



**Through our Christian Values -
Friendship, Compassion, Trust
and Respect:**

**We Encourage, Build & Hope
together...no one left behind.**

Based on 1 Thessalonians 5-11



ART & DESIGN

Curriculum Map

1. PHILOSOPHY



Six underlying attributes at the heart of Sproatley's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is coherently **sequenced** and planned so that pupils know more, do more and remember more.

Our curriculum is **ambitious** and inspiring. It gives all our children the opportunity to achieve academically whilst encouraging interests and talents.

Our curriculum serves to **connect**; it addresses the physical, mental, spiritual, cultural and intellectual needs of our children in a meaningful way.

We teach a **diverse** curriculum by committing to diversity; our teachers and teaching ensure that all pupils feel positively represented and included.

Our curriculum is an **inclusive** one which addresses the needs of all pupils so that they can achieve.



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2. EYFS LINKS & KS1 UNITS

Unit overview

Generating ideas

Designing/practising skills

Make/improve

Evaluate

2. EYFS LINKS & KS1 UNITS



Previous links to EYFS framework:

People, Culture and Communities
Expressive Arts and Design
Communication and Language

KS1 Art & Design is formed of 6 units and this is the sequence:

Unit Title

African Inspired Collage	Year A
Painting – colour mixing	Year A
Drawing – cityscapes	Year A
3D animal modelling	Year B
Printing – repeating patterns	Year B
Drawing – seascapes	Year B

All children draw a self-portrait at the start of each academic year

5. KS1 UNIT BREAKDOWNS



Unit 1 – Collage

Key Vocabulary & Artists

Experiment, media, understand, glue, sticking, paper, fabric, natural materials, textural effects, observation, imagination

Artists: Esther Mahlangu, Matisse, Brianna McCarthy, Tom Eckersley

Outcomes

For all units, see objectives related to analysing and evaluating on [progression document](#)

Making

Cut, tear and glue materials for a collage.

Work out and gather materials to make a collage.

Make a picture and talk about it.

Develop skills including overlapping and layering.

Develop an awareness in contrasts of texture and colour.

Lesson One

Generating ideas

I can explore collage

What is a collage? Ripping, cutting and sticking different media together.

Look at examples of collage from different artists.

Children talk about what they can see and express their preferences.

Lesson Two

Designing & practising skills

I can draw shapes inspired by Esther Mahlangu

Look at work of Esther Mahlangu and learn about who she is. What do they notice about her art? Talk about preferences.

What is a pattern? Where might you see African patterns? Fabric, pottery, paper, houses (Ndebele people).

Identify different shapes in Esther's artwork. Use sketchbooks to recreate shapes and design own shapes.

Lesson Three

Designing & practising skills

I can recreate a piece of artwork in collage

Discuss overlapping and layering.

Chn choose a section of Esther's artwork to recreate in collage.

Lesson Four

Designing & practising skills

I can design my own collage inspired by Esther Mahlangu

Create design in books using inspiration from Esther Mahlangu

Lesson Five

Making/improving

I can make a collage inspired by Esther Mahlangu

Lesson Six

Making/improving

Evaluating

I can make a collage inspired by Esther Mahlangu

I can discuss my own and others' work

Children complete artwork and talk about what they have made..

Assess children's learning by discussion and simple annotations.

5. KS1 UNIT BREAKDOWNS



Unit 2 – Painting

Key Vocabulary & Artists

Primary colours names, secondary colour names,, tint, warm, tone, cool, multi-coloured
Mark making tools, sponges, different brushes, response, line, colour, texture, shape, 2D, observation, imagination, scale, size.

Mondrian, Keith Haring

Outcomes

For all units, see objectives related to analysing and evaluating on [progression document](#)

Making – painting

Name and use the primary and secondary colours.

Paint a picture of something that has been seen (a scene or people).

Choose and control different thicknesses of brushes.

Create mood and feeling in a painting using colour.

Explore tints by using white.

Explore tones by using black.

Generating ideas

I can explore the work of Keith Haring and express my preferences

Explore [Keith Haring](#)
What do they like/not like?
How is colour used?

Have a go at recreating some drawings

Designing & practising skills

I can name and use primary and secondary colours

Look at painting by Mondrian and discuss colours used.
Learn what primary colours are.
Explore what happens when primary colours are mixed.

What happens if we add white?
What happens if we add black?

Swatch and name primary and secondary colours in sketchbook.

Designing and practising skills

I can paint using primary and secondary colours

Recap – what are the primary and secondary colours?

Look at Mondrian image again and discuss how it was made.

Create own painting using primary and secondary colours.

Designing and practising skills

I can design a painting inspired by Keith Haring

Possible link to topic/Easter

What colours will the children need to make?
Will they use pattern in their art?

Making/improving

I can use primary and secondary colours in my painting.

Chn may want to draw out and paint today then outline next week.

Chn choose thickness of brush depending on what they want to achieve.

Making/improving Evaluating

Complete artwork and then evaluate through discussion and annotations.

5. KS1 UNIT BREAKDOWNS



Unit 3 – Drawing – cityscapes

Key Vocabulary & Artists

Portrait/landscape (paper arrangement) smudge, blend
Soft, broad, narrow, fine, shape, bold, vertical, horizontal, diagonal
Line, thick, thin, wavy, straight, pencil Finger, stick, chalk, pastel, felt tip, soft, hard, portrait.

Artist: Stephen Wiltshire

Outcomes

For all units, see objectives related to analysing and evaluating on [progression document](#)

Making – drawing

Draw a recognisable object or shape using a pencil or crayon.

Draw lines of different thicknesses.

Begin to shade areas neatly.

Control pressure of drawing materials.

Show mood in a drawing such as happy, sad or angry.

Layer different media (pencil, pastels, wax crayon, felt tip)

Use three different grades of drawing pencil. (B, 2B, 6B)

Create different tones to show light and dark.

Use pencil, wax crayon and pastel.

Create texture and pattern in a drawing

Lesson One

Generating ideas

I can explore the work of [Stephen Wiltshire](#)

Recap – what is a landscape?

Why is Stephen's work a landscape?
Which way would we have our paper?

What can you see?
Describe it.

Lesson Two

Designing & practising skills

I can explore effects that can be made using pencil

Use sketchbooks to explore:

- *types of lines (wavy, straight, zig-zag)
- *thickness of lines using different pencils
- *Applying different pressure

Lesson Three

Designing and practising skills

I can shade neatly

Show chn how to shade neatly (all same direction, no gaps, different pressure and pencil).

Create shading ladder



Lesson Four

Designing and practising skills

I can use my pencil skills to draw buildings

Look again at landscapes by Stephen Wiltshire and talk about patterns and lines.

Chn recreate buildings/parts of Stephen's art work.
Annotate practices – what can they improve?

Lesson Five

Making/improving

I can use my pencil skills to create a landscape

Use image of a cityscape and model turning this image into a sketch inspired by Stephen Wiltshire

Lesson Six

Making/improving Evaluating

Complete image and evaluate

5. KS1 UNIT BREAKDOWNS



Unit 4– Nature sculptures

Key Vocabulary & Artists

[Nick Mackman](#)
[Pippa Hill](#)
 Andy Goldsworthy

Outcomes

For all units, see objectives related to analysing and evaluating on [progression document](#)

Making – 3D

Build a simple model using more than two materials (paper, card, natural materials).
 Cut, roll and coil materials such as dough or plasticine.

Add texture using tools.

Explore sculpture through shape and form, using malleable media.

Lesson One

Generating ideas

I can describe different kinds of 3D art

What is a sculpture? What is 3D art?

Look at examples and different materials used.

Look at work by Andy Goldsworthy. What's the same/different?

Lesson Two

Designing & practising skills

I can use natural materials to make a sculpture

Children name natural materials that we could find outside.

How could we use these natural materials to make a sculpture?

Lesson Three

Designing & practising skills

I can create texture in malleable materials

What does texture mean? Look at animal sculptures by Pippa Hill and Nick Mackman. What are the different textures we need to create?

Use practise piece of plasticine/dough, can the chn create a furry texture, wrinkles etc. Use tools and manipulation techniques.

Take photos for sketchbooks

Lesson Four

Designing & practising skills

I can design an animal sculpture

Chn draw animal they want to make and think about textures needed. How will they make it?

How could they make a habitat for this animal using natural materials?

Lesson Five

Making/improving

I can use tools and techniques to make an animal sculpture

Lesson Six

Making/improving

Evaluating

I can combine styles of sculpture to create a final piece

Using clay sculptures and natural materials, chn create a scene with their animal.

5. KS1 UNIT BREAKDOWNS



Unit 5– Printing

Key Vocabulary and artists

Printing, block print, relief print, motif, repeated pattern, rubbings, rolling, pressing, stamping

Orla Kiely
William Morris

Outcomes

For all units, see objectives related to analysing and evaluating on [progression document](#)

Making – printing

Create relief prints using natural materials (leaves, flowers).
Create a simple printing block using sponges or vegetables.
Print on paper and textiles.
Create a repeating pattern.
Use rolling, pressing, stamping and rubbings.

Lesson One

Generating ideas

I can explore artwork by printmakers

Look at work of Orla Kiely and William Morris

Notice repeating patterns and natural motifs.

What do they like or dislike?

Try sketching natural shapes and patterns

Lesson Two

Designing & practising skills

I can explore natural prints

Look at Orla Kiely's simple, bold leaf motifs & William Morris's leafy patterns. Discuss what they notice.

Children collect/are given leaves and flowers.

Experiment with printing by painting leaves/flowers and pressing onto paper.

Try rubbings with crayons/wax over textured leaves.

Lesson Three and Four – block together

Designing & practising skills

I can create a simple printing block

Cut shapes from potatoes

Dip and stamp onto sketch books

Explore colour combinations

Designing & practising skills

I can create a repeating pattern

Use potato stamp to create a repeating pattern

Explore pattern with colour or vertical/horizontal alignment

Discuss spacing

Lesson Five

Making/improving

Evaluating

I can create a final printed piece

Create and design final piece of artwork from previous work.

Think about background and use of texture

Printing using chosen method.

Evaluate – what do they like and dislike about their own and others work

5. KS1 UNIT BREAKDOWNS



Unit 6– Seascapes

Key Vocabulary & Artists

Outcomes

For all units, see objectives related to analysing and evaluating on [progression document](#)

Making – drawing

Draw a recognisable object or shape using a pencil or crayon.

Draw lines of different thicknesses.

Begin to shade areas neatly.

Control pressure of drawing materials.

Show mood in a drawing such as happy, sad or angry.

Layer different media (pencil, pastels, wax crayon, felt tip)

Use three different grades of drawing pencil. (B, 2B, 6B)

Making – painting

Name and use the primary and secondary colours.

Paint a picture of something that has been seen (a scene or people).

Choose and control different thicknesses of brushes.

Create mood and feeling in a painting using colour.

Explore tints by using white.

Explore tones by using black.

Create different tones to show light and dark.

Use pencil, wax crayon and pastel.

Create texture and pattern in a drawing

Lesson One

Generating ideas

I can evaluate the work of an artist

Look at John Dyer's seascape images. What can they see?
What do they like or dislike?

What is a seascape?

Lesson Two

Designing & practising skills

I can draw recognisable shapes and objects

Copy some objects from John Dyer images – boats, birds etc.

Lesson Three

Designing & practising skills

I can create texture and pattern

Experiment with layering different media

Lesson Four

Designing & practising skills

I can draw my final seascape design

Drawing recognisable shapes and objects

Lesson Five

Making/improving

Evaluating

I can choose media to colour my image

3. KS2 UNITS



LKS2 Art & Design is formed of 6 units which can be covered in any sequence: (Drawing, Artists and appropriate vocabulary should feature in every module):

	Unit Title	Target Year Group
1	Drawing – landscapes	Year A
2	Printing – hieroglyphs	Year A
3	Painting – rainforests	Year A
4	Drawing – cave art	Year B
5	Collage – mosaic	Year B
6	3D – Clarice Cliff	Year B
7	Painting – seascapes	Year B

5. KS2 UNIT BREAKDOWNS



Unit 1 – Drawing mountain landscapes

Key Vocabulary & Artists		Outcomes			
Landscape, drawing, form, shape, line, value, perspective, space, depth, background, foreground, charcoal, pencil Georgia O'Keeffe, Caspar Friedrich, Hockney,		For all units, see objectives related to analysing and evaluating on progression document <u>Making – drawing</u> • Use different grades of pencil and a range of techniques to show shade, tone and texture in a drawing. • Use effective shading to show light and shadow. • Show an awareness of space and depth when drawing (background, foreground). • Show facial expressions in a drawing. • Investigate a variety of lines, shapes, colours and texture to produce work on a theme. • Use a sketchbook to explore an idea and explain why you have done it. • Use greater detail and proportion when drawing objects and figures. • Create mood and feeling by adding facial expressions and body language. • Explain, through annotation in your sketchbook, why you have chosen a specific material to work with. • Create an image that shows reflection.			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<u>Generating ideas</u> I can analyse work from a range of artists	<u>Designing & practising skills</u> I can create form with line and value	<u>Designing & practising skills</u> I can show space and depth when drawing	<u>Designing & practising skills</u> I can explore drawing using charcoal	<u>Making/improving</u> I can draw a mountain landscape	<u>Making/improving</u> <u>Evaluating</u> I can evaluate my own artwork

5. KS2 UNIT BREAKDOWNS



Unit 4 – Cave art

<u>Key Vocabulary & Artists</u>		<u>Outcomes</u>			
		For all units, see objectives related to analysing and evaluating on progression document <u>Thematic unit</u> This unit covers a range of objectives including: <u>Analysing</u> • Explore works from different periods of time. • Experiment with different styles artists have used. • Recognise and explain art from different periods of time. <u>Drawing</u> • Investigate a variety of lines, shapes, colours and texture to produce work on a theme. • Use a sketchbook to explore an idea and explain why you have done it. • Use greater detail and proportion when drawing objects and figures. • Create mood and feeling by adding facial expressions and body language.			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<u>Generating ideas</u> I can explore early art work What has it been made of? How is it different to artwork created today? Why was it made?	<u>Designing & practising skills</u> I can create mood and feeling using body language Look at images where simple shapes represent people. How can we tell how they are feeling?	<u>Designing & practising skills</u> I can use proportion and detail to draw animals Line drawings of animals	<u>Designing & practising skills</u> I can create texture Woolly mammoth drawing	<u>Making/improving</u> I can design my final piece of cave art	<u>Making/improving</u> <u>Evaluating</u> I can create my final piece of art work

5. KS2 UNIT BREAKDOWNS



Unit 6 – 3D

Key Vocabulary & Artists

Manipulate, knead, connect, mould, carve, pinch, attach, impress, decorate Sculpt, slab, coil, slip, recycled, natural, mad made, environmental sculpture, construct,

Usaka Joji
Clarice Cliff

Outcomes

For all units, see objectives related to analysing and evaluating on [progression document](#)

If painting the pots, see painting objectives.

Making – 3D

- Create a 3D structure using clay (e.g. pinch pot).
- Create texture and specific effects using tools.
- Use clay to practise joining techniques (slip and scoring).

Lesson One

Generating ideas

I can talk about Clarice Cliff

Lesson Two

Designing & practising skills

I can recreate artwork using a viewfinder

Lesson Three

Designing & practising skills

I can create my own artwork in the style of Clarice Cliff

Lesson Four

Designing & practising skills

I can use slip and scoring to join pieces

Use salt dough to practice

Lesson Five

Making/improving

I can create a coil pot

Lesson Six

Making/improving

Evaluating

I can paint and evaluate my pot

5. KS2 UNIT BREAKDOWNS



Unit 7 – painting seascapes

Key Vocabulary & Artists

Manipulate, knead, connect, mould, carve, pinch, attach, impress, decorate Sculpt, slab, coil, slip, recycled, natural, mad made, environmental sculpture, construct,

JMW Turner

Outcomes

For all units, see objectives related to analysing and evaluating on [progression document](#)

If painting the pots, see painting objectives.

Making – 3D

- Create a 3D structure using clay (e.g. pinch pot).
- Create texture and specific effects using tools.
- Use clay to practise joining techniques (slip and scoring).

Lesson One

Generating ideas

I can talk about Clarice Cliff

Lesson Two

Designing & practising skills

I can recreate artwork using a viewfinder

Lesson Three

Designing & practising skills

I can create my own artwork in the style of Clarice Cliff

Lesson Four

Designing & practising skills

I can use slip and scoring to join pieces
Use salt dough to practice

Lesson Five

Making/improving

I can create a coil pot

Lesson Six

Making/improving

Evaluating

I can paint and evaluate my pot

3. UKS2 UNITS



UKS2 Art is formed of 6 units which can be covered in any sequence (Drawing, Artists and appropriate vocabulary should feature in every module):

Unit Title	Target Year Group
Printing: Inuit art and prints (Kenojuak)	Year 5
Drawing: Henry Moore (linked to WW2)	Year 5
Painting: (Peter Thorpe)	Year 5
Collage: Beatriz Milhazes	Year 6
3D clay: dragon eyes	Year 6
Drawing: portraits (linked to Tudor portraits)	Year 6

5. UKS2 UNIT BREAKDOWNS



Unit 1 – Printing : Inuit art and prints

Key Vocabulary & Artists

Printing black, press print, mono print
Overlay, relief, impressed
Carve, negative space, positive space

Kenojuak

Outcomes

For all units, see objectives related to analysing and evaluating on [progression document](#)

Printing

- Create an accurate print design that lines up.
- Print using a number of colours.
- Print onto different materials successfully.
- **Make decisions about the methods used for printing.**

Lesson One

Generating ideas

I can explain what printmaking is

Look at art by print artists including Kenojuak and other Inuit artists.
Also recap print artists previously studied (Orla Kiely, William Morris).

Annotate work.

Lesson Two

Designing & practising skills

I can draw animals using simple line drawings.

Sketchbook work

Lesson Three

Designing & practising skills

I can design a print block.

Lesson Four

Designing & practising skills

I can make a print block and print a base colour

Lesson Five

Making/improving

I can overprint using 2 colours.

Lesson Six

Making/improving

Evaluating

I can evaluate my work

Evaluate final print piece – written evaluation.

5. UKS2 UNIT BREAKDOWNS



Unit 2 – Drawing: Henry Moore charcoal (linked to WW2)

<u>Key Vocabulary & Artists</u>	<u>Outcomes</u>
Sketch, deliberate, figure, motion, emotion, drawing, form, shape, line, value, perspective, space, depth, Henry Moore	For all units, see objectives related to analysing and evaluating on progression document <u>Drawing</u> • Know when to sketch and when to create more confident, deliberate lines. • Create a figure in motion using simple drawing techniques. • Investigate a variety of lines, shapes, colours and textures to produce work on a theme. • Experiment with and annotate different materials to find the best one for the purpose of the work. • Create sketches to communicate emotion or sense of self with accuracy and imagination. • Explain why you have chosen a variety of lines, shapes, colours and texture to produce your final piece of work. • Work confidently in a range of drawing media; making choices to work to own strengths and personal style.

Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<u>Generating ideas</u> I can analyse Henry Moore's work	<u>Designing & practising skills</u> I can investigate lines, shapes, colours and textures	<u>Designing & practising skills</u> I can recreate an image using a viewfinder Recreate part of Henry Moore image	<u>Designing & practising skills</u> I can draw a figure in motion Explore figures in different positions (Year 6: emotion)	<u>Making/improving</u> I can create an image inspired by Henry Moore Draw human figures	<u>Making/improving</u> <u>Evaluating</u> I can create an image inspired by Henry Moore Adding in background using light and share

5. UKS2 UNIT BREAKDOWNS



Unit 3 – Painting

Key Vocabulary

Wash, blocking in, colour wheel Watercolour, acrylic, realistic, abstract, layer, canvas

Contrasting, complimentary, harmonious, vibrant, deep, atmosphere, hue, pastel, dull

Peter Thorpe

Outcomes

For all units, see objectives related to analysing and evaluating on [progression document](#)

Drawing

- Use one-point perspective
- **Use shade and texture to create a 3D scene with perspective.**

Painting

- Add a light source into a painting using tint and tone.
- Create colour ladders to show tonal range.
- Create distance using tonal ranges.
- Control colour when painting.
- **Develop own style of painting.**
- **Use a wide range of techniques, explaining why this has been chosen.**

Lesson One

Generating ideas

I can explore work by Peter Thorpe

Lesson Two

Designing & practising skills

I can draw using one-point perspective

Lesson Three

Designing & practising skills

I can create colour ladders to show tonal range

Recap tint and tone

Lesson Four

Designing & practising skills

I can use tonal range to show distance

Lesson Five

Making/improving

I can create an image inspired by Peter Thorpe

Plan and draw out final image

Lesson Six

Making/improving

Evaluating

I can create an image inspired by Peter Thorpe

Create own colours and paint

5. KS2 UNIT BREAKDOWNS



Unit 4 – Collage

Key Vocabulary

Mosaic, assemblage, mixed media, adhesive, embellish, layering, overlapping, tessellating

Beatriz Milhazes

Outcomes

For all units, see objectives related to analysing and evaluating on [progression document](#)

Collage

- Experiment with a range of media when layering, overlapping and tessellating.
- Add collage to a painted or printed background.
- **Use different techniques, colour and textures when designing and making pieces of work.**

Lesson One

Generating ideas

I can analyse work by Beatriz Milhazes

Lesson Two

Designing & practising skills

Investigate colour – recap complementary colours

I can explore layering, overlapping and tessellating

Demonstrate each in sketch books

Lesson Three

Designing & practising skills

I can explore shapes and textures for my collage

Think about shapes inspired by nature
What are contrasting colours and textures?

Lesson Four

Designing & practising skills

I can design a collage inspired by Beatriz Milhazes

Lesson Five

Making/improving

I can create a printed background for my collage

Lesson Six

Making/improving

Evaluating

I can add collage to my background

5. KS2 UNIT BREAKDOWNS



Unit 6 – 3D : Dragon Eyes

Key Vocabulary & Artists

Manipulate, knead, connect, mould, carve, pinch, attach, impress, decorate Sculpt, slab, coil, slip, recycled, natural, man made

Halima Cassell

Outcomes

For all units, see objectives related to analysing and evaluating on [progression document](#)

3D

- Experiment with and combine different materials and methods in designing 3D objects.
- Sculpt clay and malleable materials into a design for a project.
- Add texture and detail onto a model.
- **Explain why materials and methods have been chosen.**
- **Include visual and tactile elements**

Generating ideas

I can use line and shading to create texture

Investigate images of dragons and dragon head masts on Viking ships

Practise line drawings and textures

Designing & practising skills

I can explore malleable materials

Practise techniques using play dough

Designing & practising skills

I can sculpt clay and moldable materials into a design for a project

Designing & practising skills

I can add texture and detail to my model

Making/improving

I can include both visual and tactile elements to my models

Making/improving Evaluating

I can explain why I have chosen both the materials and methods to create my model