


## West Norfolk Academies Trust (Primary) – Curriculum Map – Art & DT 2022 - 23

	Autumn 1 <sup>st</sup>	Autumn 2 <sup>nd</sup>	Spring 1 <sup>st</sup>	Spring 2 <sup>nd</sup>	Summer 1 <sup>st</sup>	Summer 2 <sup>nd</sup>
<b>Pre School Knowledge</b>	<b>My friends and family</b> Mark making and representational drawing - exploring holding pens, pencils, felt tips to make and describe face and family images. Introduce drawing of fruit like apples, pumpkins, gourds, pears and tomatoes	<b>Light and celebration</b>  Using simple tools like scissors, brushes and sellotape to <b>make collages inspired by light</b> and celebration with mixed mediums - use Kandinsky, Miro, Matisse	<b>Stories</b> Drawing with felts, pens and pencils from stories- <b>using the text to draw more detail</b> to represent scenes from goldilocks and ginger bread man. Look at illustrations by Louise Brierley.	<b>Are we there yet?</b> Use metal loose parts to create images inspired by vehicles Make 3d vehicles like cars or boats using boxes, paper, cards and paint.	<b>Creatures</b> Look closely at patterned creatures - snails, butterflies, ladybirds, tigers, zebra and <b>create paintings and pastel images</b> Brain Wild smith	<b>The seaside</b> <b>Observational drawing of shells, stones</b> found from the beaches using charcoal, pastels and soft pencils Look and admire Maggie Hambling <b>shell sculpture</b> - could we make a sculpture for our garden?
<b>Pre School Vocabulary</b>	<b>hold, draw, shape, line, look like, observe, round, long, short, curved, straight</b>	Stick, cut, tear, fold, bend attach, place, decorate ,reflect, shine	Draw, outline, colour inside, background, page, carefully	Make, create, cut, stick, join, together, brush, spread	draw, shade, stripes, spots, spirals, smooth, rough, dark	patterns, line, colour shade, sculpture, support,
<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>					
<b>EYFS Knowledge</b>	<b>Exploring self-portraits and line</b> Using pencil, charcoal, pastel and paint to create lines and shapes that are realistic influenced by Picasso, Eardley, Khalo	<b>Weather Painting</b> Mixing colours in palettes to express the weather - raining, sunny, window influenced by Howard Hodgkin	<b>Palaces, Jewels and Crowns</b> Explore simple sculptures by making representations of the palace, crowns and jewellery using card, straws, sticks, bricks, scissors, glue and shiny papers - ready for banquet. Look at Graham children and pics of coronation.	<b>Machinery</b> Observe and draw a real bike wheel with pencils and charcoals. Develop curved and 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	<b>Plants</b> Collect leaves, natural objects, plants and flowers to make transient sculptural arrangements like Goldsworthy. Use flowers to create a still life in a jar with a cloth to introduce still life drawing	<b>Hokusai - the great wave.</b> Use powder paints to develop confidence with 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
<b>EYFS Vocabulary</b>	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
<b>Disciplinary concepts where knowledge is applied eg. Observed, explored, created:</b>	<i>Disciplinary concepts within our planning. Where this can be found in our EYFS curriculum:</i>					
<b>Using art representatively</b>	<i>Look closely when observational drawing, sketching and painting. (Aut 1 - exploring self-portraits to do observational drawings, Sum 1 – introduction to still life with plants)</i>					
<b>Using art expressively</b>	<i>Children explore how art can express something and make connections between art. (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>					
<b>Using art outside of expectations</b>	<i>Children understand how art is a creative subject. (Sum 1 – use natural objects and collected leaves etc to create artistic representations in different ways)</i>					
<b>Using knowledge of</b>	<i>Children can say what they notice about different pieces of art, artists and structures. (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>					

<b>artists and artistic styles</b>						
<b>Using knowledge of products and materials/ingredients to make and design</b>	<i>Children problem solve and explore simple products. (Spr 1 – using different materials to represent a palace, Sp 2 – creating simple structures)</i>					
<b>Year 1 Knowledge</b>	<b>Colour &amp; Line</b> Colour Warm and Cool Colours Tints and Shades Line Miro's use of Line Klee's use of Line	<b>Paintings of Children</b> William Hogarth, The Graham Children, 1742 Pieter Bruegel, Children's Games, 1560 John Singer Sargent, Carnation, Lily, Lily, Rose, 1885-6 Gabriel Metsu, The Sick Child, 1660	<b>DT – Food</b> Preparing dishes Understanding where food comes from-plant or animal? Peel and chop, create a menu	<b>Architecture</b> Introduction to Architecture Architectural Features Designing a Building Understanding	<b>DT- Free Standing Sculptures</b> Strong structures Tall towers Skyscrapers Design a bridge Building bridges	<b>Investigating Sculpture Sculpture</b> Introduction to sculpture, understanding, designing and creating sculpture. A study of Degas' Little Dancer, Henry Moore  <i>Sainsbury's Centre UEA</i>
<b>Year 1 Vocabulary</b>	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,	Sculpture, Sculptor Edgar Degas, Henry Moore,2D,3D abstract, Monument, Angel of the North, mould, shape, monument, statue, scoring, modelling

					design, shape, join, frame, rolling, folding, layering, rigid	
<b>Disciplinary concepts where knowledge is applied eg. Observed, explored, created:</b>	<i>Disciplinary concepts within our planning. Where this can be found in our Year 1 curriculum:</i>					
<b>Using art representationaly</b>	<i>Look closely when observational drawing, sketching and painting and begin to develop their understanding of colours and tone. (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>					
<b>Using art expressively</b>	<i>Children explore how art can express something and make connections between artistic expression. (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>					
<b>Using art outside of expectations</b>	<i>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)</i>					
<b>Using knowledge of artists and artistic styles</b>	<i>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)</i>					
<b>Using knowledge of products and materials/ingredients to make and design</b>	<i>Children problem solve and explore simple products before creating their own. (Sum 1 – studying structures before designing a bridge)</i>					

<p><b>Year 2 Knowledge</b></p>	<p><b>Colour, Shape &amp; Texture</b>  Primary, secondary, warm and cool colours  Monet – tints and shades  Klee – Geometric shapes  Matisse’s cut outs – organic shapes  Visual texture  Creating visual texture</p>	<p><b>DT – Mechanisms &amp; Levers</b>  Investigating moving books, Use flaps, sliders, pivots and leavers to make moving parts for book illustrations  Attach pages to a cover</p>	<p><b>Portraits and Self-Portraits</b>  Portraits and Self-Portraits  Drawing faces accurately  Using colour in self-portraits  How artists represent themselves  Artist Study - Picasso  Creating cubist portraits</p>	<p><b>Still Life</b>  An introduction to still life  Creating form with tone  Drawing a still life using cross-hatching  A study of Georgia O’Keefe  Drawing a still life using colour</p>	<p><b>Murals and Tapestries</b>  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</p>	<p><b>DT – Wheels &amp; Axles</b>  Prior learning  Wheels and Axles  Design a Roman Chariot  Build a Roman Chariot  Evaluate the Chariot design</p>
<p><b>Year 2 Vocabulary</b></p>	<p>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</p>	<p>Slider, lever, movement, slot, pivot, fixed, loose, assemble, specification, criteria, join,</p>	<p>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</p>	<p>still life, form, tone, shade, shadow, highlight, mid tone, cast shadow, ross-hatching, tints, shades, pop art, Herculaneum</p>	<p>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</p>	<p>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</p>
<p><b>Disciplinary concepts where knowledge is applied eg. Observed,</b></p>	<p><i>Disciplinary concepts within our planning. <a href="#">Where this can be found in our Year 2 curriculum:</a></i></p>					

<b>explored, created:</b>						
<b>Using art representatio nally</b>	Look closely when observational drawing, sketching and painting and begin to compare artists, including comparing with their own work (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)					
<b>Using art expressively</b>	Children explore how art can express something and make connections between artistic expression, including developing use of tone, texture. (Aut 1 – explore colour, shape and texture, focusing on Klee, Kandinsky and Matisse, chn explore how they can create visual texture to express ideas)					
<b>Using art outside of expectations</b>	Children understand how art is a creative subject, it pushes boundaries and has done so throughout history. (Sum 1 demonstrate awe and wonder and how throughout history art has gone beyond expectations eg. tapestries in Sum 1)					
<b>Using knowledge of artists and artistic styles</b>	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 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)					
<b>Using knowledge of products and materials/ingr edients to make and design</b>	Children problem solve and explore simple products before creating their own. (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)					
<b>Year 3 Knowledge</b>	<b>Landscapes</b> Introduction to landscape painting Constable and Turner - Different methods of landscape painting Painting in the style of Turner Symmetry in art Goldsworthy and symmetry	<b>DT – Textiles</b> Investigate money containers, different stitches, prototypes, sewing a money container	<b>Ancient Egyptian Art</b> Look at and discuss: The Great Sphinx A bust of Queen Nefertiti Mummy cases: Sarcophagus of King Tutankhamun, circa 1323 B Animal gods in Egyptian art: such as Bronze statuette of a cat Find out about:	<b>Mythological Paintings</b> Understand that a mythological work of art depicts characters from a narrative Generally classical mythology	<b>Architecture</b> Understand architecture as the art of designing buildings Understanding symmetry and a line of symmetry as it applies to building Observe symmetry in the design of buildings	<b>DT – Egyptian Shaduf</b> Levers, Pivots, Pulleys Pop-up Mechanisms A Pop-up Infographic Poster Construction

			The Rosetta Stone, Ptolemaic Period, 196 BC			
<b>Year 3 Vocabulary</b>	landscape, seascape, method, sketch, brushstroke, Symmetry, symmetrical, line of symmetry, nature, natural materials, temporary	Fabric, seam, gusset, textile, stitch, needle, technique, specification, prototype, embroidery, fastening, evaluate	Ancient Egyptian, Pharaoh, sculpture, architecture, Pyramid, Sphinx, Nefertiti, Tutankhamun, tomb, Book of the Dead, sarcophagus, Sphinx, mythical, Cairo, Giza, limestone, carve, bust, 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	myth, mythological painting, narrative, characters, setting, classical, Theseus, Ariadne, Minotaur, Minos, Aegeus Crete, Naxos, Pompeii, fresco, maze/labyrinth, Spain, Minotaur, characteristics, line, tone, highlights, shadow, mid-tones, classical, myth, collage	Architect, sculptor The Parthenon, Athena, replica, frieze, carve, form, texture 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	Shaduf, Mechanism, lever, system, pivot, counterweight, pulley, catapult, roman catapult, oscillating, 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
<b>Disciplinary concepts where knowledge is applied eg. Observed, explored, created:</b>	<b>Disciplinary concepts within our planning. Where this can be found in our Year 3 curriculum:</b>					
<b>Using art representatio nally</b>	<b>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)</b>					

<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/ing redients 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>