



Whipton Barton Federation Art Long Term Curriculum Map

Art lessons take different forms, depending on the medium being used, but each lesson gives the children increased knowledge and tests their understanding of the subject in a practical, creative manner, in order to become more competent, confident and motivated.



The curriculum is designed to foster and raise aspirations, opening the children up to the potential of their artistic talent, a talent they very often might not even know they had within them! We at Whipton Barton Federation want children to enjoy having Art in their lives as not only a way of enjoyment, but also as a potential future career: the world needs sculptors and painters and in their lessons is where they can start to dream!

Children in our Early Years classes develop a love of art through their imaginative play as well as through guided sessions. Children are encouraged to express themselves freely by exploring and creating with a variety of materials, tools and techniques. They experiment with colour, design, texture, form and function in order to create purposeful marks and they are taught the skills which enable them to do this safely. In Autumn 1 of Reception as part of their 'Superhero' topic children learn to create line drawing of Super Daisy in the style of Nick Sharratt and in Autumn 2, they work in 3D to use clay to create a diva for Diwali.

They have access to well-resourced creative areas where they can choose the most appropriate resources for the effect they want to create. Our Art curriculum allows children to feel their confidence grow and develop a sense of achievement when working, as they are guided in their successes and are always being extended or aided to achieve the best they can. Those children who might be reticent to join in - "I can't draw."



I'm rubbish." - can easily take part and feel a sense of achievement in lessons, particularly when they master something that they found tricky at the start. The lessons are progressive and cumulative, with success being each one.

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Success in Art can be internal, as well as practical, and takes different forms over the year. The children might be asked to show their work during a Celebration assembly, held in front of the whole school; they might gain recognition through getting a Head teacher prize, or get some dojo points, or maybe even have their work shared through our social media network. In school, they might have work displayed in class, or as part of a 'Gallery' session within their year group.

Art encompasses many areas, and we at Whipton Barton Federation want our children to be successful and have fun in all the disciplines taught. Whether it is drawing, sculpting, sewing, photography, painting, printing... there is an Art form for everyone.



Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>Children in our Early Years classes develop a love of art through their imaginative play as well as through guided sessions. Children are encouraged to express themselves freely by exploring and creating with a variety of materials, tools and techniques. They experiment with colour, design, texture, form and function in order to create purposeful marks and they are taught the skills which enable them to do this safely. In Autumn 1 of Reception as part of their 'Superhero' topic children learn to create line drawing of Super Daisy in the style of Nick Sharratt and in Autumn 2 they work in 3D to use clay to create a diva for Diwali. They have access to well-resourced creative areas where they can choose the most appropriate resources for the effect they want to create.</p>					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Exploring How We Make Marks Purposefully Using Different Media</p> <p>Landscape Silhouette</p> <p>Use artwork to record ideas, observations and experiences. (Learning)</p> <p>Explain what he/she likes about the work of others. (Learning)</p> <p>Know the names of tools, techniques and</p>		<p>Exploring Ancient Egyptian Jewellery Through Paint and the Work of Paul Klee</p> <p>Use artwork to record ideas, observations and experiences. (Learning)</p> <p>Explain what he/she likes about the work of others. (Learning)</p>		<p>Designing and Drawing Our Sports Shoes</p> <p>Use artwork to record ideas, observations and experiences. (Learning)</p> <p>Explain what he/she likes about the work of others. (Learning)</p> <p>Make structures by joining simple objects together. (Techniques)</p>	



	<p>elements that he/she uses. (Learning)</p> <p>Explore mark-making using a variety of tools. (Techniques)</p> <p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. (Techniques)</p> <p>Make marks in print using found objects and basic tools and use these to create repeating patterns. (Techniques)</p>		<p>Experiment with different materials to design and make products. (Learning)</p> <p>Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines. (Techniques)</p> <p>Sort, cut and shape fabrics and experiment with ways of joining them. (Techniques)</p>			
Year 2	Printing William Morris Paper		The Great Fire of London Landscapes in Fabric		Designing and Making Our VE Day Tea Towel	



	<p>Use artwork to record ideas, observations and experiences. Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Give reasons for his/her preferences when looking at art/craft or design work. (Learning)</p> <p>Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Know that different artistic works are made by craftspeople from different cultures and times. (Learning)</p>		<p>Use artwork to record ideas, observations and experiences. Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Give reasons for his/her preferences when looking at art/craft or design work. (Learning)</p> <p>Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Develop techniques to join fabrics and apply decorations such as a running or over stitch. (Techniques)</p> <p>He/she is able to make textured collages from a</p>		<p>Use artwork to record ideas, observations and experiences. Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Give reasons for his/her preferences when looking at art/craft or design work. (Learning)</p> <p>Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Select particular techniques to create a chosen product and develop some care and control over materials and their use. (Learning)</p> <p>Use a variety of techniques including carbon printing,</p>	
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	<p>Experiment with tones using pencils, chalk or charcoal. (Techniques)</p> <p>Represent things observed, remembered or imagined using colour/tools. (Techniques)</p>		<p>variety of media and by folding, crumpling and tearing materials. (Techniques)</p>		<p>relief, press and fabric printing and rubbings. (Techniques)</p> <p>Experiment with basic tools on rigid and flexible materials. (Techniques)</p>	
Year 3	<p>Exploring Our World Through Andy Goldsworthy's Work Using Sketching and Coloured Paper</p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning)</p> <p>Explain what he/she likes or dislikes about their work. (Learning)</p>		<p>Colour Exploration Through the Work of Mondrian and Kandinsky</p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning)</p> <p>Explain what he/she likes or dislikes about their work. (Learning)</p> <p>Experiment with different materials to create a</p>		<p>Using Greek Pottery Designs for Cross-Stitch</p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning)</p> <p>Explain what he/she likes or dislikes about their work. (Learning)</p> <p>Know about some of the great artists, architects and designers in history and</p>	



	<p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning)</p> <p>Know about some of the great artists, architects and designers in history and describe their work. (Learning)</p> <p>Explore shading, using different media. (Techniques)</p> <p>Compare and recreate form of natural and manmade objects. (Techniques)</p>		<p>range of effects and use these techniques in the completed piece of work. (Learning)</p> <p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. (Techniques)</p> <p>He/she is able to create a collage using overlapping and layering. (Techniques)</p> <p>Create printing blocks using relief or impressed techniques. (Techniques)</p>		<p>describe their work. (Learning)</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning)</p> <p>Add detail to work using different types of stitch, including cross-stitch. (Techniques)</p>	
Year 4	From 2D into 3D, Roman Bust Faces Through Sketching and Clay		Creating and Designing Our Anglo-Saxon Cloak		Creating Viking Sentinels to Guard Us Using Pastels and Paint	



	<p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning)</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning)</p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. (Learning)</p> <p>Draws familiar objects with correct proportions. (Techniques)</p> <p>Plan a sculpture through drawing and other</p>		<p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning)</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning)</p> <p>Print on fabrics using tie-dyes or batik. (Techniques)</p> <p>Use a variety of techniques e.g. marbling, silkscreen and cold water paste. (Techniques)</p>		<p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning)</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning)</p> <p>Use taught technical skills to adapt and improve his/her work. (Learning)</p> <p>Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. (Techniques)</p> <p>Experiment with creating mood, feeling, movement</p>	
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	preparatory work. (Techniques)				and areas of interest by selecting appropriate materials and learnt techniques. (Techniques)	
Year 5	<p>Sketching a Spiritual Shield Clay Tile for the Benin Kingdom</p> <p>Develop different ideas which can be used and explain his/her choices for the materials and techniques used. (Learning)</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. (Learning)</p> <p>Use line, tone and shading to represent</p>		<p>Exploring Medieval Tapestry Through Quilling</p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. (Learning)</p> <p>Evaluate his/her work against their intended outcome. (Learning)</p> <p>Return to work over longer periods of time and use a wider range of materials. (Techniques)</p>		<p>Geometric Art Decoupage</p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. (Learning)</p> <p>Evaluate his/her work against their intended outcome. (Learning)</p> <p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. (Techniques)</p>	



	<p>things seen, remembered or imagined in three dimensions. (Techniques)</p> <p>Develop skills in using clay including slabs, coils and slips. (Techniques)</p>		<p>Experiment with using layers and overlays to create new colours/textures. (Techniques)</p>		<p>Mix colours to express mood, divide foreground from background or demonstrate tones. (Techniques)</p>	
Year 6	<p>Exploring the Work of Lowry in Pastels, Charcoal and Watercolour</p> <p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (Learning)</p> <p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research. (Learning)</p>		<p>Exploring Civil Rights Through the Work of Henry Moore and Sculpture</p> <p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (Learning)</p> <p>Refine his/her use of learnt techniques. (Learning)</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate</p>		<p>Conflict Art: Looking at the Poems of Wilfred Owen and 3D Sketching</p> <p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (Learning)</p> <p>Explain and justify preferences towards different styles and artists. (Learning)</p> <p>Begin to develop an awareness of composition,</p>	



	<p>Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds. (Techniques)</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices. (Techniques)</p>		<p>vocabulary and referring to historical and cultural contexts. (Learning)</p> <p>Produce intricate patterns and textures in a malleable media. (Techniques)</p>		<p>scale and proportion in their work. (Techniques)</p> <p>Use simple perspective in their work using a single focal point and horizon. (Techniques)</p>	
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