

Newbottle and Charlton Art and Design Curriculum Objectives and Strands

Foundation Stage	Strand	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2																																				
		Substantive Knowledge Practical Knowledge																																						
<p>Expressive Arts and Design Creating with Materials (ELG)</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function <p>Mark making</p> <p>Beginning to hold a pencil/thick paintbrush with the correct grip with some reminders.</p> <p>Explore creating marks, creating lines and circles.</p> <p>Begin mixing paint to create new colours.</p> <p>Begin making observational drawings/paintings using closed shapes with continuous lines and begin to use these shapes to represent objects/potato people.</p> <p>Begin using finer paintbrushes to add detail, such as emotions.</p> <p>Begin using more complex shapes to represent people and objects.</p> <p>Experiment with primary colours to make secondary colours.</p>	<p>Making Skills (including Formal Elements)</p>	<p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <table border="1" style="width: 100%; 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<p>Paint/draw bodies and shapes for objects that are an appropriate size and has more features.</p> <p>Use good control to correctly hold and paint/draw carefully and in the lines.</p> <p>Show accuracy and care in their drawing/paintings.</p> <p>Paint/draw with detail including finer details such as fingers, ears, hair styles or items onto features.</p> <p>Produce more detailed work and say what they've included.</p>		<p>To know:</p> <p>Colour:</p> <table border="1"> <tr> <td><i>That the primary colours are red, yellow and blue.</i></td> <td>A3</td> </tr> <tr> <td><i>Primary colours can be mixed to make secondary colours.</i></td> <td>A3</td> </tr> <tr> <td><i>Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Tone').</i></td> <td>A6</td> </tr> <tr> <td><i>Colours can be mixed to 'match' real life objects or to create things from your imagination.</i></td> <td>A6</td> </tr> </table>	<i>That the primary colours are red, yellow and blue.</i>	A3	<i>Primary colours can be mixed to make secondary colours.</i>	A3	<i>Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Tone').</i>	A6	<i>Colours can be mixed to 'match' real life objects or to create things from your imagination.</i>	A6	<p>To know:</p> <p>Colour:</p> <table border="1"> <tr> <td><i>Using light and dark colours next to each other creates contrast.</i></td> <td>B1</td> </tr> <tr> <td><i>Adding black to a colour creates a shade.</i></td> <td>A6</td> </tr> <tr> <td><i>Adding white to a colour creates a tint.</i></td> <td>A6</td> </tr> </table>	<i>Using light and dark colours next to each other creates contrast.</i>	B1	<i>Adding black to a colour creates a shade.</i>	A6	<i>Adding white to a colour creates a tint.</i>	A6	<p>To Know:</p> <p>Colour:</p> <table border="1"> <tr> <td><i>Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</i></td> <td>A1</td> </tr> <tr> <td><i>A 'monochromatic' artwork uses tints and shades of just one colour.</i></td> <td>B3</td> </tr> <tr> <td><i>Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</i></td> <td>A4 A6 B3 B5</td> </tr> </table>	<i>Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</i>	A1	<i>A 'monochromatic' artwork uses tints and shades of just one colour.</i>	B3	<i>Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</i>	A4 A6 B3 B5				
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<p>Scissor skills</p> <p>Use onehanded tools and equipment, for example, making snips in paper with scissors.</p> <p>Use scissors to cut in a straight line.</p> <p>Use scissors to cut curved lines.</p> <p>Use scissors to cut shapes.</p> <p>Use scissors independently.</p> <p>Use scissors for a particular purpose when combining different media and materials.</p>		<p>Form</p> <table border="1"> <tr> <td><i>Paper can change from 2D to 3D by folding, rolling and scrunching it.</i></td> <td>B4</td> </tr> <tr> <td><i>That three-dimensional art is called sculpture.</i></td> <td>A1 B4</td> </tr> <tr> <td><i>That 'composition' means how things are arranged on the page.</i></td> <td>A2 A6 B2</td> </tr> <tr> <td><i>Pieces of clay can be joined using the 'scratch and slip' technique.</i></td> <td>B5</td> </tr> <tr> <td><i>A clay surface can be decorated by pressing into it or by joining pieces on.</i></td> <td>B5</td> </tr> </table>	<i>Paper can change from 2D to 3D by folding, rolling and scrunching it.</i>	B4	<i>That three-dimensional art is called sculpture.</i>	A1 B4	<i>That 'composition' means how things are arranged on the page.</i>	A2 A6 B2	<i>Pieces of clay can be joined using the 'scratch and slip' technique.</i>	B5	<i>A clay surface can be decorated by pressing into it or by joining pieces on.</i>	B5	<p>Form</p> <table border="1"> <tr> <td><i>Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</i></td> <td>B1 B2</td> </tr> <tr> <td><i>Organic forms can be abstract.</i></td> <td>B1</td> </tr> <tr> <td><i>Using lighter and darker tints and shades of a colour can create a 3D effect.</i></td> <td>A6</td> </tr> <tr> <td><i>Simple 3D forms can be made by creating layers, by folding and rolling materials</i></td> <td>B4</td> </tr> </table>	<i>Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</i>	B1 B2	<i>Organic forms can be abstract.</i>	B1	<i>Using lighter and darker tints and shades of a colour can create a 3D effect.</i>	A6	<i>Simple 3D forms can be made by creating layers, by folding and rolling materials</i>	B4	<p>Form</p> <table border="1"> <tr> <td><i>An art installation is often a room or environment in which the viewer 'experiences' the art all around them.</i></td> <td>A5</td> </tr> <tr> <td><i>The size and scale of three-dimensional artwork changes the effect of the piece.</i></td> <td>A5</td> </tr> <tr> <td><i>The surface textures created by different materials can help suggest form in two-dimensional art work.</i></td> <td>A6 B3</td> </tr> </table>	<i>An art installation is often a room or environment in which the viewer 'experiences' the art all around them.</i>	A5	<i>The size and scale of three-dimensional artwork changes the effect of the piece.</i>	A5	<i>The surface textures created by different materials can help suggest form in two-dimensional art work.</i>	A6 B3
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<p>Mixed media (printing, joining, textiles)</p> <p>Thread large beads</p> <p>Begin joining items using masking tape.</p> <p>Print with fingers and hands.</p> <p>Complete a simple threading picture going under and over</p> <p>Cut tape to a more suitable length for a project.</p> <p>Print using sponges.</p>																												

<p>Experiment with other methods of joining such as glue, string etc.</p> <p>Print with natural objects such as leaves and pine cones.</p> <p>Experiment with joining items in a variety of ways - sellotape, hole punches, string, glue, masking tape, ribbon etc.</p> <p>Create a collage by tearing large strips of paper.</p> <p>Weave a picture using pre-cut strips of paper.</p> <p>Join items which are cut, torn and glued.</p> <p>Review own work, discussing strengths and areas for improvement.</p> <p>Experiment with symmetrical printing.</p> <p>Weave a picture using natural and manmade materials.</p>		<p>Shape/Space</p> <table border="1"> <tr> <td><i>A range of 2D shapes and confidently draw these.</i></td> <td>B2</td> </tr> <tr> <td><i>Paper can be shaped by cutting and folding it.</i></td> <td>B4</td> </tr> <tr> <td><i>Collage materials can be shaped to represent shapes in an image.</i></td> <td>A6</td> </tr> <tr> <td><i>Shapes can be organic (natural) and irregular.</i></td> <td>A2</td> 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Texture	
<i>That texture means 'what something feels like'.</i>	A1
<i>Different marks can be used to represent the textures of objects</i>	A1
<i>Collage materials can be chosen to represent real-life textures.</i>	A6
<i>Collage materials can be overlapped and overlaid to add texture.</i>	A6
<i>Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</i>	A6 B3
<i>Painting tools can create varied textures in paint</i>	A6

Tone	
<i>That there are many different shades (or 'hues') of the same colour.</i>	A3
<i>Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</i>	A3
<i>Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour').</i>	A6

Texture	
<i>Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured</i>	A3 B2
<i>How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</i>	A2

Tone	
<i>That 'tone' in art means 'light and dark'.</i>	B2
<i>Shading helps make drawn objects look realistic.</i>	B2
<i>Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</i>	B2
<i>Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling</i>	B2
<i>That using lighter and darker tints and shades of a colour can create a 3D effect.</i>	A2 A6
<i>Tone can be used to create contrast in an artwork.</i>	A2

Texture	
<i>How to create texture on different materials.</i>	B1
<i>Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</i>	A4

Tone	
<i>Tone can help show the foreground and background in an artwork.</i>	A1
<i>That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</i>	B3

	Formal Elements: Drawing	<i>To know how different marks can be used to represent words and sounds.</i>	B2		<i>To use shapes identified within in objects as a method to draw.</i>	B2		<i>To draw the same image in different ways with different materials and techniques</i>	B1
		<i>To know that a combination of materials can achieve the desired effect</i>	B2 B3		<i>To achieve even tones when shading</i>	B2		<i>To know gestural and expressive ways to make marks</i>	B3
		<i>To know that charcoal is made from burning wood.</i>	B3		<i>To make texture rubbings</i>	B2		<i>To know the effects created when drawing into different surfaces</i>	B3
		<i>To know how to hold and use drawing tools in different ways to create different lines and marks</i>	B2		<i>To hold a pencil with varying pressure to create different marks</i>	B2 B3		<i>To use drawing tools to take a rubbing</i>	B2
		<i>To know how to create marks by responding to different stimulus such as music.</i>	B2		<i>To use careful observations to accurately draw an object</i>	B2 B3		<i>To make careful observations to accurately draw an object</i>	B2 B3
		<i>To know how to overlap shapes to create new ones</i>	B2 B3		<i>To create tone by shading</i>	B2 B3		<i>To use pencils of different grades to shade and add tone..</i>	B2 B3
		<i>To know how to use mark making to replicate texture.</i>	B2 B3		<i>To use pencils of different grades to shade and add tone..</i>	B2 B3		<i>To draw objects in proportion to each other</i>	B3
		<i>To look carefully to make an observational drawing.</i>	B2 B3		<i>To draw objects in proportion to each other</i>	B3		<i>To use charcoal and a rubber to draw tone</i>	B3
		<i>To complete a continuous line drawing</i>	B2		<i>To use charcoal and a rubber to draw tone</i>	B3		<i>To use observation and sketch objects quickly..</i>	B3
		<i>To use charcoal to avoid snapping and to achieve different types of lines.</i>	B3						
		<i>To manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers</i>	B3						

	Formal Elements: Painting and Mixed Media	<i>To combine primary-coloured materials to make secondary colours.</i>	A3 A6	<i>To use simple shapes to scale up a drawing to make it bigger</i>	A3	<i>Experiment with materials and create different backgrounds to draw onto</i>	A1
		<i>To clean a paintbrush to change colours.</i>	A3 A6	<i>To create a textured background using charcoal and chalk</i>	A3	<i>Use a photograph as a starting point for a mixed-media artwork</i>	A1
		<i>To Mix secondary colours in paint</i>	A3	<i>To use natural objects to make tools to paint with</i>	A3	<i>Combine materials to create an effect.</i>	A1
		<i>To mix a variety of shades of a secondary colour</i>	A6	<i>To make natural paints using natural materials</i>	A3	<i>Choose colours to represent an idea or atmosphere</i>	A1
		<i>To choose suitable sized paint brushes</i>	A3 A6	<i>To create different textures using different parts of a brush</i>	A3	<i>Develop a final composition from sketchbook ideas.</i>	A1 A4
		<i>To overlap paint to mix new colours</i>	A3	<i>To Use colour mixing to make natural colours.</i>	A3	<i>Make a personal response to the artwork of another artist.</i>	A4
		<i>To use blowing to create a paint effect</i>	A3	<i>To mix a tint and a shade by adding black or white.</i>	A1		
		<i>To make a paint colour darker or lighter (creating shades) in different ways e.g. adding water, adding a lighter colour</i>	A3 A6	<i>To choose suitable painting tools</i>	A1		
		<i>To make choices about amounts of paint to use when mixing a particular colour.</i>	A2 A6	<i>To use tints and shades of a colour to create a 3D effect when painting</i>	A1		
		<i>To create texture using different painting tools.</i>	A6	<i>To apply paint using different techniques eg. stippling, dabbing, washing</i>	A1		
		<i>To make textured paper to use in a collage</i>	A6	<i>To organise painting equipment independently, making choices about tools and materials</i>	A1 A3		
		<i>To choose and shape collage materials e.g. cutting, tearing</i>	A6				
		<i>To compose a collage, arranging and overlapping pieces for contrast and effect</i>	A6				
		<i>To add painted detail to a collage</i>	A6				

<p>Formal Elements: Sculpture and 3d</p>	<p><i>To roll and fold paper.</i></p>	B4	<p><i>To join 2D shapes to make a 3D form</i></p>	B4	<p><i>To try out ideas on a small scale to assess their effect.</i></p>	A5
	<p><i>To decide the best way to glue something..</i></p>	B4	<p><i>To join larger pieces of materials, exploring what gives 3D shapes stability</i></p>	B4	<p><i>To use everyday objects to form a sculpture.</i></p>	A5
	<p><i>To cut shapes from paper and card.</i></p>	B4	<p><i>To shape card in different ways eg. rolling, folding and choose the best</i></p>	B4	<p><i>To transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</i></p>	A5
	<p><i>To cut and glue paper to make 3D structures</i></p>	B4	<p><i>To Identify and draw negative spaces.</i></p>	B4	<p><i>To try out ideas for making a sculpture interactive.</i></p>	A5
	<p><i>To create a variety of shapes in paper, e.g. spiral, zig-zag</i></p>	B4	<p><i>To plan a sculpture by drawing.</i></p>	B3 B4	<p><i>To plan an installation proposal, making choices about light, sound and display.</i></p>	A5
	<p><i>To make larger structures using newspaper rolls.</i></p>	B4	<p><i>To choose materials to scale up an idea.</i></p>	B3 B4	<p><i>To translate a 2D image into a 3D form.</i></p>	A6
	<p><i>To smooth and flatten clay.</i></p>	B5	<p><i>To create different joins in card e.g. slot, tabs, wrapping.</i></p>	B3 B4	<p><i>To manipulate cardboard to create different textures.</i></p>	A6
	<p><i>To roll clay into a cylinder or ball</i></p>	B5	<p><i>To add surface detail to a sculpture using colour or texture.</i></p>	B3 B4	<p><i>To manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</i></p>	A6
	<p><i>To make different surface marks in clay</i></p>	B5	<p><i>To know how different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips, plier</i></p>	B4	<p><i>To make a cardboard relief sculpture.</i></p>	A6
	<p><i>To make a clay pinch pot</i></p>	B5	<p><i>Smooth the surface of soap using water when carving.</i></p>	B4		
	<p><i>To mix clay slip using clay and water</i></p>	B5	<p><i>Join wire to make shapes by twisting and looping pieces together.</i></p>	B4		
	<p><i>To join two clay pieces using slip.</i></p>	B5	<p><i>Create a neat line in wire by cutting and twisting the end onto the main piece</i></p>	B4		
	<p><i>To make a relief clay sculpture</i></p>	B5	<p><i>Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.</i></p>	B4		
	<p><i>To use hands in different ways as a tool to manipulate clay.</i></p>	B5				
	<p><i>Use clay tools to score clay.</i></p>	B5				

NEWBOTTLE AND CHARLTON PRIMARY SCHOOL CURRICULUM MAP: ART AND DESIGN

Formal Elements: Craft and Design	<i>To know what materials can be cut, knotted, threaded or plaited.</i>	A1	<i>To know that layering materials in opposite directions make the handmade paper stronger.</i>	A1	<i>To know the steps to make a monoprint and when a roller is sufficiently inked.</i>	B3
	<i>To wrap objects/shapes with wool.</i>	A1	<i>To construct a new paper material using paper, water and glue</i>	A1	<i>Design a building that fits a specific brief.</i>	B3
	<i>To measure a length.</i>	A1	<i>To make a zine</i>	A1	<i>Use shapes and measuring as methods to draw accurate proportions</i>	B3
	<i>To tie a knot, thread and plait</i>	A1	<i>To know that a mood board is a visual collection which aims to convey a general feeling or idea</i>	A2	<i>Select a small section of a drawing to use as a print design.</i>	B3
	<i>To make a box loom</i>	A1	<i>To know that batik is a traditional fabric decoration technique that uses hot wax</i>	A2	<i>Develop drawings further to use as a design for print</i>	B3
	<i>To join using knots</i>	A1	<i>To develop observational drawings into shapes and pattern for design</i>	A2	<i>Draw an idea in the style of an architect that is annotated to explain key features.</i>	B3
	<i>To weave with paper on a paper loom</i>	A1	<i>To transfer a design using a tracing method.</i>	A2	<i>Draw from different views, such as a front or side elevation</i>	B3
	<i>To weave using a combination of materials.</i>	A1	<i>To make a repeating pattern tile using cut and torn paper shapes.</i>	A2	<i>To know how to produce photorealistic artwork.</i>	B5
	<i>To separate wool fibres ready to make felt</i>	A2	<i>To use glue as an alternative batik technique to create patterns on fabric.</i>	A2	<i>To know that macro photography is showing a subject as larger than it is in real life.</i>	B5
	<i>To lay wool fibres in opposite directions to make felt.</i>	A2	<i>To use materials, like glue, in different ways depending on the desired effect</i>	A2	<i>To create a photomontage</i>	B5
	<i>To roll and squeeze the felt to make the fibres stick together</i>	A2	<i>To paint on fabric and wash fabric to remove glue to finish a decorative fabric piece.</i>	A2	<i>To create artwork for a design brief.</i>	B5
	<i>To add details to felt by twisting small amounts of wool</i>	A2			<i>To use a camera or tablet for photography</i>	B5
	<i>To overlap cellophane/tissue to create new colours</i>	A2			<i>To take a macro photo, choosing an interesting composition</i>	B5
	<i>To draw a design onto a printing polystyrene tile without pushing the pencil right through the surface</i>	A2			<i>To manipulate a photograph using photo editing tools</i>	B5
	<i>To apply paint or ink using a printing roller</i>	A2			<i>To take a portrait photograph</i>	B5
	<i>To smooth a printing tile evenly to transfer an image.</i>	A2			<i>To use a grid method to copy a photograph into a drawing</i>	B5
	<i>To try out a variety of ideas for adapting prints into 2D or 3D artworks.</i>	A2				

	<p>Sketch Books</p>	<p>To begin to use sketchbooks to develop and share their ideas, experiences and imagination.</p> <table border="1" data-bbox="719 284 1135 464"> <tr> <td>To experiment in sketchbooks, using drawing to record ideas</td> <td>All</td> </tr> <tr> <td>To use sketchbooks to help make decisions about what to try out next</td> <td>All</td> </tr> </table>	To experiment in sketchbooks, using drawing to record ideas	All	To use sketchbooks to help make decisions about what to try out next	All	<p>To begin to create sketch books to record their observations and use them to review and revisit ideas</p> <table border="1" data-bbox="1176 253 1615 494"> <tr> <td>To use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</td> <td>All</td> </tr> <tr> <td>To use a sketchbook to research a subject using different techniques and materials to present ideas</td> <td>All</td> </tr> </table>	To use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	All	To use a sketchbook to research a subject using different techniques and materials to present ideas	All	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <table border="1" data-bbox="1668 253 2107 643"> <tr> <td>To confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</td> <td>All</td> </tr> <tr> <td>To use sketchbooks to research and present information</td> <td>A5</td> </tr> <tr> <td>To use sketchbooks to research and present information about an artist</td> <td>B5</td> </tr> </table>	To confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	All	To use sketchbooks to research and present information	A5	To use sketchbooks to research and present information about an artist	B5																																																
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	<p>Knowledge of artists and designers</p> <p>Meanings, Interpretations, Materials and processes</p>	<p>To begin to know about the work of a range of artists, craft makers and designers</p> <table border="1" data-bbox="719 807 1149 869"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> </table> <table border="1" data-bbox="719 898 1135 1348"> <tr> <td>To understand how artists choose materials based on their properties in order to achieve certain effects.</td> <td>B2</td> </tr> <tr> <td>To know that some artists are influenced by things happening around them.</td> <td>A1 B4</td> </tr> <tr> <td>To know that sometimes artists concentrate on how they are making something rather than what they make.</td> <td>A1</td> </tr> <tr> <td>To know that artists living in different places at different times can be inspired by similar ideas or stories.</td> <td>B4</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	To understand how artists choose materials based on their properties in order to achieve certain effects.	B2	To know that some artists are influenced by things happening around them.	A1 B4	To know that sometimes artists concentrate on how they are making something rather than what they make.	A1	To know that artists living in different places at different times can be inspired by similar ideas or stories.	B4	<p>To know about great artists, architects and designers in history</p> <table border="1" data-bbox="1176 775 1615 837"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> </table> <table border="1" data-bbox="1176 853 1615 1415"> <tr> <td>To use subject vocabulary confidently to describe and compare creative works.</td> <td>All</td> </tr> <tr> <td>To discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</td> <td>All</td> </tr> <tr> <td>To know art from the past can give us clues about what it was like to live at that time</td> <td>A1 A3</td> </tr> <tr> <td>To know that the meanings we take from art made in the past are influenced by our own ideas.</td> <td>A1 A3</td> </tr> <tr> <td>To know that artists have different materials available</td> <td>A1 A3</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	To use subject vocabulary confidently to describe and compare creative works.	All	To discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.	All	To know art from the past can give us clues about what it was like to live at that time	A1 A3	To know that the meanings we take from art made in the past are influenced by our own ideas.	A1 A3	To know that artists have different materials available	A1 A3	<p>To know about great artists, architects and designer in history</p> <table border="1" data-bbox="1668 775 2107 837"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> </table> <table border="1" data-bbox="1668 869 2107 1415"> <tr> <td>To know that artists can use symbols in their artwork to convey meaning</td> <td>A4 A6 B3 B5</td> </tr> <tr> <td>To know that sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.</td> <td>B3</td> </tr> <tr> <td>To know that artists are influenced by what is going on around them; for example culture, politics and technology</td> <td>A1 A5 B1 B3</td> </tr> <tr> <td>To know that artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new</td> <td>B1 B3</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	To know that artists can use symbols in their artwork to convey meaning	A4 A6 B3 B5	To know that sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.	B3	To know that artists are influenced by what is going on around them; for example culture, politics and technology	A1 A5 B1 B3	To know that artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new	B1 B3
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NEWBOTTLE AND CHARLTON PRIMARY SCHOOL CURRICULUM MAP: ART AND DESIGN

		<p><i>To know that artists choose materials that suit what they want to make</i></p>	<p>A1 B2 B4</p>	<p><i>to them depending on when they live in history</i></p>		<p><i>To know that art can be a form of protest.</i></p>	<p>A4 B3</p>
		<p><i>To create work from a brief, understanding that artists are sometimes commissioned to create art.</i></p>	<p>A2</p>	<p><i>To know that artists experiment with different tools and materials to create texture.</i></p>	<p>A3 B1</p>	<p><i>To know that artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time</i></p>	<p>A4 A6 B3 B5</p>
		<p><i>To apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</i></p>	<p>A6 B3</p>	<p><i>To know that artists can work in more than one medium</i></p>	<p>All</p>	<p><i>To know that art sometimes creates difficult feelings when we look at it.</i></p>	<p>A4 A5 B3</p>
		<p><i>To know that Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'</i></p>	<p>A2</p>	<p><i>To know that artists make decisions about how their work will be displayed.</i></p>	<p>All</p>	<p><i>To know that artists can use materials to respond to a feeling or idea in an abstract way</i></p>	<p>A4 A5 A6</p>
		<p><i>To know that some artists create art to make people aware of good and bad things happening in the world around them</i></p>	<p>A6</p>	<p><i>To know that designers can make beautiful things to try and improve people's everyday lives.</i></p>	<p>A2</p>	<p><i>To know that artists take risks to try out ideas; this can lead to new techniques being developed.</i></p>	<p>A6 B5</p>
				<p><i>To know that designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board.</i></p>	<p>A2</p>	<p><i>To know that artforms are always evolving as materials and techniques change over time.</i></p>	<p>B5</p>
				<p><i>To know that artists and designers sometimes choose techniques based on the time and money available to them</i></p>	<p>A2</p>	<p><i>To know that art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.</i></p>	<p>A5</p>

		Main Artists and Designers focussed in Units		
		Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
		<p>Cycle A Judith Scott- Craft and Design Cecilia Vicuna- Craft and Design Jasper Johns- Painting and Mixed Media Clarence Cliff- Painting and Mixed Media Romare Bearden- Painting and Mixed Media</p> <p>Cycle B Bridget Riley- Drawing Zaria Forman- Drawing Wassily Kandinsky- Drawing Samantha Stephenson- Sculpture and 3d Marco Balich- Sculpture and 3d Ranti Bam- Sculpture and 3d Rachel Whiteread- Sculpture and 3d</p>	<p>Cycle A Clara Peeters- Painting and mixed media Paul Cezanne- Painting and Mixed Media William Morris- Craft and Design (Others units with no key artist- Egyptian and Prehistoric)</p> <p>Cycle B Georgia O’Keefe- Drawing Anthony Caro- Sculpture and 3d Henri Matisse- Drawing Kendra Haste- - Sculpture and 3d Sokari Douglas-Camp – Sculpture and 3d</p>	<p>Cycle A Vincent Van Gogh- Painting and mixed media David Hockney Painting and mixed media Lubaina Himid- Painting and mixed media John Singer Sergeant- Painting and mixed media Cai Guo- Qiang Sculpture and 3d Joseph Cornell- Sculpture and 3d</p> <p>Cycle B Friendenscreich Hundertwasser- Craft and Design Diego Rivera- -Drawing Teis Albers- Drawing Hannah Hoch- Craft and Design</p>
		Disciplinary Practice		
Evaluating and Analysing	To begin to understand what Art is and begin to evaluate and analyse their ideas and other’s work	To understand what art is and why people make art	To understand what art is and why people make art	
Key Questions	To begin to evaluate the similarities and differences between their work and key practices and disciplines making links to their own work.	To begin to evaluate the similarities and differences between their work and key artwork	To evaluate the similarities and differences between their work and key artwork (with reference to a range of artists and other pupils).	
What is Art?		What is art?	To think critically about their work and others using the language of art, craft and design.	
Why do people make art?	What is art?	<i>To know that artists make art in more than one way.</i>	What is art?	
How do people talk about art?	<i>To know that Art is made in different ways.</i>	<i>To know there are no rules about what art must be</i>		
	<i>To know that an artist is someone who creates.</i>	<i>To know art can be purely decorative or it can have a purpose</i>		
	<i>To know that Art is made by all different kinds of people</i>			

		<p>How do people talk about art?</p> <table border="1"> <tr> <td data-bbox="716 229 1064 316"><i>To describe and compare features of their own and others' artwork</i></td> <td data-bbox="1064 229 1144 316">All</td> </tr> <tr> <td data-bbox="716 316 1064 434"><i>To evaluate art with an understanding of how art can be varied and made in different ways and by different people</i></td> <td data-bbox="1064 316 1144 434">All</td> </tr> <tr> <td data-bbox="716 434 1064 641"><i>To explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it</i></td> <td data-bbox="1064 434 1144 641">All</td> </tr> <tr> <td data-bbox="716 641 1064 699"><i>To begin to talk about how they could improve their own work.</i></td> <td data-bbox="1064 641 1144 699">All</td> </tr> <tr> <td data-bbox="716 699 1064 734"><i>To talk about how art is made</i></td> <td data-bbox="1064 699 1144 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