

Essendon C of E Primary School (VC)

Encouraging Everyone's Light To Shine (Matthew 5:16)

ART Curriculum Map – Year A

Value	Essendon Way	Love Yourself	Love Others	Love God	Love Learning	Love the World You Live In
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pantherswood	Explore colour mixing. Safely use and explore a variety of materials, tools and techniques. Combine media with a purpose in mind, using a variety of resources. Linked to topic, year A/B – seasons Drawing, painting, sculpture		Uses simple tools and techniques competently and appropriately. Choose particular colours to use for a purpose. Select tools and techniques, experimenting with colour and texture. Linked to topic, year A/B – Festivals Drawing, painting, sculpture		Use what they have learnt about media and materials, explaining the processes they have used. Represent their own ideas, thoughts and feelings through art. Linked to topic, Year A/B – Celebrations Drawing, painting, sculpture	
Homewood	Drawing and painting - creating shapes and portraits inspired by Pablo Picasso	D & T focus	Landscapes and Cityscapes Printing – creating a stamp for bricks	D & T focus	Sculpture – clay	D & T focus
Warrenwood	Sculpture – Art in nature by William Morris, Andy Goldsworthy and Henri Rousseau, 2d and 3d Art pieces inspired by nature, using a range of materials and techniques including printing.		Cave paintings – using different mediums e.g chalk, charcoal Sculpture - creating clay stone houses, Skara Brae Stonehenge silhouette pictures against a watercolour background.		D&T focus Viking long ship collages Using different media to create pictures of the The Northern Lights	
Harefield	Drawing and painting – Naturalism and realism (drawing from real life) Artist focus: George Stubbs Charcoal, water colour, sketching and painting		Printing – link to WWII Properganda posters Skill: making stencils		Sculpture – use of tools to carve and add shapes, texture and pattern Artist focus: Barbara Hepworth	

Essendon C of E Primary School (VC)

Encouraging Everyone's Light To Shine (Matthew 5:16)

ART Curriculum Map – Year B

Value	Essendon Way	Love Yourself	Love Others	Love God	Love Learning	Love the World You Live In
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pantherswood	Explore colour mixing. Safely use and explore a variety of materials, tools and techniques. Combine media with a purpose in mind, using a variety of resources. Linked to topic, year A/B – seasons Drawing, painting, sculpture		Uses simple tools and techniques competently and appropriately. Choose particular colours to use for a purpose. Select tools and techniques, experimenting with colour and texture. Linked to topic, year A/B – Festivals Drawing, painting, sculpture		Use what they have learnt about media and materials, explaining the processes they have used. Represent their own ideas, thoughts and feelings through art. Linked to topic, Year A/B – Celebrations Drawing, painting, sculpture	
Homewood	Painting - Colour mixing Artist - Kandinsky	D & T focus	D & T focus	D & T focus	Nature Sculptures -	Craft and design: Weaving
Warrenwood	D & T focus Colour mixing Tones and shades: colour paint charts		Sculpture - Design Roman inspired mosaic patterned tiles using a range of different tools and techniques.		D & T focus Sketching using different techniques to create line, tone and texture. Group collages: Tudor Kings and Queens	
Harefield	Portraits and self-portraits Observation, sketching, painting		Capturing water in art Claude Monet, David Hockney, Hokusai Drawing, painting, colour mixing		Lucienne Day (Designers in history) Textiles, weaving, fabric painting	

	<p>End of Key stage expectations.</p>
<p>Early Years</p>	<p>By the end of Reception, pupils should be taught:</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Make use of props and materials when role playing characters in narratives and stories <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music
<p>Key Stage 1</p>	<p>Art & Design: By the end of Y2, pupils should be taught:</p> <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. <p>Design & Technology - Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> • Design - purposeful, functional, appealing products for themselves and other users based on design criteria.

	<ul style="list-style-type: none"> ● generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology ● Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing ● select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics ● Evaluate - explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria. ● Technical knowledge - build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products
<p>Key Stage 2</p>	<p>Art & Design: Pupils should be taught: By the end of Y6, pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <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 <p>Design & Technology: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> ● Design - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups, generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

- **Make** - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- **Evaluate** - investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work, understand how key events and individuals in design and technology have helped shape the world
- **Technical knowledge** - apply their understanding of how to strengthen, stiffen and reinforce more complex structures, understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages], understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors], apply their understanding of computing to program, monitor and control their products

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life

Pupils should be taught to:

Key stage 1 - use the basic principles of a healthy and varied diet to prepare dishes, understand where food comes from.

Key stage 2 - understand and apply the principles of a healthy and varied diet, prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques, understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed