



Kindness -Determination – Resilience – Teamwork – Communication – Respect

**'Together we learn – United we achieve'**

TOWNVILLE INFANTS' SCHOOL

Art Curriculum Map

**Cycle A**

Term	Autumn	Spring	Summer
Driver Project	Childhood	Bright Lights, Big City	School Days
Art Project	Funny Faces and Fabulous Features	Rain and Sunrays	Street View
Overview	<i>This project teaches children about the concept of the portrait and how the collage technique can be used to make a portrait.</i>	<i>This project teaches children about collagraph printing, including how to develop a motif to make single and repeated prints.</i>	<i>This project teaches children about artwork depicting streets and buildings and focuses on the work of the American pop artist, James Rizzi. They create a 3-D mural based on Rizzi's work.</i>
Knowledge, skills, and concepts	<p><b>What children will know:</b></p> <ul style="list-style-type: none"> <li>Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).</li> <li>A portrait is a drawing, photograph or painting of a face.</li> <li>A self-portrait is a portrait that an artist produces of themselves.</li> <li>An art exhibition is the space in which artwork is viewed by an audience.</li> <li>Collage is an art technique where different materials are layered and stuck down to create artwork.</li> </ul> <p><b>What children will do:</b></p> <ul style="list-style-type: none"> <li>Describe and explore the work of a significant artist</li> </ul>	<p><b>What children will know:</b></p> <ul style="list-style-type: none"> <li>Textural materials can be bumpy, ridged, rough, smooth, grainy, furry, wrinkled and crumpled.</li> <li>Collagraphy is a way of printing in which a picture or motif is made by sticking textural materials onto a base or plate and then inked up to make a print.</li> <li>Different textures hold varying amounts of ink. Anything with a low relief texture can be stuck down and used: wallpaper, leaves, fabrics, card and bubble wrap are some examples.</li> <li>A motif is a decorative image or design, often repeated, to form a pattern.</li> </ul> <p><b>What children will do:</b></p> <ul style="list-style-type: none"> <li>Communicate their ideas simply before creating artwork.</li> </ul>	<p><b>What children will know:</b></p> <ul style="list-style-type: none"> <li>Drawings or paintings of locations can be inspired by observation, imagination and memory.</li> <li>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line</li> <li>A mural is any piece of artwork painted or applied directly on a wall, ceiling or other permanent surfaces.</li> <li>James Rizzi was an American artist and illustrator</li> <li>James Rizzi used a combination of drawing, painting, printing and 3-D techniques to create his work.</li> <li>That primary colours are red, yellow and blue</li> </ul>

	<ul style="list-style-type: none"> <li>• Design and make art to express ideas.</li> <li>• Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.</li> <li>• Say what they like about their own or others' work using simple artistic vocabulary.</li> <li>• Use textural materials, including paper and fabric, to create a simple collage.</li> </ul>	<ul style="list-style-type: none"> <li>• Design and make art to express ideas.</li> <li>• Make simple prints and patterns using a range of liquids including ink and paint.</li> <li>• Make transient art and pattern work using a range or combination of man-made and natural materials.</li> <li>• Say what they like about their own or others' work using simple artistic vocabulary.</li> <li>• Use soft and hard pencils to create different types of line and shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Primary colours cannot be mixed from any other colours</li> <li>• Form can be created by layering materials</li> </ul> <p><b>What children will do:</b></p> <ul style="list-style-type: none"> <li>• Communicate their ideas simply before creating artwork.</li> <li>• Describe and explore the work of a significant artist.</li> <li>• Draw or paint a place from memory, imagination or observation.</li> <li>• Identify and use paints in the primary colours</li> <li>• Identify similarities and differences between two or more pieces of art.</li> <li>• Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.</li> <li>• Say what they like about their own or others' work using simple artistic vocabulary.</li> </ul>
<b>Key vocabulary</b>	Collage, expression, feature, portrait, self- portrait, evaluate, colour, compare, composition, detail, different, similar, fabric, layer	Block, Collage, Equipment, Ink, Method Motif, Pattern	3-D effect, Artwork, Composition, Form, Pop Art, Subject, Texture
<b>SMSC</b>	<p><b>Spiritual-</b> explore emotions expressed through art explore art in the environment and make transient art using natural materials</p> <p><b>Social-</b> exhibit the art that they create in a school gallery</p> <p><b>Cultural-</b> study artists from a range of genres and cultures</p>		
<b>British Values</b>	<p><b>Individual Liberty-</b> express opinion, thoughts and feelings about pieces of art Talk about their work and how they may develop it Use a range of materials to express their ideas and make art</p> <p><b>Tolerance and Respect-</b> respond to the work of others Evaluate their own and others work Accept constructive feedback about their art from others</p>		

**Cycle B**

<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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<b>Driver Project</b>	<b>Movers and Shakers</b>	<b>Coastline</b>	<b>Magnificent Monarchs</b>
<b>Art Project</b>	<b>Still Life</b>	<b>Flower Head</b>	<b>Portraits and Poses</b>
<b>Overview</b>	This project teaches children about the work of significant still life artists and still life techniques. They explore a wide variety of still lifes and learn about the use of colour and composition. They create still life arrangements and artwork.	This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.	This project teaches children about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. They use photo editing software to create royal portraits.
<b>Knowledge, skills, and concepts</b>	<p><b>What children will know</b></p> <ul style="list-style-type: none"> <li>• A still life is a work of art that shows objects that are either natural (food, flowers, plants, rocks, shells) or man-made (drinking glasses, books, vases, jewellery, coins, pipes).</li> <li>• Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.</li> <li>• Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.</li> <li>• The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.</li> <li>• Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.</li> </ul> <p><b>What children will do</b></p> <ul style="list-style-type: none"> <li>• Analyse and evaluate their own and others' work using artistic vocabulary</li> <li>• Describe similarities and differences between artwork on a common theme.</li> <li>• Identify and mix secondary colours.</li> </ul>	<p><b>What children will know</b></p> <ul style="list-style-type: none"> <li>• Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.</li> <li>• Textures can be described as rough, smooth, wrinkly, soft, sharp, spiky, shiny and bumpy.</li> <li>• Art papers have different weights and textures.</li> <li>• Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers.</li> <li>• Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.</li> <li>• Contemporary artists, such as Dale Chihuly, Takashi Murakami and Yayoi Kusama use flowers as inspiration for their artwork.</li> <li>• A landscape is a piece of artwork that shows a scenic view.</li> <li>• Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.</li> <li>• Yayoi Kusama is a Japanese contemporary artist who makes large-scale sculptures. Her work is often brightly coloured and highly patterned.</li> </ul>	<p><b>What children will know</b></p> <ul style="list-style-type: none"> <li>• Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.</li> <li>• Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.</li> <li>• In history, figure drawings were a useful way of presenting information about an individual. Figure drawings were not always true to life but represented how an individual wished to be seen.</li> <li>• Hans Holbein the Younger was a portrait artist in Tudor times.</li> <li>• A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.</li> <li>• Objects in paintings can be used to give clues about someone's personality and hobbies.</li> <li>• Simple figure sketches can be done with pencil or charcoal.</li> </ul>

- *Draw, paint and sculpt natural forms from observation, imagination and memory.*

- *A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.*
- *Visual elements of art include, colour, shape, form, texture and pattern.*
- *Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.*
- *Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged.*
- *Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash.*
- *Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.*
- *A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern.*

**What children will do**

- *Analyse and evaluate their own and others' work using artistic vocabulary.*
- *Create a range of textures using the properties of different types of paper.*
- *Describe similarities and differences between artwork on a common theme.*

A drawing, painting or sculpture of a human face is called a portrait.

- Art software can be used to make a simple line drawing
- Photographs and sketches can be used to prepare for a drawing.

**What children will do**

- Analyse and evaluate their own and others' work using artistic vocabulary.
- Explain why a painting, piece of artwork, body of work or artist is important.
- Make simple sketches to explore and develop ideas.
- Represent the human form, including face and features, from observation, imagination or memory.

		<ul style="list-style-type: none"> <li>• Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.</li> <li>• Draw, paint and sculpt natural forms from observation, imagination and memory.</li> <li>• Identify and mix secondary colours.</li> <li>• Make simple sketches to explore and develop ideas.</li> <li>• Press objects into a malleable material to make textures, patterns and imprints.</li> <li>• Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.</li> <li>• Use the properties of various materials, such as clay or polystyrene, to develop a block print.</li> </ul>	
<b>Key vocabulary</b>	Still life; Colour study; Compositions colour, shape, form, texture	colour, shape, form, texture and pattern; Drawing; Printmaking; 3-D forms	Portraiture; Royal portraits; Sketching; Digital artwork, Art software; Photography; Photo editing
<b>Significant Artist</b>	Van Gogh, Roy Lichtenstein, Paul Cezanne	Yayoi Kusama	Hans Holbein
<b>SMSC</b>	<p><b>Spiritual-</b> explore emotions expressed through art explore art in the environment and make transient art using natural materials</p> <p><b>Social-</b> exhibit the art that they create in a school gallery</p> <p><b>Cultural-</b> study artists from a range of genres and cultures</p>		
<b>British Values</b>	<p><b>Individual Liberty-</b> express opinion, thoughts and feelings about pieces of art Talk about their work and how they may develop it Use a range of materials to express their ideas and make art</p> <p><b>Tolerance and Respect-</b> respond to the work of others Evaluate their own and others work Accept constructive feedback about their art from others</p>		