Primary Phase Curriculum Map 2021-22

Subject Area:

Art

The Art intent at High Hazel Academy's Primary Phase is to explore a world of artists, embed key art skills and show progression by building upon these skills year after year. The children will explore their creativity and have the opportunity to showcase their artwork. Through our lesson designs and broad coverage of artists, as well as art movements, we want to encourage young people become critical thinkers, develop their appreciation and understanding of all forms of art. We aspire to implement the teaching and learning of art with passion and purpose to build the notion of 'I am an artist', in each and every young person. Young people will be equipped with the knowledge necessary to produce quality works of art – not just to guide them through the production of a product that does not require the thoughtful implementation of the concepts we have taught. The key to how we achieve this is by focusing our efforts on teaching the concepts effectively and reinforcing these concepts through an art-making experience.

At High Hazels Academy, we aim to unlock a young person's creativity and bring it to life. We want to develop children's cultural education and teach skills that can help young people shape successful, exciting careers in the UK's growing creative industries.

Our Curriculum – The Art Curriculum consists of:

- a long term plan. This gives teachers an overview of the areas that they are going to teach to ensure National Curriculum coverage.
- unit plans. These detail exact locations, features, skills and procedural knowledge that will be taught.
- knowledge organisers. These are focused on the key vocabulary and procedural knowledge (skills) that will be taught.

	Autumn 1	Autumn 2	Spring 1 Spring 2		Summer 1 Summer 2	
	Drawing	**Painting**	**Collage** **Printing**		**3D** **Digital Media**	
EYFS	**Expressive Arts and design** Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Create simple representations of events, people and objects.	**Expressive Arts and design** Explores colour and how colours can be changed. Explores what happens when they mix colours. Captures experiences and responses with a range of media, such as paint and other materials.	**Expressive Arts and design** Manipulates materials to achieve a planned effect. Experiments to create different textures. Selects tools and techniques needed to shape, assemble and join materials they are using.	**Expressive Arts and design** Uses simple tools and techniques competently and appropriately.	**Expressive Arts and design** Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance.	**Understand the World** Completes a simple program on a computer.
Year 1	**Artist: Paul Klee** **Final Product:** Line drawings **Procedural Knowledge (skills):** - Experiment with a variety of tools, including: pencils, rubbers, crayons, felt tips, charcoal, chalk and other dry media.	**Artist: Georges Seurat** **Final Product:** Famous buildings in Sheffield **Procedural Knowledge (skills):** - Holding a brush correctly. - Apply the correct amount of paint.			**Artist: Andy Goldsworthy** **Final Product:** Nature Art - Patterns **Procedural Knowledge (skills):** - Experiment with using materials to create a shape/idea.	**Procedural Knowledge (skills):** - Explore ideas using digital sources, ie. Internet - Record visual information using digital cameras. - Collect photographs for a theme

	- Begin to explore the use of line, shape and colour. - Draw from memory and imagination. - Draw spaces between objects.	- Blend colours creating primary and secondary colours. - Use colours to represent an image.	- Create images from a variety of media, photocopied material, fabric, crepe paper, magazines. Arrange and glue materials.	- Make simple marks on rollers and transfer to paper. - Create simple mono prints. Supporting texts	- Use materials (newspaper, card, plastecine) to create a simple 3D form. - Enable exploration of structure, form and balance of sculptures.	
Year 2	**Artist: Paul Klee** **Final Product:** Cityscapes **Procedural Knowledge (skills):** - Layer different media, crayons, felt tips, charcoal. - Represent drawings using line, shape, colour and patterns.	**Artist: Georges Seurat** **Final Product:** Sheffield landscapes **Procedural Knowledge (skills):** - Mix colours with the correct consistency. - Mix secondary colours. - Mix primary shades of colours. - Create textured paint by adding sand.		**Artist: William Morris** **Final Product:** Photograph flowers and use them in own designs. **Procedural Knowledge (skills):** - Use poster paint, layering colours (oil pastels on top) for effect. - Print along a line, at random, in sequence or in rows. - Plan a pattern. - Make a simple block. - Build up repeating patterns. - Create simple patterned, printing blocks.		**Procedural Knowledge (skills):** - Use simple graphics to create images and effects with lines by changing the size of brushes. - Draw shapes using eraser, shape and fill tools. - Create colours and texture using simple filters. -
Year 3	**Artist: Edith Holden** **Final Product:** Flowers, animals and birds **Procedural Knowledge (skills):**	**Artist: Henri Matisse** **Final Product:** Original vase of flowers **Procedural Knowledge (skills):**		**Artist: Andy Warhol** **Final Product:** Polystyrene printing Campbell's soup **Procedural Knowledge (skills):**		**Procedural Knowledge (skills):** - Record visual information using cameras and video recorders. - Present recorded visual images using software.

	- Introduce tone. - Make contrasts in shading. - - Use different media to achieve variations in line, textures, tones, colours, shapes and pattern.	- Develop a painting from drawing. - Explore complementary colours in paintings. - Explore different shades of colours. - Use a variety of brushes to create different strokes. - Create textural effects.	- Use different materials: scrap, rubbish, magazine images, foils, shiny materials, printed paper and pictures. - Experiment with a range of tearing/ripping techniques.	- Use repeating patterns including regular repeat plus half and full drop tile designs. - Create printing blocks showing a pattern or design. - Create different blocks showing a scene, so their printing has more than one part. - Draw into polystyrene with sharp pencils.	- Use clay/plasticine techniques including: thumb prints, coil, slab pots (tiles slipped together to make a box). - Join clay.	- Create images with effects with lines by controlling the brush tool with increase precision. -Awareness of mood, emotions and feelings in photography
Year 4	**Artist: M.C Esher** **Final Product:** 3D image/lettering or stairs **Procedural Knowledge (skills):** - Exploring line, tone and shading using different media. - Add detail to drawings. - Add patterns and textures to drawing. Begin to show an awareness of objects having a third dimension.	**Artist: Van Gogh** **Final Product:** Starry Night **Procedural Knowledge (skills):** - Develop a painting from drawing. - Explore complementary colours in paintings. - Use a variety of brushes to create different strokes. - Use specific colours to convey feelings and mood. - Introduce making colours lighter (tinting) and darker (shading). - Create textural effects.			**Artist: Henri Matisse** **Final Product:** 3D figure **Procedural Knowledge (skills):** - create a simple 3D object. - Add patterns, designs, decor. - Create surface patterns in a malleable material. - Work on large and small scales, individually and as a group, to solve challenges offered by materials. - Express views on individual sculptures and justify these views.	**Procedural Knowledge (skills):** - Experiment with colours and textures. - Use filters to manipulate and create images for a purpose. -Create shapes by making selections to cut, duplicate and repeat.
Year 5	**Artist: Stephen Wiltshire** **Final Product:** Cityscapes through 3D drawing	**Artist: Salvador Dali** **Final Product:** Surrealism Painting – own choice of painting		**Artist: Hokusai** **Final Product:** Relief printing Waves		**Procedural Knowledge (skills):** - Create and manipulate new images. - Be able to import an image (scanned, retrieved, taken).

	Procedural Knowledge (skills): - Use line, tone and shade to represent things seen, remembered or imagined. - Express feelings and moods in their drawings. - Use dry media to make different marks, lines, patterns and shapes within a drawing. - Explore colour mixing and blending techniques with coloured pencils. Begin to use simple perspective in their work, using a focal point and horizon. - Begin to develop an awareness of composition – foreground, middle ground and background.	**Procedural Knowledge (skills):** - Develop a painting from drawing. - Work with complementary colours. - Make colours lighter by tinting and darker by shading. - Explore shadowing and highlighting to add light/darkness to their paintings.	**Procedural Knowledge (skills):** techniques to create different effects (tear towards creates a smooth finish, tear away creates an edgy finish).	**Procedural Knowledge (skills):** - Use different tools to create different thicknesses of line, or use fingers to create shading techniques. - Design a three colour print. - Create printing blocks using initial sketches. - Use relief method of printing creating a print block with areas of the surface in relief, or sticking out.	**Procedural Knowledge (skills):**	
Year 6	**Artist: Lowry** **Final Product:** Street view or landscape **Procedural Knowledge (skills):** - Use different techniques for a specific outcome, different shading, different textures, - 3D drawing/shading with different media. - Show an awareness of composition and perspective drawing, one point and two point.	**Artist: Paul Cezanne** **Final Product:** fruit and still life **Procedural Knowledge (skills):** - Develop a painting from drawing. - Create texture (thick, thin painting) and patterns. - Begin to create contrasting effects using complementary colours. - Mix and match colours to create atmosphere and light effects (tinting) and dark effects (shading).			**Artist: David Hockney** **Final Product:** Landscape 3D Art (Link to geography) **Procedural Knowledge (skills):** - Use varied media. - Sculpt with paper and card, or wire. - Build up onto junk shapes with mod-roc. - Use colour in sculpture. - Produce intricate patterns and textures in a malleable media.	End of year production

		- Use textured paint specific to their outcome.				
KS3	Shape and composition. Pattern, textures and overlapping. Observational drawing. Portrait drawing. Tonal studies on maps. Expressive drawing and layering. Still life	Exploring the colour wheel Watercolours Observational painting Canvas painting Tonal paintings	Layering with mixed media	Print making Relief printing Etching printing Print layering	Research Design Construction 3D Art	Photography