


West Norfolk Academies Trust (Primary) – Curriculum Map – Art & DT Interim 21/22

	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
Pre School Knowledge	Mark making leading to representational drawing Natural objects, fruit, feathers, faces, hands, mirrors, loose parts	Combining papers and materials Using a range of resources to cut, arrange and attach to represent light and celebration Kandinsky, Miro, Matisse	Compositions on a page Increased fine motor skills and expression by drawing pictures inspired by story with felts, pens and pencils Illustrations by Louise Brierley	Use metal loose parts to create images inspired by vehicles Make 3d vehicles like cars or boats using boxes, paper, cards and paint.	Look closely at patterned creatures - snails, butterflies, ladybirds, zebra and create paintings and pastel images to explore colour and pattern Brain Wildsmith	Develop representation and mark making through observational drawing of shells, stones found from the beaches using charcoal, pastels and soft pencils Look and admire Maggie Hambling shell sculpture - could we make a sculpture for our garden?
Pre School Vocabulary	Mark making, pencil, felt tip, draw, shape, looks like	Cut, fold, stick, shows, colours, like,	Colour, detail, landscape, features, pencil, grip, careful	Nuts, bolts, screws, arrange, place, shapes, Pencil, Charcoal, papers, balance, attach	Powder paint, brush, thick, thin, watery, spread, mix, spot, stripe	Pencil, observe, detail, lines, outline, colour inside, draw inside Charcoal, pastel, chalk
<i>Disciplinary concepts where knowledge is applied eg. Observed, explored, created:</i>	<i>Disciplinary concepts within our planning. Where this can be found in our Pre School curriculum:</i>					
<i>Using art representationally</i>	<i>Look closely when observational drawing, sketching and painting. (Aut 1 - exploring natural objects with circular shapes to begin representational art , Spring 1- using stories to represent details and combine images to show events, setting and characters, Summer 1 looking more closely at detail and shape and more successfully representing this with enclosures and carefully chosen marks/lines)</i>					
<i>Using art expressively</i>	<i>Children explore how art can express something and make connections between art. (Throughout - talk about how their art, music or role play represents something and show emotional attachments to this expression)</i>					
<i>Using art outside of expectations</i>	<i>Children understand how art is a creative subject. (Aut 2 – use range of papers, colours and shapes to capture feelings of light and celebration. Sp 2 Using metal parts and boxes to link to more abstract themes like transport/vehicles)</i>					
<i>Using knowledge of artists and artistic styles</i>	<i>Children can say what they notice about different pieces of art, artists and structures. (Talk about what they are doing linking to the specific vocab, start to name equipment they talk about what they think of art they see Aut2, Summer 2)</i>					
<i>Using knowledge of products and materials/ingredients to make and design</i>	<i>Children problem solve and explore simple products. (Aut 2 using papers, tissues, sequins purposefully Spr 2 – using different materials to represent vehicles)</i>					
YR Knowledge	Exploring self portraits and line Using pencil, charcoal, pastel and paint to create	Weather Painting Mixing colours in palettes to express the weather -	Palaces, Jewels and Crowns Explore simple sculptures by making representations	Machinery Observe and draw a real bike wheel with pencils and charcoals. Develop curved and	Plants Collect leaves, natural objects, plants and flowers to make transient	Hokusai - the great wave. Use powder paints to develop confidence with

	lines and shapes that are realistic influenced by Picasso, Eardley , Khalo	raining, sunny, window influenced by Howard Hodgkin	of the palace , crowns and jewelry using card, straws, sticks, bricks, scissors, glue and shiny papers - ready for banquet. Look at Graham children and pics of coronation.	straight lines with skill and control. Find some loose parts of bolts, screws, bits from machinery to arrange some simple structures with wire and sticks	sculptural arrangements like Goldsworthy. Use flowers to create a still life in a jar with a cloth to introduce still life drawing	paint and create some BIG wave pictures of the sea. Create fish paintings using watery paints inspired by looking at over the deep blue sea” or “fishes” by Brian Wildsmith
YR Vocabulary	Draw, observe, sketch, line, mark making, portrait, self portrait	Paint mixing, paintbrush, brush strokes, palette, water colour, turquoise, navy, scarlet, crimson	Fold, cut, tear, attach, decorate, attractive, create, support, structure, building/palace	Soft pencil, 3b, 6b, careful lines, fast lines, curved, circular, straight attach, combine,	Collect, arrange, compose, observe, still life, disappear,	Powder paint, control, brush size, mixing, watery, thick, consistency
Disciplinary concepts where knowledge is applied eg. Observed, explored, created:	Disciplinary concepts within our planning. <i>Where this can be found in our EYFS curriculum:</i>					
Using art representationally	Look closely when observational drawing, sketching and painting. <i>(Aut 1 - exploring self-portraits to do observational drawings, Sum 1 – introduction to still life with plants)</i>					
Using art expressively	Children explore how art can express something and make connections between art. <i>(Sp1 - connections between crown jewels and their expressive representation in art, Sum 2 – link powder paints to the way the sea can be expressed in art, connect to local area and Brian Wildsmith)</i>					
Using art outside of expectations	Children understand how art is a creative subject. <i>(Sum 1 – use natural objects and collected leaves etc to create artistic representations in different ways)</i>					
Using knowledge of artists and artistic styles	Children can say what they notice about different pieces of art, artists and structures. <i>(Throughout the year different artists are studied eg. Picasso in Aut 1, Howard Hodgkin in Aut 2 which looks at the weather and colour mixing, this is developed in Sum 2 when looking at Brian Wildsmith and his representation of the sea)</i>					
Using knowledge of products and materials/ingredients to make and design	Children problem solve and explore simple products. <i>(Spr 1 – using different materials to represent a palace, Sp 2 – creating simple structures)</i>					
Year 1 Knowledge	Colour & Line Colour Warm and Cool Colours Tints and Shades Line Miro's use of Line	Paintings of Children William Hogarth, The Graham Children , 1742 Pieter Bruegel, Children's Games, 1560 John Singer Sargent, Carnation, Lily, Lily, Rose, 1885-6	DT – Food Preparing dishes Understanding where food comes from-plant or animal? Peel and chop, create a menu	Architecture Introduction to Architecture Architectural Features Designing a Building Understanding	DT- Free Standing Sculptures Strong structures Tall towers Skyscrapers Design a bridge Building bridges	Investigating Sculpture Sculpture Introduction to sculpture, understanding, designing and creating sculpture. A study of

	Klee's use of Line	Gabriel Metsu, The Sick Child, 1660				Degas' Little Dancer, Henry Moore <i>Sainsbury's Centre UEA</i>
Year 1 Vocabulary	Primary colours, secondary colours, warm colours, cool colours, tints, shades, brushstroke Drawing Mondrian Van Gogh Monet, Kiro, Klee Straight, zig zag, wavy, curved, Bruegel, mix, warm, cool, tint, white, lighter, shade, black, darker, loop, thick, thin, straight, shape, landscape	artist, children, past, luxury, wealth, message, information, pose, position, line shape, primary, secondary, mix, tint, shade, watercolour, brush size, detail, games/toys, past, today, change, difference, cubism	plants, animals, grains cereals, chop, health, kebab, cutlery, peel, prepare, blend, stock, utensils, ingredients, fillings, menu, starter, main, dessert,	architecture, architect, building design, purpose, state, Houses of Parliament, Westminster Abbey St Paul's Cathedral, Southwark Cathedral feature, purpose, arch dome, pillar, tower gargoyle, stained glass, design, features, sculpture, 3d,2d, length, width depth, material, carve, sculptor material, wax, clay, bronze, cast	Freestanding structure, frame structure, shell structure, stable, buttress, brick bonding, mock-up, tower, skyscraper, bridge, swing, slide, leaning tower of Pisa, Italy, Golden Gate Bridge, San Francisco, The Forth Bridge, Scotland, tent, chair, table, Eiffel tower, France, build, join, construct, strong, test, evaluate, create, tall, storey, level, narrow, wide, structure, stable, suspension, purpose, materials, design, shape, join, frame, rolling, folding, layering, rigid	Sculpture, Sculptor Edgar Degas, Henry Moore, 2D, 3D abstract, Monument, Angel of the North, mould, shape, monument, statue, scoring, modelling
Disciplinary concepts where knowledge is applied eg. Observed, explored, created:	Disciplinary concepts within our planning. <i>Where this can be found in our Year 1 curriculum:</i>					
Using art representationally	Look closely when observational drawing, sketching and painting and begin to develop their understanding of colours and tone. <i>(Aut 1 – studying Different artists Miro's use of Line and Klee's use of Line, this develops the children's use of line and sketching when observational drawing)</i>					
Using art expressively	Children explore how art can express something and make connections between artistic expression. <i>(Spr 1 – using food to express themselves when they create a menu, Sum 2 – looking at sculpture which includes an enrichment trip to Sainsburys centre)</i>					

Using art outside of expectations	Children understand how art is a creative subject and how it can push boundaries. (Spr 2 and Sum 1 follow on from each other where children learn about architecture and how this can go beyond expectations, in Sum 1 children they design their own structures using a range of creative, structural materials and methods)					
Using knowledge of artists and artistic styles	Children can say what they notice about different pieces of art, artists and structures or look for similarities and differences on a particular theme. (Aut 2 – studying different paintings that include children between 1560-1886 eg. Hogarth, Metsu, Bruegel and children think about how and why they are represented differently)					
Using knowledge of products and materials/ingredients to make and design	Children problem solve and explore simple products before creating their own. (Sum 1 – studying structures before designing a bridge)					
Year 2 Knowledge	Colour, Shape & Texture Primary, secondary, warm and cool colours Monet – tints and shades Klee – Geometric shapes Matisse's cut outs – organic shapes Visual texture Creating visual texture	DT – Mechanisms & Levers Investigating moving books, Use flaps, sliders, pivots and leavers to make moving parts for book illustrations Attach pages to a cover	Portraits and Self-Portraits Portraits and Self-Portraits Drawing faces accurately Using colour in self-portraits How artists represent themselves Artist Study - Picasso Creating cubist portraits	Still Life An introduction to still life Creating form with tone Drawing a still life using cross-hatching A study of Cezanne Drawing a still life using colour	Murals and Tapestries Recognise a mural (a painting on a wall): Leonardo da Vinci, The Last Supper, 1495-98 Paula Rego, Crivelli's Garden, 1990 Additionally: William Hogarth, The Pool of Bethesda (1736) and The Good Samaritan (1737), Staircase hallway	DT – Wheels & Axles Prior learning Wheels and Axles Design a Roman Chariot Build a Roman Chariot Evaluate the Chariot design
Year 2 Vocabulary	Primary colours, secondary colours, complementary colours, warm colours, cool colours, tint, shade, geometric shape, organic shape, composition, cut-out, texture, visual texture, Monet, Klee, Kandinsky, Matisse, white, lighter, black, darker, mix, 2d, 2d, corner, feel, rough, smooth, soft, hard, fluffy	Slider, lever, movement, slot, pivot, fixed, loose, assemble, specification, criteria, join,	portrait, self-portrait, represent, facial features, profile, eyes, nose, tone, tint, shade, skin tone, colour mixing, represent, detail expression, feelings, emotions, interests, line/shape, texture, cubist, cubism	still life, form, tone, shade, shadow, highlight, mid tone, cast shadow, cross-hatching, tints, shades, pop art, Herculaneum	Mural, Sistine Chapel, Rome Genesis, God, Adam, The Pope, fresco, plaster, National Gallery, Crivelli's Garden, The Visitation, detail, discussion, Tapestry, weave, woven, threads, loom Arras, composition, Milan, Italy, The Last Supper, disciples, composition	Wheel, axle, moving vehicle, axle holder, chassis, mechanism, cotton reels, foam covered reels, plastic, wood, card, mdf, dowel, paper sticks, plastic tubing, plastic straw, cardboard box, Chariot, Gladiator, Circus Maximus, Amphitheatre, construct, build, join, design, purpose, materials, properties, design brief, safety, G-clamp, chassis, ply, materials, design,

						evaluate, improve, design brief
Disciplinary concepts where knowledge is applied eg. Observed, explored, created:	Disciplinary concepts within our planning. <i>Where this can be found in our Year 2 curriculum:</i>					
Using art representationally	Look closely when observational drawing, sketching and painting and begin to compare artists, including comparing with their own work (<i>Spr 1 – looking at self-portraits, this builds on an EYFS unit, in Yr 2 chn develop drawing skills, add colour and compare to artistic representations eg. Picasso</i>)					
Using art expressively	Children explore how art can express something and make connections between artistic expression, including developing use of tone, texture. (<i>Aut 1 – explore colour, shape and texture, focusing on Klee, Kandinsky and Matisse, chn explore how they can create visual texture to express ideas</i>)					
Using art outside of expectations	Children understand how art is a creative subject, it pushes boundaries and has done so throughout history. (<i>Sum 1 demonstrate awe and wonder and how throughout history art has gone beyond expectations eg. tapestries in Sum 1</i>)					
Using knowledge of artists and artistic styles	Children can say what they notice about different pieces of art, artists and structures or look for similarities and differences on a particular theme. (<i>Aut 1 – explore colour, shape and texture, focusing on Klee, Kandinsky and Matisse, children explore how they use texture and how they are similar and different</i>)					
Using knowledge of products and materials/ingredients to make and design	Children problem solve and explore simple products before creating their own. (<i>Aut 2 chn look at moving books and create their own, Sum 2 they apply knowledge of Roman chariots to wheels and axles and make their own chariot</i>)					

Year 3	Ancient Egyptian Art	DT – Textiles	Landscapes	Mythological Paintings	Architecture	DT – Egyptian Shaduf
Knowledge	Look at and discuss: The Great Sphinx A bust of Queen Nefertiti Mummy cases: Sarcophagus of King	Investigate money containers, different stitches, prototypes, sewing a money container	Introduction to landscape painting Constable and Turner - Different methods of landscape painting Painting in the style of Turner	Understand that a mythological work of art depicts characters from a narrative Generally classical mythology	Understand architecture as the art of designing buildings Understanding symmetry and a line of symmetry as it applies to building	Levers, Pivots, Pulleys Pop-up Mechanisms A Pop-up Infographic Poster Construction

	<p>Tutankhamun, circa 1323 B</p> <p>Animal gods in Egyptian art: such as Bronze statuette of a cat</p> <p>Find out about:</p> <p>The Rosetta Stone, Ptolemaic Period, 196 BC</p>		<p>Symmetry in art</p> <p>Goldsworthy and symmetry</p>		<p>Observe symmetry in the design of buildings</p>	
<p>Year 3</p> <p>Vocabulary</p>	<p>Ancient Egyptian, Pharaoh, sculpture, architecture, Pyramid, Sphinx, Nefertiti, Tutankhamun, tomb, Book of the Dead,, sarcophagus, Sphinx, mythical, Cairo, Giza, limestone, carve, bust,</p> <p>Nefertiti , sculpture, limestone, Thutmose, Nile, papyrus, scroll, Ra- god of the Sun, Amun- King of the gods , Anubis- god of mummification, Horus- god of the Sky, Tefnut- Goddess of Rain, Thoth- God of Wisdom</p>	<p>Fabric, seam, gusset, textile, stitch, needle, technique, specification, prototype, embroidery, fastening, evaluate</p>	<p>landscape, seascape, method, sketch, brushstroke, Symmetry, symmetrical, line of symmetry, nature, natural materials, temporary</p>	<p>myth, mythological painting, narrative, characters, setting, classical, Theseus, Ariadne, Minotaur, Minos, Aegeus</p> <p>Crete, Naxos, Pompeii, fresco, maze/labyrinth, Spain, Minotaur, characteristics, line, tone, highlights, shadow, mid-tones,</p> <p>classical, myth, collage</p>	<p>Architect, sculptor</p> <p>The Parthenon, Athena, replica, frieze, carve, form, texture</p> <p>Architect, architecture, line of symmetry, column, pillar, symmetrical, modern, St Paul's Cathedral, Christopher Wren, sketch, features, dome, The Great Stupa, Bilbao, purpose, design, sculptor</p>	<p>Shaduf, Mechanism, lever, system, pivot, counterweight, pulley, catapult, roman catapult, oscilating, reciprocating, ancient Greek pulley system, ancient Egyptian shaduf, load, effort, catapult, foreground, background, box pop-up, reservoir, canals, irrigation, crossbeam, annotations, step by step, cross beam, materials, technique, tool, joining, function</p>

<i>Disciplinary concepts where knowledge is applied eg. Observed, explored, created:</i>	<i>Disciplinary concepts within our planning. Where this can be found in our Year 3 curriculum:</i>
<i>Using art representationally</i>	<i>Look closely when creating observational artwork (using line, tone, shade, and form) and begin to compare artists. (Aut 1 – developing shade and shadow and children explore shade in different ways eg. Cross-hatching)</i>
<i>Using art expressively</i>	<i>Children explore how art can express something and make connections between artistic expression which symbolise and represent different things. (Spr 1 – landscapes and how artists express these differently, chn look at Constable and Turner)</i>
<i>Using art outside of expectations</i>	<i>Children explore how art is a creative subject and explore this in different periods of history and artistic style/genre. (Autumn1 –Egyptian art Spr 2 – mythological painting)</i>
<i>Using knowledge of artists and artistic styles</i>	<i>Children find similarities and differences between artists and their styles. (Spr 1 – landscapes and how artists express these differently, chn look at Constable and Turner)</i>
<i>Using knowledge of products and materials/ingredients to make and design</i>	<i>Children problem solve and explore designs and prototypes and create their own products. (Aut 2 chn sew their own money container, Sum 2 they apply knowledge of Ancient Egypt to build their own shaduf to move water)</i>