

Cycle A					
All About Me	Toy Box	Homes	Fur, Feet and Feathers	Into the Woods	Dinosaur Roar
<p>EYFS: Exploring Media and Materials Understand that lines can be used to enclose a space, and these shapes can be used to represent objects.</p>	<p>EYFS EM&M Explore colour and how colours can be changed Use simple tools and techniques appropriately</p>	<p>EYFS EM&M Explore what happen when they mix colours</p> <p>Being Imaginative: Create simple representations of events, people and objects</p>	<p>EYFS EM&M Understand that different media can be combined to create new effects BI Choose particular colours to use for a purpose</p>	<p>EYFS ELGs EM&M Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. BI Use media and materials in original ways, thinking about uses and purposes Represent own ideas, thoughts and feelings through art.</p>	<p>EYFS ELGs EM&M Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. BI Use media and materials in original ways, thinking about uses and purposes Represent own ideas, thoughts and feelings through art.</p>
<p>Y1 Drawing:</p> <p>Use pencils to create lines of different thickness in drawings</p> <p>Know how to show how people feel in paintings and drawings</p> <p>Be able to describe what they see and give an opinion about the work of an artist</p>	<p>Printing</p> <p>Know how to create a repeating pattern in print</p> <p>Be able to describe what they see and give an opinion about the work of an artist</p>	<p>. Painting</p> <p>Know how to create moods in artwork</p> <p>Name the primary and secondary colours</p> <p>Ask questions about a piece of art</p>	<p>Textiles</p> <p>Know how to cut, roll and coil materials</p> <p>Name the primary and secondary colours</p>	<p>Collage</p> <p>Know how to cut, roll and coil materials</p> <p>Know how to use IT to create a picture</p> <p>Ask questions about a piece of art</p>	<p>Sculpture</p> <p>Know how to create moods in art work</p> <p>Now how to create a repeating pattern in print</p> <p>Know how to cut, roll and coil materials</p> <p>Be able to describe what they see and give an opinion about the work of an artist</p>
<p><u>Artist:</u> Schulz: Drawing people</p>	<p><u>Artist:</u> Klee- Red Bridge Doodle- toy bricks</p>	<p><u>Artist:</u> Lowry- Stow painting of local buildings.</p>	<p><u>Artist:</u></p>	<p><u>Artist:</u> Morris</p>	<p><u>Artist:</u> Rousseau – foliage/ jungles</p>

Cycle B					
Marvellous Me	Material World	Frozen	Gardener's World	Hot Places	Buckets and Spades
<p>EYFS Exploring Media and Materials Explore colour and how colours can be changed Use simple tools and techniques appropriately</p>	<p>EYFS EM&M Begin to be interested in and describe the texture of things Manipulate materials to achieve a planned effect Use simple tools and techniques appropriately</p>	<p>EYFS EM&M Understand that lines can be used to enclose a space, and these shapes can be used to represent objects. Manipulate materials to achieve a planned effect Being Imaginative Create simple representations of events, people and objects.</p>	<p>EYFS Explore what happen when they mix colours Experiment to create different textures BI Choose particular colours for a purpose Represent own ideas, thoughts and feelings through art.</p>	<p>EYFS ELGs EM&M Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. BI Use media and materials in original ways, thinking about uses and purposes Represent own ideas, thoughts and feelings through art.</p>	<p>EYFS ELGs EM&M Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. BI Use media and materials in original ways, thinking about uses and purposes Represent own ideas, thoughts and feelings through art.</p>
<p>Printing Know how to create a repeating pattern in print Be able to describe what they see and give an opinion about the work of an artist <u>Artist:</u> Warhol</p>	<p>Textiles Know how to cut, roll and coil materials Name the primary and secondary colours <u>Artist:</u> Chanel</p>	<p>Sculpture Know how to create moods in art work Now how to create a repeating pattern in print Know how to cut, roll and coil materials Be able to describe what they see and give an opinion about the work of an artist <u>Artist:</u> Aardman</p>	<p>Drawing / Painting Use pencils to create lines of different thickness in drawings Name the primary and secondary colours Know how to show how people feel in paintings and drawings <u>Artist:</u> Van Gogh</p>	<p>Collage Know how to cut, roll and coil materials Know how to use IT to create a picture Ask questions about a piece of art <u>Artist:</u> Dali - deserts</p>	<p>Drawing / Painting Know how to create moods in artwork Use pencils to create lines of different thickness in drawings Name the primary and secondary colours Be able to describe what they see and give an opinion about the work of an artist <u>Artist:</u> Hokusai / Janet Bell</p>
<p>Continuously refer back to artists, architects and designers in history for inspiration or comparison. Visit our local galleries. Use IT to create art work to show different effects.</p>					

ART and Design Curriculum Map

Class 2

Cycle A		
Fighting Fit	Up and away	Island Explorers
<p>Sculpture Making a clay pot. Clay tile using impressions. Join two clay finger pots together. Look at sculpture from historical and cultural sources.</p> <p><u>Artist:</u> Henry Moore</p>	<p>Textiles Discuss textiles – colour/ texture. Changing fabric – dye / bleach/ fabric paints. Yarn wrappings – hot/ cold colours. Discuss and look at patch work.</p> <p><u>Artist:</u> Textile artist</p>	<p>Collage Large shared collage. Selecting papers, materials, etc. Paper cut work. Refer to work from other cultures.</p> <p><u>Artist:</u> Matisse.</p>
Cycle B		
Life in the Cotswolds	London’s Burning	Oceans and seas
<p>Drawing Experiment with line, space, tone and shape. Observational drawing. Drawing in response to poetry or music. Using different sorts of pencils, chalk/ charcoal, crayons, etc. Drawing on a computer.</p> <p>Artist: Molly Rausch</p>	<p>Painting Look at the work of artists and how colour is applied. Mix colours- primary/ secondary. Mix brown. Add black / white. Objects/ people/ places. Memory and imagination.</p> <p><u>Artist:</u> George Seurat</p>	<p>Printing Printing by pressing, rolling, rubbing, stamping. Explore man-made and natural objects. Overlapping and repeating patterns</p> <p>Artist: Print maker</p>
<p>Continuously refer back to artists, architects and designers in history for inspiration or comparison. Visit our local galleries. Use IT to create art work to show different effects.</p>		

ART and Design Curriculum Map

Class 3

Cycle A		
Rainforests	Britain through the decades	Egyptians
<p>Collage Look at an artist who does collage and create work to represent that. Recognise artists from different cultures. Cutting paper and layering.</p> <p>Artist: Beatriz Milhazes</p>	<p>Sculpture Use a range of materials e.g. clay to make a sculpture. Identify a technique used by different artists and re-create it. The sculpture needs to have a purpose. Showing facial expressions.</p> <p>Artist: Antony Gormley</p>	<p>Textiles Recognise artists from different historical periods. Choose a material for both suitability and its appearance. Create a quilt with sewing equipment based on aspects of the Egyptians.</p> <p>Artists: Textile artist</p>
Cycle B		
Stone Age to the Iron Age	Gloucestershire and the United Kingdom	The Romans
<p>Painting Use a range of brushes to create different effects. Create a background using a wash.</p> <p>Artist: Cave paintings</p>	<p>Drawing Use different grades of pencil to shade and to show different tones and textures Use sketch book to record observations and review and revisit ideas.</p> <p>Artist: Architect</p>	<p>Printing Spraying painting. Creating an outline to be used to then be printed over. Using art from The Romans to compare.</p> <p>Artist: Banksy</p>
<p>Continuously refer back to artists, architects and designers in history for inspiration or comparison. Visit our local galleries. Use digital images and combine with other media to make art. Use IT to create art which includes their own work and that of others.</p>		

ART and Design Curriculum Map

Class 4

Cycle A		
Earthquakes/Volcanoes	Mayan Civilisation	Around the world in 80 Days
<p>Painting Experiment with styles used by other artists. Show reflections in art work. Experiment with line, tone, shape and colour. Express emotion in art work.</p> <p>Artist: Joseph Turner (Vesuvius in Eruption)</p>	<p>Printing Print on fabric doing Mayan art. Repeated patterns. Explore collagraphs and using lino tools. Look at the process. Know how to print onto different materials using at least 4 different colours.</p> <p>Artist: Print makers</p>	<p>Drawing Know how to use marks and lines to show textures in art. Use line, tone, shape and colour to represent figures and forms in movement. Use shading to create mood and feeling.</p> <p>Artist: Da Vinci</p>
Cycle B		
Anglo-Saxons	European Study	The Ancient Greeks
<p>Collage Look at an artist who does collage and create work to represent that. Recognise artists from different cultures. Use other materials. Use the natural environment as a stimulus for a mixed media work to convey meaning.</p> <p>Artist: Andy Goldsworthy</p>	<p>Sculpture Sculpt mouldable materials e.g. figures, European landmarks. Using aluminium. Experiment with styles used by other artists</p> <p>Artist: Alberto Giacometti</p>	<p>Textiles Attach different elements using stitching, using straight stitch, running or cross stitch. Explore negative and positive.</p> <p>Artist: textile artists</p>
<p>Continuously refer back to artists, architects and designers in history for inspiration or comparison. Visit our local galleries. Learn to integrate digital images into art work and alter them when necessary.</p>		

ART and Design Curriculum Map

Class 5

Cycle A		
Ancient Sumer	Benin (West Africa)	Mountains and Deserts
<p>Sculpture Using different tools to create art and explain why they have been used. Study 3D work from different cultures to develop their own response through models, experimentation and design.</p> <p>Artist: Sumer clay pots</p>	<p>Printing Explore the art work of Benin. Recreate images through relief printing using card and mark making tools to control line, shape, texture and tone. Design prints for fabrics, book covers, wall paper and wrapping paper. Explore colour mixing through printing using 2 coloured inks, roller and stencil. Learn to overprint to create different patterns.</p> <p>Artist: African art</p>	<p>Collage Select a use cutting tools and adhesives to achieve a specific outcome. Embellish a surface using a variety of techniques e.g. drawing, painting, printing, other materials and adhesives to represent a surface or thing e.g. water. Could use sand to create a piece of work.</p> <p>Artist: Pictures of mountains and deserts</p>
Cycle B		
WW1 and WW2 in Stow	Vikings	Rivers and Coastlines
<p>Drawing Identify and draw objects and use marks and lines to produce texture. Successfully use shading to create mood and feeling. Organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Artist: Lowry</p>	<p>Painting Explain the style of work chosen and how it has been influenced by a famous artist. Use feedback to make amendments to improve art. Create different effects using a variety of tools and techniques.</p> <p>Artist: Henri Rousseau or Picasso</p>	<p>Textiles Select and use contrasting colours and textures in stitching and weaving. Show awareness of the natural environment through colour matching and understanding of seasonal colours. Can dye fabrics and use tie dye techniques to control and create a fabric image.</p> <p>Artist: Mary Patricia Deprez (Tie dye Mary)</p>
<p>Continuously refer back to artists, architects and designers in history for inspiration or comparison. Visit our local galleries. Use a range of e-resources to create art work.</p>		