



## Dorney School Art Curriculum Map

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Reception</b>	To name colours To experiment with mixing colours To create simple representations of people and objects To draw and colour with pencils and crayons <b>Books – Ish</b> <b>The Dot</b> To use colours for a particular purpose To share their creations To explore different techniques for joining materials (Glue Stick, PVA) <b>Artist - Jackson Pollock</b>		To experiment with different mark making tools such as art pencils, pastels, chalk		To know which prime colours, you mix together to make secondary colours <b>Book – Mixed A World of colour</b> To draw more detailed pictures of people and objects To manipulate materials To create observational drawings To explore, use and refine a variety of artistic effects to express their ideas and feeling <b>Book – The Line</b>	
<b>Year 1</b>		<b>Self portrait</b> Use drawing and painting techniques to communicate ideas about themselves in a self-portrait; talk about what they think or feel about their own work.		<b>Investigating materials</b> Use materials to make weavings; describe what they think or feel about their own and others' work.		<b>What is a sculpture?</b> Represent ideas in three dimensions; describe what they think or feel about their own and others' work
<b>Year 2</b>		<b>Picture this!</b> Communicate ideas and meanings in different ways; describe what they think or feel about their own and others' work.		<b>Mother Nature, designer</b> Use materials and processes to communicate ideas; describe what they think or feel about their own and others' work.		<b>Can buildings speak?</b> Work with others; use materials and techniques to communicate ideas and experiences; talk about their own and others' work

<b>Year 3</b>		<p><b>Portraying relationships</b></p> <p>Explore ideas about portraits and make a painting of a double portrait; comment on differences in others' work; suggest ways of improving their own work.</p>		<p><b>Investigating pattern</b></p> <p>Explore shape, colour and pattern; use stencilling and print-making techniques to make a printed pattern; talk about the differences between their own and others' work; suggest improvements for their own work.</p>		<p><b>Can we change places?</b></p> <p>Collect and record visual and other information about their location; create a maquette; identify similarities and differences in their own and others' work</p>
<b>Year 4</b>		<p><b>Viewpoints</b></p> <p>Use different methods and techniques to explore their ideas and communicate experiences; identify differences in their own and others' work; adapt their own work, according to its purpose.</p>		<p><b>Take a seat</b></p> <p>Use materials and techniques to construct a model chair; talk about the differences between their own and others' work; suggest improvements to their own work.</p>		<p><b>Journeys</b></p> <p>Use signs and symbols in their work; combine lines, shapes, colours and textures to create simple patterns; use basic art vocabulary to explain their ideas and work</p>
<b>Year 5</b>		<p><b>Objects and meanings</b></p> <p>Explore visual and tactile qualities; investigate materials and processes and use these to make a still-life painting; talk about the differences between their own and others' work; suggest improvements to their own work.</p>		<p><b>Containers</b></p> <p>Explore ideas; experiment with materials, tools and techniques; make a three-dimensional form; discuss similarities and differences between their own and others' work; suggest ways of improving their own work.</p>		<p><b>Talking textiles</b></p> <p>Investigate and use textile materials and processes to communicate ideas; comment on differences in their own and others' work; suggest ways of improving their own work</p>
<b>Year 6</b>		<p><b>People in action</b></p> <p>Investigate different methods and techniques to communicate their</p>		<p><b>What a performance</b></p> <p>Explore ideas about headwear; collect materials and information for their</p>		<p><b>A sense of place</b></p> <p>Use different methods to record observations of the environment and create a</p>

		ideas; comment on differences in their own and others' work; suggest ways of improving their own work.		work; use materials and techniques to communicate ideas through a piece of headwear; comment on differences between their own and others' work; adapt and improve their own work.		painting; comment on differences in others' work; suggest ways of improving their own work
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### **Autumn Term**

#### **Year 1 - Self portrait**

In this unit children make a self-portrait to communicate ideas about themselves. They talk about images of children in drawings, paintings and photographs and artists' self-portraits in order to develop ideas about how they will portray themselves. They investigate a range of drawing materials and techniques and learn how to mix and use colour in a painting

#### **Year 2 - Picture this!**

In this unit children explore an issue or event in their lives. They learn how to use a viewfinder and record their observations and ideas using a variety of methods, including photography and collage. They look at and comment on the work of photographers and illustrators.

#### **Year 3 - Portraying relationships**

In this unit children investigate how paintings, prints, photographs and other images that include figures communicate ideas about relationships. They use composition skills to make a double portrait that conveys ideas about themselves and their relationship with another person in their lives.

#### **Year 4 - Viewpoints**

In this unit children explore how to convey the atmosphere and story of a dream. They explore different viewpoints in the school environment as a setting for their dream. They invent a number of characters who are photographed 'on location' and develop a narrative to describe the dream. They go on to make prints based on the narrative. They compare the ideas, methods and approaches used in their own and other artists' and print makers' work.

#### **Year 5 - Objects and meanings**

In this unit children select, arrange and present objects in a still-life painting. They investigate the work of artists who have used the theme of still life in a variety of ways to convey ideas and feelings. They develop skills of observation and recording, and knowledge and understanding of colour, tone and composition.

#### **Year 6 - People in action**

In this unit children explore how to convey movement in their work. They explore dynamic activities such as sport, dance, drama and music as a starting point for making work in two dimensions. They look at how the idea of movement is shown in different kinds of art, such as photography, illustrations, cartoons, paintings, prints, and experiment with different methods and techniques to show movement.

## **Spring Term**

### **Year 1 - Investigating materials**

In this unit children investigate the qualities of a variety of natural and made materials. They learn skills for weaving and gain sensory experience of materials and an understanding of colour and texture. They learn about how textiles are used in their own and others' lives.

### **Year 2 - Mother Nature, designer**

In this unit children explore line, shape, colour and texture in natural forms. They make observations of natural objects and use their observations as the basis for textile design. They use their experience of fabrics to make a collage and learn and use simple techniques for appliqué.

### **Year 3 - Investigating pattern**

In this unit children investigate patterns in textiles from different times and cultures. They use ideas from these as a starting point for developing their own designs. They investigate stenciling and print-making techniques and explore ways of combining and organising shapes, colours and patterns to make a decorative textile piece.

### **Year 4 - Take a seat**

In this unit children explore the design of chairs. They discuss what chairs tell us about everyday life and the way people rest, eat and relate to each other. They look at examples of designs in the past and in other cultures as inspiration for developing their own imaginative designs for a chair for a particular character or occasion.

### **Year 5 - Containers**

In this unit children explore the craft tradition of making vessels and containers. They develop their own designs and build a three-dimensional form to represent a vessel or container that will hold something special that they would wish for. They consider examples by contemporary designers and ceramicists and look at work from different cultures.

### **Year 6 - What a performance**

In this unit children investigate headwear and costume worn in different times and cultures, including theatre costume. They use this as a starting point for designing and making a piece of headwear for a character in a story, using a range of textiles and other materials.

## **Summer Term**

### **Year 1 - What is a sculpture?**

In this unit children develop their understanding of shape, form, texture and the sensory qualities of materials. They learn about the work of sculptors and about different kinds of sculpture, including those made of natural materials. They also learn skills for arranging materials they have collected to make a relief collage and a sculpture.

### **Year 2 - Can buildings speak?**

In this unit children explore shape and pattern in buildings. They begin by producing prints and rubbings of patterns found in buildings and go on to look at, and record, the use of shape, space and pattern in local buildings. They question how these features tell us something about the purpose of the building. They work in groups to produce a relief sculpture for temporary display, using their first-hand observations as a starting point.

### **Year 3 - Can we change places?**

In this unit children explore sculpture in public buildings and spaces. They explore and use shape, form, colour and pattern to make a maquette or model of a sculpture for a site in the school or the local area. They compare the ideas, methods and approaches used in the work of different sculptors.

### **Year 4 - Journeys**

In this unit children explore how signs, symbols and metaphors can be used to communicate ideas and meanings about a journey. They produce a mixed-media work, combining drawing, painting, collage and print-making techniques. They learn about artists, craftspeople and designers who communicate their ideas through signs and symbols.

### **Year 5 - Talking textiles**

In this unit children explore how signs, symbols and metaphors can be used to communicate ideas and meanings about a journey. They produce a mixed-media work, combining drawing, painting, collage and print-making techniques. They learn about artists, craftspeople and designers who communicate their ideas through signs and symbols.

### **Year 6 - A sense of place**

In this unit children explore how signs, symbols and metaphors can be used to communicate ideas and meanings about a journey. They produce a mixed-media work, combining drawing, painting, collage and print-making techniques. They learn about artists, craftspeople and designers who communicate their ideas through signs and symbols.