT: Cooking focus</p> <p>Focus: designing, following instructions, photography, evaluating, presenting.</p> <p>Brief: Pizza Hut are looking to introduce a new type of pizza. They need the help of Y1 to design a new type of 'healthy' pita pizza which children in Swindon will like.</p> <p>Activity: design and make a pita pizza.</p> <p>1. Investigate the parts of a pizza. What makes a pizza, a pizza? When chn have identified the different components, chn to taste test ingredients</p> <ul style="list-style-type: none"> - Discuss what they might include in their recipe? - Why will they include them? <p>Chn should draw and label the components of a basic pita pizza. Then, fill in a table with ticks and crosses indicating whether they like different ingredients..</p> <p>Include space in table for chn to write their opinion on the flavours/ colours/ textures.</p> <p>2. Design their final product through drawing what they want their final product to look like. Label all the different parts / ingredients.</p>	<p>Piet Mondrian</p> <p>Focus: primary colours, secondary colours, abstract, clean lines, shape, horizontal, vertical, bold, experimentation</p> <p>1. Introducing artist - facts and information. What makes him different from artists they have looked at before (maybe have other images of previously explored artwork on the board for comparisons). What do they notice and Mondrian's work? Start discussing colours and shapes. What can they see in his work? Create a page with pictures of his work, children recreating this, lots of colour. Mount images of his work or give a border to them.</p> <ul style="list-style-type: none"> -Key adjectives describing his work -Opinions on his work -How could they create a background which reflects his work? -Facts about him. <p>2. Explore ways to create crisp lines. Use a variety of different mediums - which gives the 'cleanest' lines?</p> <ul style="list-style-type: none"> - Oil pastel - Poster paint - Acrylic paint - Water colour - Sketching pencil - Cutting and sticking paper strips <p>Double page spread of</p>

<p>'Jackson Pollocking' their page to happy music (green, yellow, pink)? Splatter their page with appropriate colours for that piece of music. Write title of music at the top of page. When dry, write synonyms for happy over the page in black felt tip.</p> <p>3. Anger. Play music that sounds more angry and intense. Chn to splatter appropriate colours onto the page while listening to music (red, black, deep orange). What sort of brush strokes might they use alongside their angry colours (harsh, scribbly, lines). Write title of music at top of page. When dry, write synonyms for angry over the top of their splattered paint pages using black felt tip.</p> <p>4. Calm. Play calm music - what colours might you associate with that (purple, blue, white)? What sort of shapes (soft, flowing, long strokes)? Chn to splatter appropriate colours onto the page while listening to music. Write title of music at top of page. When dry, write synonyms for calm over the top of their splattered paint pages using black felt tip.</p> <p>5. Sad. Play sad music - what colours might you associate with that (pale blue, light and dark grey, black)? What sort of shapes (short strokes,</p>	 	<p>did i.e. blue material because they think JS likes blue, old clothes because of the environment etc. Glitter, buttons etc can be added as decoration if they want to.</p> <p>3. Chn to think about how they might make all the material stay in shape. <i>Paper mache method.</i> watch a video of the paper mache method or watch an adult complete the steps. Write step by step instructions as a class including equipment list- photograph for books.</p> <ul style="list-style-type: none"> • Cut material into strips • Wrap bowl in clingfilm and turn upside down (rim down). • Soak material in glue and layer onto bowl (three layers thick). Make sure to smooth down and overlap. • Add decoration. • Leave to dry for a couple of days. • Remove from bowl and trim edges. <p>4. Chn to make their bowls, following their instructions and selecting the same</p>	<p>different patterns/ impressions can they create in clay? Does the tool they used look the same or different when used on clay and paper? I.e. bubble wrap pressed into clay and then printed onto their paper? Photograph clay impressions to stick next to/over the top of their experimentation in their sketch book.</p> <ul style="list-style-type: none"> - Bubble wrap - Tin foil screwed up - Ends of paintbrushes (bristles and handle) <p>4. How can we join bits of clay together? Chn to learn to attach balls of clay onto a square of clay. Thinking about careful hands and fingers, how to roll a ball, cross hatching the clay where they want to attach it, adding a bit of water for 'glue', pressing down gently. Photograph for sketchbooks. Chn to write comments about how they achieved the final piece.</p> <p>5. Chn to design and (6) create their own dragon eyes.</p> <p>Will need: Clay ,Impression tools Trays of water, Dragon eyes from Amazon, Metallic paint Photograph for books next to their design - what went well comments.</p>	<p>Double page spread with design in the middle, label around the outside the ingredients etc and key words/ thoughts. Discuss using the toppings to make patterns.</p> <p>3. Making - chn to follow basic instructions but make sure to tweak depending on their design. Adults to take photos of chn as they create their final product. Stick these into sketchbook. <u>Children photograph their own finished product.</u> Talk about how to present it and make it look appealing - in daylight, on a nice plate, what angle will best show it off?</p> <p>4. Evaluate their final product. What went well? What did they find tricky? What would they change if they could do it again (colours, flavours, textures)? Did it taste nice? Why did it taste good? Was it sweet or savoury?</p> <ul style="list-style-type: none"> - Write evaluation next to the photograph of their final product in sketchbooks - Could they type up their final evaluation? 	<p>explorations. Chn to explain in writing which they think is the best and why. Which was easiest to control? Which gives better, bolder colour? Did anything else impact the lines i.e. bluntness of pencil or size of paintbrush?</p> <p>3. Chn to practise painting in the lines - prizes for the neatest work with the cleanest lines. A3 sheet of different sizes shapes - whichever medium the chn decided was the neatest last session is the one they should use here. Different colour for each shape.</p> <ul style="list-style-type: none"> - Focus on taking their time, attention to detail. Set a minimum time expectation that they spend on each shape to stop them from rushing. <p>4. Chn to create their own Piet Mondrian inspired art works. Design 4 different ones in their books (double page spread split into 4). Made up of intersecting lines of different thicknesses and direction - lines should create shapes i.e. triangles, squares and rectangles.</p> <p>5. Choose their favourite of their four mini drafts to recreate on a larger scale (double page spread).</p>
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	<p>dots, tiny marks)? Chn to splatter appropriate colours onto the page while listening to music. When dry, write synonyms for angry over the top of their splattered paint pages using black felt tip.</p> <p>Could they do a colour wash first and then splatter?</p> <p>Model how to splatter safely i.e. tapping onto finger</p> <p>Use poster paint as it is washable/can be removed from clothes</p> <p>Photograph chn as they create art work and record chn's discussions in through bubbles to add into their sketchbooks too.</p>		<p>colours as in their design.</p> <ul style="list-style-type: none"> Photograph chn making and end product to stick into sketchbooks. <p>5. What went well? What would they change if they could? Evaluate either through discussion (comments noted down by adult) or in annotation form by child.</p>			<p>Chn should write a few sentences explaining why they have chosen that particular one - could write on paper and stick it as a flap over the four mini versions). What can they do differently from their mini version to make it even better i.e. use a ruler for all the lines, press more lightly with their pencil so their lines aren't as visible under the colour, paint the colourful shapes first and the black lines second to create neater lines etc?</p>
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Commotion in the Ocean*
 Inspired by photographer Tobias Freidrich

Focus: colour blending, silhouette, mixed media, experimentation

Lesson 1: Introduce photographer Tobias Freidrich

LO: I can talk about Tobias Freidrich's ocean photograph

Discuss the photograph.

- What is it?
- How did he take it?
- What can they see?



Children to decorate their page so that they have a blue background

- Stick Freidrich's photo in the centre (image highlighted in blue)
- Chn to write comments of his work around the outside
 - Opinions
 - Colours
 - What they can see
 - How it makes them feel
 - Do they like it or not? Why?



Lesson 2: Colour swatching

LO: I can experiment with different shades of colour

What are the main colours in Tobias' photo? (Blue/black)

Discuss that there isn't just one type of blue, there are lots!

- Name some and discuss how they are different from each other (lighter/darker/brighter etc)

Chn to create a collage on one page of as many different shades of blue as they can find.

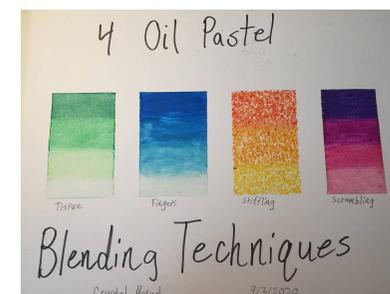
- Use magazines/printed images.
- Encourage layering
- Can they identify/name any of the blues that they find?
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In small groups with an adult:

LO: I can blend oil pastels

Adult to model how to blend different shades of white/green/blue oil pastel (see image - chn to replicate image in their sketchbooks on the page after their collage and label techniques).

- Option to find videos on YouTube for each technique if it is easier than modelling?



In small groups with an adult:

LO: I can create silhouette ocean animals and reef

Chn to create silhouette sea/ocean animals and reef- draw their animal (max. of 3) from a photo onto black paper and then cut out. Stick these into their sketchbook on a new page. Label what the silhouette is.

Lesson 3 & 4: Final piece

LO: I can create a piece of artwork inspired by Tobias Freidrich

Discuss circular motions used in example pieces when applying oil pastels and blending / sticking collage pieces (lightly sketch circles onto pages for chn to follow if needed).

Chn to create the ocean background using either oil pastels (more confident - discuss adding white to show the sunlight through the water - see examples) or collage (for less confident chn).

- Should not be able to see their page through their background.

Then add silhouette creatures/reef using black paper.

- Chn should decide whether they want their reef to be all around the outside of their artwork or just at the bottom as this will impact how much silhouette reef they have to create.

<p>Year 2</p> <p>Main areas of focus</p>	<p>Maria Rivans</p> <p>Focus: collage, layering, contrast (colour vs black and white).</p> <p>Introduce the artist. What do they notice about her work? What do they like? What do they dislike? What colours and images can they see? Share facts about the artist.</p> <p>-Double page spread with images of artist work, facts, opinions, key words and an appropriate background (wash of water colour - pastel shades).</p> <p>2. Chn to complete scissor skill challenges (https://www.twinkl.co.uk/resource/us-t-m-470-new-scissor-cutting-skills-booklet-usa) - photograph chn completing this activity for sketchbooks. Stick in cut out activities as well as photographs.</p> <p>3. Chn to explore how to make collages - cutting out particular images (not only in a rectangular way but also following the line of the specific image), layering, filling gaps and space etc.</p> <p>-Chn to create small collages with different themes i.e. split double page spread into 4 columns.</p> <p>-Chn to create a food theme, nature, red and toy collage columns using only images that match that theme.</p> <p>-Encourage layering and neat cutting. No flapping</p>	<p>DT: Design money boxes</p> <p>Focus: Linked to topic.</p> <p>Look at cylindrical money boxes that have been brought in.</p> <p>-What makes a money box a money box?</p> <p>-What do they like about it?</p> <p>-What would they change?</p> <p>Record key thoughts in a sketchbook. Images money boxes - label key parts.</p> <p>Design their own money box - label colours, key parts, decorations.</p> <p>-Money box - toilet roll tube structure, painted(?), decorated.</p> <p>Make what they have designed following their plans.</p> <p>Evaluate what they have made.</p> <p>My money box went well because...</p> <p>If I made it again, I would...</p> <p>I really liked...</p> <p>Investigate → design → make → evaluate cycle.</p>	<p>Yayoi Kusama (the Princess of Polka Dots)</p> <p>Focus: pattern, colour, primary colours, secondary colours.</p> <p>Introduce the artist: what do they notice? What do they like or not like? How is her work difference from other artists they have seen before? Have they ever walked around an 'installation' before? (videos of her installations on YouTube).</p> <p>Record thoughts/opinions/key terminology in Sketchbooks. How could they decorate their pages to suit the artist? Dots!</p> <p>-Introduce/reintroduce the idea of giving a page a background to work on top of first.</p> <p>Introduce terminology and model: stippling, dotting, twisting - exploring how to make dots. Different sizes, different techniques.</p> <p>Explore in pages in sketchbooks - label each technique. Can they fill a page with dots using different techniques? Can they make a pattern using dots?</p> <p>Chn to decorate images of everyday objects with dots - multicoloured, single colour, different shapes and sizes, different techniques.</p>	<p>DT:</p>	<p>London (The Great Fire and Modern London)</p> <p>Artist TBC</p> <p>Focus: gradient, shades, primary, secondary, tones, silhouette, contrast</p> <p>What colours can they see in fire?</p> <ol style="list-style-type: none"> 1. Create a mood board/collage of colours they see in fire. Annotate with colour labels. 2. Chn to create gradient colour strips starting with the lightest colour (yellow) up to the darkest (red) in different mediums i.e. oil pastel, coloured pencil, paint <p>- Discuss and investigate blending. Which medium is easier to blend? Why?</p>	<p>Ndebele houses -</p> <p>Focus: repeated pattern, designing,</p> <ol style="list-style-type: none"> 1. Explore Ndebele houses and the culture behind them. Create a double page spread recording this knowledge and identifying what makes these houses special - perhaps compare them to houses in Tadpole? Include images, Adjectives. Opinions. Can they spot the geometric patterns? What shapes and colours can they see? 2. Look at creating geometric patterns. Discuss examples - how do they fit together? What colours are used? On strips of paper (3 or 4), chn to create their own repeated geometric patterns. <p>Using mod rock bandages, wrap cardboard structures to make a more sturdy 'house' structure.</p> <p>-Paint using planned patterns in sketch book (acrylic paint would be best - use aprons).</p> <p>-Hay for roof.</p>
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	<p>images.</p> <p>4&5. Chn to create a Rivans inspired final piece - photo of themselves with a headdress made up of the things they love the most i.e. images of footballs, chocolate, dogs, pink things etc. Focus on careful cutting and sticking.</p> <p>Chn to cut out image of themselves following the line of their portrait. Stick onto blank page and then create collage 'headdress'.</p>		<p>Focus on keeping the dots inside the lines of the key object, leaving the background blank.</p> <p>What went well? What did they find hard? How is what they have created similar/ different to Kusama?</p> <p>End project idea: each child to bring in an object and a box they can Kusama-fy (paint and cover in dots)! End product - a photograph of their object inside their box - both painted in the style of Yaoi Kusama.</p> 			
<p>Year 3 Main areas of focus</p>	<p><u>Wassily Kandinsky (pioneer of abstract art)</u></p> <p>Focus: abstract, shape, colour, mixed media.</p> <p>Introduce abstract art as art that doesn't make sense - it isn't of 'anything'. Introduce Kandinsky - why is his art 'abstract'?</p> <p>Experiment using different mediums in the</p>	<p><u>Stone age inspired art</u></p> <p>Focus: mixing own colours (primary to make earthy colours - create colour wheel), working in an unfamiliar style, using a wide range of mediums (paint, clay, charcoal).</p>	<p><u>Leonardo da Vinci</u></p> <p>Focus: using a variety of mediums, human form, historical artist.</p> <p>1. Artist research pages.</p> <p>Introduce da Vinci - who was he? What is he famous for? Look at his most famous works - can they name the paintings? Create artist research pages. Facts, Opinions Images</p>	<p><u>DT focus - Pottery</u></p> <p>Focus: pottery, joining, facial features, shapes,</p> <p>Artist: Tatiana Cardona</p> <p>1. Artist research pages</p> <p>2. Working in artist's style:</p> <p>Double page spread lip studies (youtube tutorials using basic shapes as the base).</p>	<p><u>'Stik'</u></p> <p>Focus: clean lines, working in the style of an artist, contemporary art.</p> <p>1. Artist research pages</p> <p>2. Working In artist style:</p> <p>How to draw clean lines with different mediums</p> <ul style="list-style-type: none"> - Fill a double page with intersecting 	<p><u>Sewing</u></p> <p>Focus: introducing core skills, running stitch, applique, cross stitch</p> <p>Chn to practise basic stitches, threading needles (child friendly with a big eye and tying off knots).</p> <p>Practise neat cutting of felt.</p> <p>Chn to design own</p>

	<p>same piece.</p> <p>Using shape to create patterns.</p> 		<p>of his art work ,Their attempt at recreating Key words they would use to describe his art</p> <p>2 - 5. Focus into three of his most famous pieces of work (one per week) - chn to try and guess the medium used, what he was trying to create and then create their version i.e. Photograph themselves in required positions to recreate 'vitruvian man' etc. Then they draw out the rest of the background in his style and tea dip/colour wash it all.</p> <p>-Double page spread study of the piece of art (summarising discussions, mini versions - similar to artist research pages) -Single page 'test page' -Single page 'final piece' page</p>	<p>Varying sizes - focus on details.</p> <ul style="list-style-type: none"> - Still thinking about how to implement background etc. <p>Split the next double page spread into 4 and design 4 pots in her style. Must be different designs- labelled.</p> <p>3. Model how to make lips from clay - chn to trial these and photograph for books.</p> <ul style="list-style-type: none"> - Make comments on how they did this, what they found tricky etc. <p>4. Model how to make a coil pot - chn to make and then attach a remake of their lips from the previous week.</p> <ul style="list-style-type: none"> - Model using cross hatching and water for attaching, smooth with tools <p>5. Paint using acrylic paint and photograph for books.</p> <ul style="list-style-type: none"> - What went well comments 	<p>lines using different mediums (black)</p> <ul style="list-style-type: none"> - Which is the easiest to use? - Chn to comment on different mediums (felt tip, charcoal, biro, 6B pencils water colour etc) <p>3. Working in the medium they're most comfortable with, chn to draw themselves 'stik's' in the style of Stik. Different moods? Or them at different ages? Practise working on white paper, different backgrounds etc.</p> <ul style="list-style-type: none"> - Emphasis on the thick lines and block colour - Chn to design their own Stik then draw them onto photographs of places around Swindon as if they were 'Stik'. Think about the angle of the photograph for greater challenge.  	<p>'Tudor rose'.</p> <p>Final piece: a sewn tudor rose and a sketch book of the build up - photograph chn working on skills for sketch books too.</p>  
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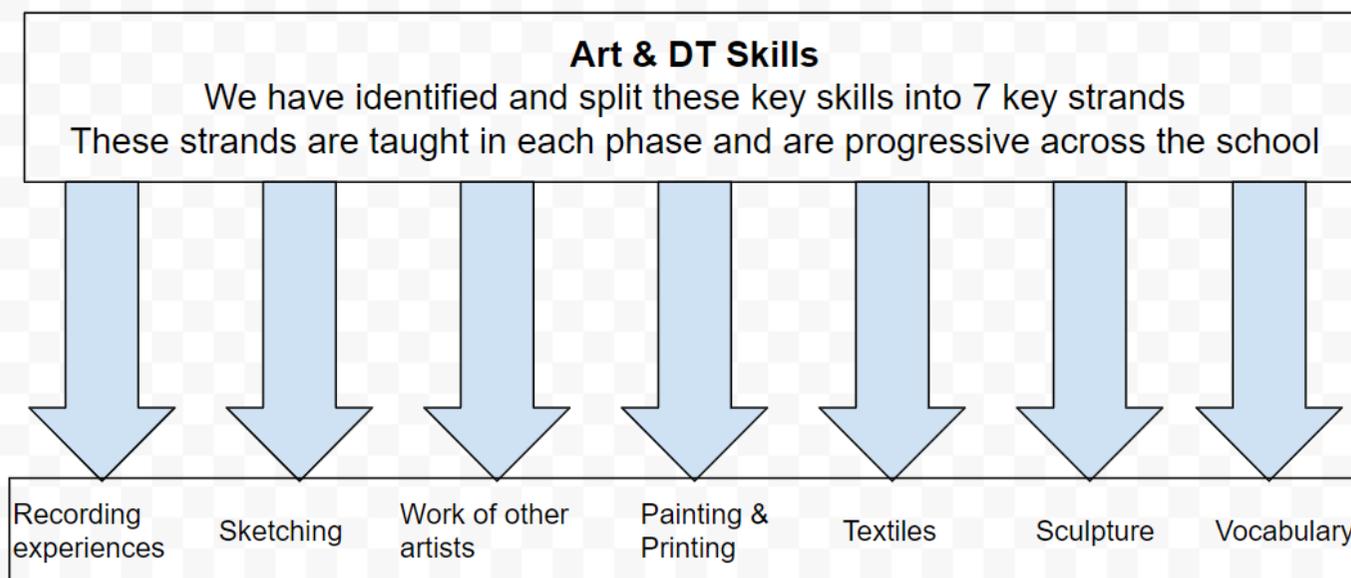
<p>Year 4 Main areas of focus</p>	<p><u>Takashi Murakami</u></p> <p>Focus: bold/bright colours, clean lines, working in the style of an artist, working on different surfaces.</p> <p>Final piece idea: chn to bring in a boring item to decorate in the style of T M (paint completely white first and then work on top of).</p> 	<p><u>Clay Viking portraits</u></p> <p>Focus: portrait, working with different materials, focusing on details</p> <p>How do we know what people looked like back then?</p> <p>How do adults look different to children?</p> <p>Pencil sketches of individual facial features: eye (incl./not incl. eyebrow, mouth, nose, ear, hair etc.</p> <p>Understanding texture in clay - mark making, texture building.</p> <p>How will you attach the different features? Smoothing and pressing, small amounts of water acting like a glue.</p> 	<p><u>Alberto Seveso</u></p> <p>Focus: experimentation, colour, mixed media.</p> <p>How can we recreate his artwork on paper? If we wet the page, will this affect how different mediums sit on our pages?</p> <ul style="list-style-type: none"> • First session - exploring artist • Second session - dropping ink into water and photographing • Onwards - recreating using different mediums (water colour, watercolour pencils, felt tip pens and water, paint etc). Which is most effective and why? 	<p><u>DT focus: Printing cards</u></p> <p>Design and make a set of 10 identical cards using printing techniques.</p> <p>Explore printing techniques (eraser, lino, aluminium - Access Art). - Decide on most efficient one and why. (Exploration of different techniques could take multiple lessons)</p> <p>Option for children to sell their cards to the school/parents to fundraise for art supplies or a treat for Y4.</p>	<p><u>Hannah Hoch / John Stezaker / Jay Kelly</u></p> <p>Focus: collage, cutting skills, abstract portraits.</p> <ol style="list-style-type: none"> 1. Artist research around Hannah Hoc. 2. Studies of eyes/face parts using different mediums and backgrounds on same page. 3. Cut portrait image into 6. Chn working in a group to do a different section of the same image (face) and putting back together - collage effect or seamless fit? Photocopy for books. 4. Take photographs of chn and use as base for collages. Create a Hannah Hoc style portrait. Chn to swap features with each other. 	<p><u>DT: Sewing project</u> <u>Jon Burgerman</u></p> <p>Focus: sewing and joining, sketching/computing illustrations in the style of Jon Burgman</p> <p>Brief: Jon Burgerman's birthday is in August. Create Jon Burgerman style soft toys to commemorate his birthday!</p> <ol style="list-style-type: none"> 1. Artist research: Jon Burgerman 2. Create design criteria (i.e. must be colourful, soft, monster shape etc) as a class and then design four creatures in the style of his work which satisfy this criteria. Annotate how they would assemble it / fabrics used etc and how it satisfies the criteria. 3. Decide on final design and make a paper prototype. 4. Practise stitches (running, back stitch, blanket stitch). Stick evidence into book. Chn to label different stitches used and jot down notes on which is appropriate for different jobs. 4. Assemble felt product using three stitches learned. (The bigger the monster, the easier it is to assemble.) <ul style="list-style-type: none"> - Sew all details on - Sew together outside in and
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						<p>then turn inside out before closing.</p> <ul style="list-style-type: none"> - Stuff before closing. - Sew up final hole. <p>5. Photograph finished piece and evaluate.</p> 
<p>Year 5 Main areas of focus</p>	<p><u>Andy Goldsworthy</u></p> <p>Focus: using nature for art, using different materials, weaving.</p> <ol style="list-style-type: none"> 1. Patterns out of natural materials 2. Nature looms- Collect things on their walk to school/a favourite place - nature loom that represents this. Build up by exploring textures that do/don't work together. 'Aesthetically pleasing'. 3. Branch/stick weaving - Chn to design their own pattern, try mini versions/mock ups, test colour palettes that work or don't. What do they want their weaving to represent? Exploring colour families. 	<p><u>Clay mosaics inspired by the Romans</u></p> <p>Focus: using a range of materials, pattern planning.</p> <p>Chn to create their own Roman mosaic using tiles and clay - could smash old bathroom tiles or buy mosaic tiles.</p> <p>Study and plan patterns first. How will they make the pieces fit? Colours?</p> 	<p><u>David Bomberg</u></p> <p>Focus: cities, charcoal, shading, perspective</p> <p>Drawing buildings from different perspectives - foreground, midground, background, depth etc.</p> <p>End product: charcoal studies of the Blitz aftermath.</p> 	<p><u>DT focus: Making moon buggies/moving vehicles</u></p> <p>Children use wheels to create a moving product.</p> <p>Understand and use mechanical systems in their products</p> <p>Understand how key events and individuals have helped shape the world</p> <p>**Link to Science</p>	<p><u>Mr Brainwash</u></p> <p>Focus: multimedia, layering, texture, stenciling.</p> <ol style="list-style-type: none"> 1. Artist research pages 2. Banksy v Mr Brainwash- similarities, differences. (Second set of artist research pages) 3. Plan final piece page. What will their Mr Brainwash inspired final piece look like (See Y6 test page examples). Practise layering - aesthetically pleasing, graffiti style. Testing backgrounds - which is most effective? What will their message be? 4. Design their own stencil for the spray paint element. Design and cut out. Discuss what they will make it 	<p><u>Raffaello Monti</u></p> <p>Focus: texture, empty space, sculpture, material, sketching.</p> <p>Ghostly figures, drawing material, how to sketch empty space.</p> <p>Charcoal, sketching pencil, white pencil etc.</p> <p>Designing own sculpture - ghostly hand, using dolls to create figures - draped in plaster of paris bandages then when dry, remove object to create 'ghost sculpture'.</p> <ul style="list-style-type: none"> - Wrap objects in clingfilm first to make removal when dry easier.

					<p>out of- practicality for making vs durability.</p> <p>5Final piece. Newspaper, colour, main focus image,</p> <p>What is his message? What is the point of his art? Does he remind you of anyone else?</p> <p>Photograph chn - use photos as foreground. Background newspaper, splatter paint, spray paint (chn design own stencil).</p> 	
<p>Year 6 Main areas of focus</p>	<p><u>Jean Michel Basquiat</u></p> <p>Focus: meaning behind art, bold colours, art from other cultures, oil pastels.</p> <p>Understanding the messages behind their artwork.</p> <p>Creating bold, abstract figures/faces - what do they want the message behind there work to be? What is important to them? How will they present that?</p> 	<p><u>DT: Worry dolls</u></p> <p>Brief: design and create a worry doll that may help a child talk about their problems</p> <p>(Cross curricular - history / PSHE)</p> <p><u>DT: Worry Dolls slides</u></p>	<p><u>DT: phone cases</u></p> <p>Brief: design and make a phone case which completely protects users phones from damage which, in turn, saves them money.</p> <p>See slides.</p> <p><u>DT: phone cases</u></p>	<p><u>Georgia O’Keeffe</u></p> <p>Focus: abstract, floral, macro</p> <p>See slides.</p> <p><u>Georgia O’Keeffe project</u></p>	<p><u>Kris Trappeniers/ Allison Kanuth / Pablo Picasso</u></p> <p>Focus: continuous line drawings, biro, portrait.</p> <p>Practise continuous line drawings of basic objects and build up confidence.</p> <p>Which do they prefer to use? Biro? Pencil? Black thread? Something else? Why? -Small test pieces of each.</p> <p>Final piece: self portrait in the style of artist without taking pen off paper. Trace portrait to support the less confident.</p>	<p><u>Artists throughout history</u></p> <p>Focus: famous artists throughout history, mixed media, experimentation</p> <p>Chn to explore famous artists and respond as they see fit - freedom to produce an art piece that they want to.</p> <p>Designing a project themselves. Must still follow the art cycle: research → working in their style / inspired by their inspirations → plan final piece → final piece → evaluation.</p> <p>Suggested artists: Picasso, de Vince, Matisse, Van Gough etc.</p>

					 	
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EYFS	Early Learning Goal (End of EYFS)
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Art & DT curriculum map and progression of skills

Tadpole Farm CE Primary Academy

Area of learning Art	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Curriculum		<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 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. 		<ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 			
Recording experiences		<ul style="list-style-type: none"> - Start to record simple media explorations in a sketchbook. - Record colour exploration. - Begin describing artists' work. - Inclusion of photographs to record practical exploration. 	<ul style="list-style-type: none"> - Use a sketchbook to plan and develop simple ideas. - Use a sketchbook to plan and develop simple ideas - Build information on colour mixing, the colour wheel and colour spectrums. - Collect textures and patterns to inform other work. - Start forming basic opinions - Inclusion of photographs to record practical exploration. 	<ul style="list-style-type: none"> - Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. - Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. - Identify interesting aspects of objects as a starting point for work. - Use a sketchbook to express feelings about a subject - Make notes in a sketch book about techniques used by artists - Annotate ideas for improving their work through keeping 	<ul style="list-style-type: none"> - 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. - Express likes and dislikes through annotations - Use a sketchbook to adapt and improve original ideas - Keep notes to indicate their intentions/purpose of a piece of work - Inclusion and basic annotation of photographs to record practical exploration 	<ul style="list-style-type: none"> - 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. - Use sketchbooks to plan a sculpture through drawing and other preparatory work as well as how they may join parts of the sculpture. - Keep notes which consider how a piece of work may be developed further. - Adapt work as and when necessary and explain why. - Use key vocabulary to demonstrate knowledge and understanding - Where appropriate, the inclusion and detailed annotation of 	<ul style="list-style-type: none"> - Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. - Annotate work in sketchbook providing detailed explanations for choices and opinions. - Use the sketch book to plan how to join parts of the sculpture. - Annotate work in sketchbook. - Record reflections of projects considering what they have learned, what they may change and what went well. - Use key vocabulary to demonstrate knowledge and understanding.

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				notes in a sketchbook - Inclusion and basic annotation of photographs to record practical exploration		photographs to record practical exploration	- Where appropriate, the inclusion and detailed annotation of photographs to record practical exploration
Responding to artists		Look at and talk about their own work and that of other artists and the techniques they had used expressing their likes and dislikes. 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 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. Explore a range of great artists, architects and designers in history.
Drawing		Use a variety of drawing tools - pencil, felt tip, chalk, watercolour, paint. Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. Develop a range of tone using a pencil and have the opportunity to test drawing techniques such as: hatching,	Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Understand tone through the use of different grades of pencils (HB, 2B, 4B)	Develop patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Begin to experiment independently with a variety of techniques such as cross hatching, blending, stippling. Begin to show consideration in the choice of pencil grade they use.	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 as well as attempting to show reflections and shading in a drawing. Have opportunities to develop further drawings featuring the third dimension and perspective.	Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching Depict movement and perspective in drawings. Begin to develop an awareness of composition, scale and proportion. Use a variety of tools and select the most appropriate. Use drawing techniques to work from a variety of sources including observation, photographs and digital images.	

Art & DT curriculum map and progression of skills

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		scribbling, stippling, and blending to create light/ dark lines.			<p>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.</p> <p>Begin to show awareness of representing texture through the choice of marks and lines made</p> <p>Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.</p> <p>Show an awareness of space when drawing.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>Develop close observation skills.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>	
Colour		<p>Have the opportunity to work with poster paint, acrylic, watercolour, pencils, felt tips etc.</p> <p>Identify primary colours.</p> <p>Experiment with colours and begin to mix primary colours to make secondary colours.</p> <p>Use a variety of tools to apply colour such</p>	<p>Identify primary and secondary colours.</p> <p>Experiment with colour mixing using a variety of different mediums i.e. paint, chalk, pencil, pastels.</p> <p>Create repeating patterns using shape and colour as the repeating element.</p> <p>Apply colour to a variety of different canvases i.e. dry</p>	<p>Understand and experiment with how to lighten and darken colours and identify this as tone.</p> <p>Describe colours appropriately and begin to comment on the impact they have on a piece of art.</p> <p>Understand the difference between primary, secondary and tertiary colours.</p>	<p>Use specific and appropriate colour language i.e. primary, secondary, tertiary, hue, shapes, tints etc.</p> <p>Experiment with mixing different colours across mediums.</p> <p>Compare how colour can look different depending on the medium used i.e. watercolour vs acrylic</p>		<p>Experiment with colour in unique ways i.e. through set design and makeup.</p> <p>Use colour on a large scale and still remain in control of their application.</p>

Art & DT curriculum map and progression of skills

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		<p>as brushes, fingers, rollers etc.</p> <p>Start to consider how different colours make them feel and say which colours they like and dislike.</p> <p>Create basic colour wheels.</p>	<p>clay, paper etc.</p> <p>Create colour wheels.</p>	<p>Make purposeful decisions about the colours they use in their own pieces and begin to explain why they have made these decisions.</p>	<p>vs poster paint vs ink.</p>		
Sculpture							
Printing							
Textiles							
A range of artists		<p>Jackson Pollock, Alma Thomas, Piet Mondrain</p>	<p>Maria Rivans, Yaykoi Kusama.</p>				
Key terminology							