



Art

Curriculum Map



PORTWAY INFANT SCHOOL

Art and Design INTENT

At Portway we teach Art and Design, to deliver skills and knowledge through **creative** projects and utilising our wonderful school setting. We provide an Art curriculum that immerses pupils in learning that is memorable, engaging and meaningful. The Art curriculum enables our children to acquire and develop the knowledge, skills and **vocabulary** they need to be successful artists. We follow the National Curriculum and use drawing, painting and sculpture to develop and share their ideas, experiences and imagination as well as developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Our children learn about the work of a range of artists, both local and internationally renowned, describing the differences and similarities between different practices and disciplines, and making links to their own work, through debate and purposefully chosen **vocabulary**. As our projects build and grow, they encourage the children to work individually or collaboratively, encouraging them to be **curious**, whilst using a variety of tools and media with a strong emphasis on enjoyment that supports our children's **cultural capital** ready for their next stage of learning journey.

Through our curriculum our intention is for children to:

Develop their artistic and cultural awareness which supports their imagination and creativity.

Have regular meaningful opportunities to experience and engage with art

Express themselves and communicate through art; recording, responding and interpreting their own experiences.

Experiment, invent and create their own works of art, craft and design.

Explore a wide range of media, materials and techniques.

Develop their core skills: drawing, painting and sculpture, explore the formal elements: colour, pattern, texture, line, shape, form, space and enhance learning with other skills: collage, printing and textiles.

Think critically and evaluate creative works.

Know about great artists, craft makers and designers that have shaped and enriched our history and culture

Build vocabulary as set out in our Art and Design Curriculum.

Enjoy reading high quality books and the love of **reading** to support learning in Art and Design

EYFS Reception – Expressive Arts and Design

Department for Education Statutory Guidance Development Matters (Non Statutory)	How	When	Vocabulary/Resources
Drawing - Magnificent marks Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus, moving onto observational drawing of the world around them, both man-made and in nature.			
EYFS outcomes Expressive arts and design: Explore, use and refine a variety of artistic effects to express ideas and feelings. ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Comparing how colour is used by artists, applying what they have practised when drawing from observation and creating a colourful self-portrait. Physical development Develops small motor skills so that they can use a range of tools competently, safely and confidently. ELG: Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery. ELG: Fine Motor Skills: Begin to show accuracy and care when drawing. The Natural World Children ELG: Explore the natural world around them, making observations	Lesson 1: Mark making with wax crayons Mark making with wax crayons, exploring textures in the classroom environment by taking wax rubbings and collecting patterns. TODAY'S LEARNING - To investigate the marks and patterns made by different textures Lesson 2: Mark making with felt tips Investigating felt tips as a tool for mark making and developing fine motor skills as they create patterns. TODAY'S LEARNING - To explore making marks with felt tips. - To use a felt tip to make patterns. Lesson 3: Mark making with chalk Mark making outdoors with chalk, practising creating patterns in a new medium and identifying similarities and differences between the drawing tools used. TODAY'S LEARNING – to explore mark making with chalk. – to make patterns using chalk. Lesson 4: Observational pencil drawings Developing skills in observation, using pencils to draw and reflecting on whether their drawings show what they can see. TODAY'S LEARNING - To explore mark making using pencils. - To create a simple observational drawing. Lesson 5: Drawing faces Creating self-portraits by applying their observational skills, using mirrors to draw their faces carefully. TODAY'S LEARNING - To explore mark making using pencils.		Resources: A range of drawing pencils, crayons – chunky and fine, chalk, felt-tip pens – broad and narrow tip, range of paper Vocabulary: Observe Self-portrait/portrait Texture pattern thick/thin heavy/light

and drawing pictures of animals and plants;	- To create a simple observational drawing. Lesson 6: Drawing faces in colour TODAY'S LEARNING - To use a variety of colours and materials to create a self-portrait. - To express their own self-image through art. Lesson 7: Observational drawing of the world around them. TODAY'S LEARNING - to apply observational skills to recreate objects that they see round them using different marks to represent pattern and texture. - to use a variety of colours and materials to create an observational		
Department for Education Statutory Guidance Development Matters (Non Statutory)	How	When	Vocabulary/resources
Painting and Mixed Media - Paint my World Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art. Learning about the artist Megan Coyle			
EYFS Outcomes Expressive arts and design: Explore, use and refine a variety of artistic effects to express ideas and feelings. ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Comparing how colour is used by artists, applying what they have practised when drawing from observation and creating a colourful self-portrait. Physical development	Lesson 1: Finger painting Exploring paint through finger painting, children describe colours and textures and discuss their creations. Today's Learning To explore paint through finger painting Lesson 2: Outdoor painting Collecting materials and objects from nature to make painting tools; children use these to create abstract and figurative art. Today's Learning To create natural paintbrushes using found objects Lesson 3: Painting to music Using paint to record emotional responses to different pieces of music, creating exciting and expressive paintings. Today's Learning To respond to music through the medium of painting		Resources: Ready-mix paint, powder paint, variety of brushes, selection of paper and other media, natural materials Vocabulary: Texture light/dark Bright/dull Colourful Print Repeat Patterns Shapes cutting

Develops small motor skills so that they can use a range of tools competently, safely and confidently. ELG: Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery. ELG: Fine Motor Skills: Begin to show accuracy and care when drawing. The Natural World Children ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants	Lesson 4: Collage and transient art Creating unique collages and transient art through independent exploration of mixed media resources. Today's Learning To make child-led collages using mixed media Lesson 5: Landscape collage Developing an understanding of collage, children create landscape collages inspired by the work of Megan Coyle. Today's Learning To create landscape collages inspired by the work of Megan Coyle Lesson 6: Working collaboratively, children create a large group painting. (This could be inspired by the colours and patterns of fireworks for example.) Today's Learning To create a large piece of group artwork		
Department for Education Statutory Guidance Development Matters (Non Statutory)	How	When	Vocabulary/resources
EYFS - Sculpture and 3D Creation Location Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures. Learning about the artist Chris Drury.			
EYFS outcomes: Expressive arts and design Explore, use and refine a variety of artistic effects to express ideas and feelings. ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Physical development	Lesson 1: Clay Exploring and understanding clay through manipulation and experimentation, developing small motor skills. Today's Learning To explore clay and its properties Lesson 2: Playdough Exploring the properties of playdough using hands and tools to manipulate it in different ways. Today's Learning To explore playdough and its properties		Resources: Clay, playdough, clay tools, selection of materials natural and man-made Vocabulary: Sculpture Fold Bend Dough

Develops small motor skills so that they can use a range of tools competently, safely and confidently. ELG: Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery.	Lesson 3: 3D landscape art Creating 3D landscape pictures using natural found objects; using their imagination to choose and arrange objects. Today's Learning To create natural 3D landscape pictures using found objects Lesson 4: Designing a sculpture Looking at the shapes and patterns in clay animal sculptures; designing their own animal sculpture, considering how they will create it in clay. Today's Learning To generate inspiration and conversation about sculpture art and artists. Lesson 5: Creating a sculpture Shaping clay into animal sculptures; refining their ideas as they follow their designs and problem solving as they work. Today's Learning To begin making a 3D clay sculpture using the designs created last lesson Lesson 6: Painting a sculpture Developing their clay animals; choosing colours to decorate them and talking about the processes used to make their sculptures. Today's Learning To make a 3D clay sculpture using the designs created last lesson		
--	---	--	--

Year 1 – Art and Design

Year 1 – Art and Design			
Statutory guidance National curriculum in England: art and design programmes of study	How	When	Vocabulary/ resources

Year 1 – Drawing – Smudges, Streaks and Spots!

Developing and refining mark making through different drawing materials. To explore a range of tones using different mediums. To combine mediums with different effects Drawing on inspiration from a variety of artists, such as Bridget Riley, Zaria Forman and Kandinsky

NC - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
 NC - To learn 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
 NC - Evaluate and analyse creative works using the language of art, craft and design
 NC - To use a range of materials creatively to design and make products
 NC - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Lesson 1 – Making Marks

Children create a line drawing by arranging pieces of string to create different shapes then draw these from observation, using pencils and chalk, inspired by the artist **Bridget Riley**

TODAY'S LEARNING – to know how to create different types of lines

Lesson 2: Exploring lines

Inspired by water and the artwork of **Zaria Forman**, children continue to explore lines but in a more expressive way. They will be using music to draw lines and marks that reflect their response to what they hear, creating a large collaborative piece.

TODAY'S LEARNING – to explore line and mark-making to draw water

Lesson 3: Experimenting

Inspired by famous abstract artists, including **Kandinsky**, children draw around and overlap 2D shapes to create an abstract composition, filling each shape with a different colour and medium.

TODAY'S LEARNING - To draw with different media

Lesson 4: Observing and Exploring

Exploring mark making through observational drawing, developing an understanding of mark making techniques and learning to look carefully when drawing.

TODAY'S LEARNING - To develop an understanding of mark making

Lesson 5: Drawing from observation

Children apply their drawing skills and knowledge from the previous lessons to create an observational drawing piece that allows them to experiment with marks, materials and show good observation.

TODAY'S LEARNING - To apply an understanding of drawing materials and mark-making to draw from observation

Resources:

String, black sugar paper, selection of 2D shapes, A range of drawing pencils, chalk, range of paper

Vocabulary:

Thick Thin Light Dark
 Shading Tone Broad
 Narrow Fine Pattern
 Line Shape Detail
 Nature

Statutory guidance National curriculum in England: art and design programmes of study	How	When	Vocabulary / Resources
Year 1 – Sculpture Culture Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques. Exploring the way paper and fabric can be shaped and joined			
NC - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space NC - To learn 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 NC - Evaluate and analyse creative works using the language of art, craft and design NC - To use a range of materials creatively to design and make products NC - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Lesson 1: Rolling To roll paper to make 3D structures. Today's Learning - to investigate how to roll different types of paper and attach it securely in different ways Lesson 2: 3D drawings To shape paper to make a 3D drawing RIBA Learning: 3D Paper Model Techniques - YouTube Today's Learning - to investigate a variety of cutting and joining techniques to make 3D shapes Lesson 3: 3D sculpture To apply paper-shaping skills to make an imaginative sculpture. Today's Learning - to fold, bend, rip and manipulate paper to create different shapes and objects Lesson 4: Giant model part 1 To work collaboratively to plan and create a sculpture. Today's Learning - Create a sculpture that includes several different techniques for shaping paper. (cutting, tearing, folding, rolling etc) Work successfully with others, sustaining effort over a time. Lesson 5: Giant model part 2 To apply painting skills when working in 3D. Today's learning - agree on what colours to use to enhance the model. Paint with good technique, ensuring good coverage.		Resources: Masking tape, Sellotape, glue, scissors, selection of card and paper, rulers, old cereal boxes etc Vocabulary: Sculpture, Structure, Assemble, Construct, Model, fold, Bend, Attach, Statue, Curve, Form,

Statutory guidance National curriculum in England: art and design programmes of study	How	When	Vocabulary / Resources
Year 1 Colour Clash! Developing paint and painting techniques through experimenting with colour mixing and patterns. To experiment with amount of paint and develop control Developing creativity through printing and being inspired by the work of Clarice Cliff			
NC - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space NC - To learn 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 NC - Evaluate and analyse creative works using the language of art, craft and design NC - To use a range of materials creatively to design and make products NC - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Lesson 1: Making colours To investigate how to mix secondary colours Today's Learning - Investigate how to mix secondary colours. Pupils needing extra support: May need reminding of the primary colours needed to create the secondary colours. Pupils working at greater depth: Could be challenged to suggest how they might adapt the secondary colours as they mix them in the Main event, eg how could you mix a lighter green? Lesson 2: Painting with mixed colour Today's Learning - To apply knowledge of colour mixing when painting Pupils needing extra support: May need help in drawing the large numbers. Provide them with templates or stencils to draw around or a broken line as a guide for them to follow. They may need some visual aids to remind them of the colour theory – the painted 'sums' from lesson 1 would be ideal. Pupils working at greater depth: Could be asked to describe the connection between their own work and the artist, and should be confident in mixing and applying their colours to the painting. Could try to copy the way paint has been applied thickly to create texture. They could be encouraged to try out their own ideas for adapting the painting to their own style. Lesson 3: Printing with paint Today's Learning - To explore colour when printing Pupils needing extra support: May find it easier to print with individual objects rather than creating a printing block. Some children may need suggestions for placing the blocks in a pattern onto the flat Lego base.		Resources: Selection of powder paint, variety of brushes, assortment of papers and cards Vocabulary: Blend, Bright, Primary, Secondary, Warm, Vibrant, Deep

	Pupils working at greater depth: Can be challenged to overlap their prints and describe the results. Should create a pattern or design with their prints. Lesson 4: Exploring colour mixing Today's Learning - To experiment with paint mixing to make a range of secondary colours Pupils needing extra support: The Activity: Hand outline template may be helpful if children are finding it very difficult to draw around their hand; alternatively, they could work in pairs so one child draws around the other's hand. Pupils working at greater depth: Children who are precise with their painting skills can keep developing their pattern, working outside of the palm shape to fill the whole paper. They could be challenged to use two other primary colours and explore the range of hues more independently. Lesson 5: Clarice Cliff designs Today's Learning - To apply their painting skills when working in the style of an artist The children should make patterns and designs in the style of Clarice Cliff that reflect the topic focus. Pupils needing extra support: May want to practise the circle painting on the spare paper before applying it to the finished plate. Pupils working at greater depth: Could be challenged to try out different colour combinations, using their knowledge of colour mixing, when painting their plates.		
--	---	--	--

Year 2 – Art and Design

Statutory guidance
National curriculum in England:
art and design programmes of
study

How

When

Vocabulary/
resources

Year 2 – Sculpture and 3D

Clay Modelling

Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.

NC - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
NC - To learn 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
NC - Evaluate and analyse creative works using the language of art, craft and design
NC - To use a range of materials creatively to design and make products
NC - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Lesson 1: Explore

Today's Learning - To use my hands as a tool to shape clay
Exploring how clay can be shaped with their hands, children learn some basic skills that they then apply by making their own simple model.

Pupils needing extra support: May need additional modelling of the key skills as the lesson progresses.

Pupils working at greater depth: Encourage to include at least two of the skills they have tried in their final models. Could use their hands to pinch and smooth the clay into more complex shapes while making their models.

Lesson 2: Pinch

Today's Learning - To shape a pinch pot and join clay shapes as decoration
Practising using the 'score and slip' clay joining technique, the children make their own pinch pot and decorate it by joining clay shapes.

Pupils needing extra support: Could decorate their pot with just one shape, perhaps a circle rolled and flattened with a face added using tools pressed in. May need adult support to score the surface of the shape before attaching it.

Pupils working at greater depth: Can be encouraged to make considered choices about where to place their decoration for best effect.

Lesson 3: Skills

Today's learning - To use impressing and joining techniques to decorate a clay tile

Having learned about the sculpture of Rachel Whiteread, the children will experiment with working positively and negatively into a clay surface.

Pupils needing extra support: May need to cut around the card tile template, or have an adult do this for them. May need adult support to remember how to score and slip shapes to stick them to the tile.

Resources:

Clay, tools, man-made and natural objects, rulers, card templates

Vocabulary:

Sculpture, Structure, Assemble, Construct, Model, fold, Bend, Attach, Statue, Stone, Metal, Curve, Form, Clay, Impress, Texture

	Pupils working at greater depth: Encourage them to be more ambitious with their tile design, perhaps trying out a few options before deciding what looks good. Remind them that to change marks we can smooth the clay to 'rub out'. Lesson 4: Designing Today's Learning – To use drawing to plan the features of a 3D model Creating a drawing of a home, children plan how they will turn their drawing into a 3D clay tile by working positively and negatively in clay. Pupils needing extra support: Could draw their design and describe to an adult how they plan to make it rather than labelling. Pupils working at greater depth: Should be encouraged to explore ways they could showcase their clay skills by including shapes in relief, features pressed in and surface patterning. Lesson 5: 3D Sculpture Today's Learning - To make a 3D sculpture from a drawn design Using their drawn designs to guide them, the children will apply what they've learned about rolling, joining and pressing into clay to create their sculpture. Pupils needing extra support: May need support to choose tools and objects to make the house features. May need reminding about joining techniques. Pupils working at greater depth: Could be encouraged to evaluate their drawn design as they work in the clay, challenging the choices they made if they don't work well in clay and finding solutions to problems if they arise. Should remember the clay joining technique and be able to support peers in using it.		
Statutory guidance National curriculum in England: art and design programmes of study	How	When	Vocabulary/ resources
Year 2 – drawing Draw a Story To control the types of marks made with the range of media. By using the skills, knowledge and understanding of how marks, pattern and textures are created, children will create scenes from their own imagination to illustrate a story.			
NC - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Lesson 1: Charcoal mark making Developing knowledge of drawing materials to explore mark making with charcoal and experiment with creating texture. TODAY'S LEARNING - To develop a range of mark making techniques.		Resources: A range of drawing pencils, charcoal, chalk, rubbers, ready-mix

NC - To learn 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 NC - Evaluate and analyse creative works using the language of art, craft and design NC - To use a range of materials creatively to design and make products NC - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Pupils needing extra support: Can be shown how to break the charcoal and shape the end to make different types of marks. May benefit from a demonstration of how to hold the charcoal in different ways and to move their hand in different ways to vary their marks. May need words read aloud or explained to them; alternatively, record an adult saying the words on a talking tin or tablet device. Pupils working at greater depth: Can experiment with adding marks in chalk or removing charcoal with a rubber, using the rubber as a drawing tool. Could be given phrases to convey through marks. Lesson 2: Creating texture Creating and exploring experimental mark-making to replicate textures from touch TODAY'S LEARNING - To explore and experiment with mark-making to create textures Pupils needing extra support: may require time to describe objects verbally to another child or adult to support thinking about the textures they will create. These words could be collected in sketchbooks and a mark made next to them as a reminder of what it is. If working from an image of a texture, these children will benefit from being able to touch something similar to it. Pupils working at greater depth: should be encouraged to explore drawing materials they have not used before. Can experiment using different surfaces to draw on and explain how they enhance or inhibit the texture they are trying to create. This can be recorded in sketchbooks. Lesson 3: A Toy Story Drawing a favourite soft toy from observation, adding texture by applying mark-making skills. TODAY'S LEARNING - To develop observational drawing. Pupils needing extra support: Support children by drawing the basic shapes with them and then allow them to focus on adding the details and textures. Use a photograph of a toy (or of their own) and take a light photocopy of this. Children can work on top of the photocopy so that they can focus on observing and drawing the texture and details with mark making. Pupils working at greater depth: Encourage these children to work in colour and to use marks to imply tone. Lesson 4: Character Creation	paint, range of textured paper Vocabulary: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Comparison, Still life
--	---	--

	Developing new character illustrations, applying skills with line and mark making to add expression and detail. TODAY'S LEARNING - To understand how to apply expressions to illustrate a character. Pupils needing extra support: May benefit from having printed images or storyboards to support creating poses. If children find drawing a person hard, provide a drawing of a simple stick figure and ask them to build on it with shapes. Provide some images of characters to inspire them with ideas for clothes, expressions and styles. Give them time with an adult to talk about their ideas aloud. Pupils working at greater depth: Can be encouraged to draw their friends using props. Suggest how they could make improvements to their character using mark-making to show detailed texture and tones. Lesson 5: Draw the story Making concertina books to illustrate with scenes for characters using mark making drawing techniques. TODAY'S LEARNING - To develop illustrations to tell a story. Pupils needing extra support: Will benefit from having the concertina books prepared for them, or having an adult work alongside to make one each, step by step. Storyboards will help children plan and know what they want to draw in their concertina books. Pupils working at greater depth: Encourage them to create their own story to illustrate or create a 'twisted tale' version of a known story. Each page should include more details and diverse use of mark-making, so encourage them to revisit ideas and develop them further.		
Statutory guidance National curriculum in England: art and design programmes of study	How	When	Vocabulary / resources
Year 2 – Painting and Mixed Media Year 2 Living in Colour Developing paint and painting techniques through experimenting with colour mixing and patterns. Developing creativity through printing, collage and textures. To explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge. To create repeated patterns and explore textures – with found material. Inspired by the artist Mondrian			
NC - To develop a wide range of art and design techniques in using	Lesson 1: Colour Mixes Today's Learning - to develop knowledge of colour mixing.		Resources:

colour, pattern, texture, line, shape, form and space NC - To learn 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 NC - Evaluate and analyse creative works using the language of art, craft and design NC - To use a range of materials creatively to design and make products NC - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Add white to a primary colour to show a gradient of shades. Then try again adding black. Lesson 2: Texture Mixes Today's Learning - to know how texture can be created with paint. Use varying amounts of water to powder to create different intensities of colour. Add sand, cornflour etc to produce different effects Lesson 3: Texture Paints Today's learning - use paint to explore texture and pattern. Paint onto different textures of wallpaper, tinfoil or fabric etc Lesson 4: Collage Mixes Today's Learning - compose a collage, choosing and arranging materials for effect. Choose different shades of one colour from all kinds of materials. In the style of Mondrian, watch to 3m10s. Each section should be a different texture, pattern or piece of fabric. Piet Mondrian Art Lesson For kids, teachers and parents - Bing video Lesson 5: Developing detail Today's Learning - evaluate and improve artwork. Discuss how we have demonstrated fine detail and precision in their artwork. Can they express emotions through their art and be able to explain their artwork intellectually as well as critically at length? In the future how would you go about improving your skills?	Selection of brushes, powder paint, ready-mix paint, variety of paper and other materials, sand, cornflour etc Vocabulary: Blend, Bright, Primary, Secondary, Warm, Vibrant, Deep, Tone, Shading, Pointillism, Colour-wash
---	--	---