



Art Curriculum Map

Art Curriculum Intent:

At Heather Avenue Infant School, we understand and recognise the needs of all our children and families, and in response offer a story rich, topic based curriculum, underpinned by the Early Years Foundation Stage or the Key Stage 1 National Curriculum.

When teaching Art, our intent is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It should spark their imagination to find new avenues for personal expression. It is important that opportunities for reflection are provided throughout the Art curriculum, beginning with the very youngest pupils and gradually leading to pupils acquiring the ability to make informed, critical responses of their own work and that of others.

We believe that every child should be encouraged and supported to become a confident artist, developing their skills, creativity and imagination throughout their time at the school. Opportunities for pupils inspired by the work of artists, designers and craft makers, using real life experiences (cultural visits / visiting artists) are crucial to providing meaning to pupils during their art education. Please see our Art curriculum map below for a more detailed overview.

The children should begin to manipulate tools and materials to create artworks using different media: drawing/painting, collage/sculpture, architecture/printing; developing a basic understanding of colour, pattern, texture, form, shape and space. Getting excited by the work of known artists, craft makers and designers they will be able to talk about and explore their thoughts and feelings making links to their own work.

Every year, there is a clear progression of skills, which build on prior learning – such as use of tools and techniques with increasing mastery. Our involvement in the Artsmark scheme and Open Studios initiative allows the skills learnt to be used within a collaborative community.

Art Curriculum Implementation:

All staff members are given training on our Art curriculum and how to effectively implement this to plan and teach high quality art learning experiences; the majority of art specific training is completed within INSET sessions, CPD sessions such as staff meetings and led by the Art subject leader/s or by relevant external providers as appropriate. Teachers have a good understanding of the Art curriculum and its component parts (e.g. stimulus, skills, imitation,



innovation, independent application and evaluation). The Art subject leader has overall responsibility for the implementation of the art curriculum map and relevant policies and for providing further support, guidance or training for staff as required to enable them to effectively teach the art curriculum.

The Art Curriculum map (with identified key vocabulary) outlined below is used to create medium term plans for each year group which show the sequence of learning, skill progression and links to class topics. Art is taught as a block of work across a topic, this ensures that learning is built on progressively and allows children to develop their knowledge and skills effectively as well as allowing time for children to use and apply their knowledge.

During their time with us, children learn from high quality stimuli, such as engaging texts or artwork, all teachers scaffold learning and skills so that children develop their understanding as well as building the confidence needed to carry out and complete their own work. Blocks of work result in a product/outcome created independently/collaboratively by the children. Further links are made across the curriculum for all subjects to ensure learning is embedded and revisited.

Our staff ensure that there are high expectations across school, with high challenge/low threat activities leading to a growth mind-set and frequent opportunities for genuine meaningful praise for positive behaviours, progress and success in all areas of school life.

Teachers are adept at assessing children using their own professional knowledge via formative and summative assessments, assessments are recorded on Classroom Monitor and Tapestry. Children who require additional support are quickly identified and supported via appropriate differentiation / intervention. Those requiring extension are identified and mastery approaches used to further progress their learning.

Consistently high standards of teaching are implemented across the curriculum and can be seen via learning walks, book scrutiny and through discussions with children and staff. SLT and subject leaders play a pivotal role in monitoring this process. Our Local advisory board and Trust further monitor our provision. The school awards process further promotes the continuing development of our outstanding curriculum, for Art this means the ArtsMark award is used as a tool by the Art subject leaders to ensure our high standards are maintained and that children receive the best possible quality of art education.

Art Curriculum Impact:

Children achieve well in Art at Heather Avenue Infant School and leave with firm foundations for continued success and the next phase of their Art educational journey. They have the skills required to appreciate the art of others and to design and create their own artwork, assessing their work against their intended outcome. Stakeholder questionnaires tell us that children and their families are happy with the provision and care provided by Heather Avenue Infant School



Art Curriculum Map

	Skills	Knowledge	Topic Titles
Reception	<p>Painting and Drawing</p> <ul style="list-style-type: none"> ● Explore colour and how colours can be mixed ● Use simple tools confidently and appropriately ● Hold and control a pencil and paintbrush <p>Sculpture and Collage</p> <ul style="list-style-type: none"> ● Combine different media to create new effects ● Manipulate materials to achieve a planned effect ● Select appropriate resources and adapt work where necessary ● Select tools and techniques needed to shape assemble and join materials they are using 	<p>Painting and Drawing</p> <ul style="list-style-type: none"> ● Describe how colour can be mixed and the end result ● Know how to use simple tools confidently and appropriately ● Know how to control a paintbrush and pencil to achieve an intended effect <p>Vocabulary: paint, draw, colour, colour names, tool, tool names, pencil, paintbrush, mix, textures, effect, dark, light, thick, thin</p> <p>Tools: HB pencil, paintbrush (range of thicknesses to explore)</p> <p>Sculpture and Collage</p> <ul style="list-style-type: none"> ● Know that different media can be combined and manipulated to create new and planned effects ● Describe resources and how they have made adaptations to their work along with why they did this ● Describe the tools and techniques they have used to join materials <p>Vocabulary: sculpture, collage, rough, smooth, squeeze, roll, twist</p> <p>Tools: Playdough tools, scissors, simple sculpting tools)</p>	<p>Autumn: Magical Me (Artists: An Emotional Menagerie artwork)</p> <p>Spring: Dinosaur Roar (Artist: Derek Gores) or To Infinity and Beyond (Artists: tbc) (alternating)</p> <p>Summer: Journeys and Teddy Bear Picnic (Artists: Andy Warhole, Robert Bevan)</p> <p>Range;</p> <ul style="list-style-type: none"> ● Autumn: Range of portrait ● Spring: Range of sculptors ● Summer: Range of landscapes



	<p>Architecture and Printing</p> <ul style="list-style-type: none">● Experiment to create different textures● Combine different media to create new effects <p>Critique:</p> <ul style="list-style-type: none">● Can talk about art work, thinking about likes and dislikes● Can describe their own artwork and begin to think about how they can improve it	<p>Architecture and Printing</p> <ul style="list-style-type: none">● Describe different textures● Know how to combine different media to create new effects● Share the creations they have made and explain the process they have used <p>Vocabulary: architecture, print, rough, smooth, bumpy, shiny, texture</p> <p>Tools: sponges, wax crayons, pencils and crayons</p> <p>Critique:</p> <ul style="list-style-type: none">● Compare artwork from a range, talking about likes and dislikes	
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<p>Year 1</p>	<p>Painting & Drawing</p> <ul style="list-style-type: none"> ● Learn how to hold, and show increasing control in using a pencil and paintbrush ● Begin to mix secondary colours independently ● Use lines to create different textures ● Explain the difference between primary and secondary colours ● Create different types of lines in their artwork ● Use paint to make a colour lighter or darker (tone) ● Create paintings using splatter paint techniques <p>Sculpture & Collage</p> <ul style="list-style-type: none"> ● Select the best materials for a purpose ● Design and create own sculptures ● Combine materials to achieve desired effect 	<p>Painting & Drawing</p> <ul style="list-style-type: none"> ● Know how to hold and control a pencil and paintbrush to produce desired effect ● Know how to mix at least two secondary colours to achieve a colour and explain what they did ● Know how to create lines with different textures ● Explain the difference between primary and secondary colours ● know what cross-hatching is ● know different types of line e.g. straight, curved ● know how to make a colour lighter or darker (tone) ● know that a certain amount of paint produces the best effect <p>Vocabulary: hold, control, pencil, paintbrush, mix, primary colour, secondary colour, textures</p> <p>Tools: HB pencil, 2H pencil, 2B pencil, paintbrushes (range of thicknesses) primary colour, secondary colour, cross-hatching, line, straight, curved, lighter, darker, tone</p> <p>Sculpture & Collage</p> <ul style="list-style-type: none"> ● Know how to select the best materials for a purpose ● Know how to follow an example to create a sculpture ● know that some natural materials are more useful than others for sculpture ● know that materials can be combined to produce a 	<p>Autumn: Muck, Mess and Mixtures (Artists: Jackson Pollock) or Turn Back Time (Artists: tbc) (alternating)</p> <p>Spring: Let's Go On a Super Safari (Artists: Tiki Sculpture art) or Jungle Fever (Artists: tbc) (alternating)</p> <p>Summer: Get Set Go! (Artists: Zaha Hadid and Andy Warhol) or My Amazing Body (Artists: tbc) (alternating)</p>
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	<p>Architecture & Printing</p> <ul style="list-style-type: none">● Can use a range of materials (e.g. leaves, cardboard tubes, sponge blocks, cotton reels etc.) to explore printing● Printing, using a range of different materials <p>Critique</p> <ul style="list-style-type: none">● Can talk about their work (and peers) and explain how it makes them feel● Can identify ways to improve their work● Can describe a piece of art work at a basic level: What can you see? How does it make you feel? How was it created?	<p>visual effect</p> <p>Vocabulary: choose, purpose, create, natural, materials, sculpture, combined, produce, visual effect</p> <p>Tools: Scissors, sculpting tools</p> <p>Architecture & Printing</p> <ul style="list-style-type: none">● Describe how to use a range of materials (e.g. leaves, cardboard tubes, sponge blocks, cotton reels etc.) to explore printing <p>Vocabulary: range, materials, explore, paint, produces, effect, Critique range, printing, Jackson Pollock</p> <p>Tools: sponge blocks, cotton reels, cardboard tubes etc</p> <p>Critique</p> <ul style="list-style-type: none">● Confidently talk about their work (and peers) and explain how it makes them feel● Suggest how they would improve their work in future● Describe how a piece of artwork makes them feel. <p>Vocabulary: explain, improve, technical language, critique, describe</p>	
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<p>Year 2</p>	<p>Painting & Drawing</p> <ul style="list-style-type: none"> ● Can make intentional marks using a pencil and paintbrush with increasing skill ● Using a colour wheel, begin to mix secondary colours independently ● Know how to use lines and shade to create different textures or effects <p>Sculpture & Collage</p> <ul style="list-style-type: none"> ● Can confidently choose the best materials for a purpose ● Can follow an example to design and create a sculpture Know how to manipulate and join materials for a purpose ● Can use scissors precisely and safely to cut patterns and shapes <p>Architecture & Printing</p> <ul style="list-style-type: none"> ● Can use a press print to design a printing block 	<p>Painting & Drawing</p> <ul style="list-style-type: none"> ● Explain the difference between primary and secondary colours ● Mix orange, purple and green paint from primary colours ● Use a range of techniques competently such as cross-hatching, stippling and line-work ● Use different types of line e.g. straight, curved to create a desired effect ● Make a colour lighter or darker (tone) in painting and shading <p>Vocabulary: primary colour, secondary colour, cross-hatching, line, straight, curved, lighter, darker, tone, mix, stippling, line-work, shading</p> <p>Tools: HB pencil, 2H pencil, 2B pencil, 4B pencil, paintbrushes (range of thicknesses)</p> <p>Sculpture & Collage</p> <ul style="list-style-type: none"> ● Know how to manipulate and join materials to produce a visual effect ● Know how to use scissors precisely and safely <p>Vocabulary: natural, materials, sculpture, combined, produce, visual effect, manipulate, join, scissors, precisely, safely</p> <p>Tools: Scissors, advanced sculpting tools</p> <p>Architecture & Printing</p> <ul style="list-style-type: none"> ● Know how to create a printing block using line and 	<p>Autumn: Muck, Mess and Mixtures (Artists: Jackson Pollock) or Turn Back Time (Artists: tbc) (alternating)</p> <p>Spring: Let's Go On a Super Safari (Artists: Tiki art) or Jungle Fever (Artists: tbc) (alternating)</p> <p>Summer: Get Set Go! (Artists: Zaha Hadid and Andy Warhol) or My Amazing Body (Artists: tbc) (alternating)</p>
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	<ul style="list-style-type: none">● Can combine different printing blocks to create final piece● Can apply different drawing skills (cross-hatching, stippling, line-work) to represent patterns <p>Critique</p> <ul style="list-style-type: none">● Can talk about their work (and peers) and explain how it makes them feel● Can identify specific ways to improve their work● Can begin to use technical language in their critique	<p>pattern</p> <ul style="list-style-type: none">● Explain how old and new architecture looks different <p>Vocabulary: range, materials, explore, printing, press, printing block, combine, final piece, apply, cross-hatching, stippling, line-work, pattern</p> <p>Tools: range of printing blocks</p> <p>Critique</p> <ul style="list-style-type: none">● Explain how they would link emotions to colours e.g. red is angry and blue is calming● Know some technical language and use this to critique their work e.g. line, straight, curved, pattern, shape, colour, tone, shading, stippling, cross hatching, primary colours, secondary colours, printing block● Can describe a piece of art work at a more in-depth level: What can you see? How does it make you feel? How has the artist achieved this? What media/materials were used to create it? <p>Vocabulary: explain, improve, technical language, critique, describe</p>	
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