

# Westcott Church of England School

## Curriculum Mapping Cycle A (2023-2024) & B (2024-2025)

Art EYFS and Key Stage 1 Years 1 & 2						
	Term 1	Term 2	Term 3	Term 4	Term 5 /6	July
Topic Cycle A 2023-2024	Unique you and me!	Fire! Fire!	Towers, Tunnels and Turrets!	There's no place like home!	The Secret Scented Garden! (Assessments)	Pupil initiated:
EYFS Framework	ELG: Use a range of small tools, including scissors and paint brushes Begin to show accuracy and care when drawing Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Explore the natural world around them, making observations and drawing pictures of animals and plants					
KS1 National Curriculum (Statutory)	Pupils should be taught: <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>					
Unit name	Drawing: Make your mark Exploring faces are portrayed in Art. Creating self-portraits using different media. Artist: Andy Warhol Artist: Picasso	Painting and mixed media: Life in colour	Landscapes using different media: theme castles Building shapes to represent castles Artist: Matisse Artist: Brendan Jamison.	Craft and design: Woven wonders Sculpture and 3D: Clay houses Artist: William Morris.	Sculptures and Collages. Theme: Living things - Spiders Nature Sculpture Artist: Andy Goldworthy.	
Key Knowledge Progression	To know how to create different types of lines. To explore line and mark making to draw water. To draw with different media. To develop an understanding of mark making. To apply an understanding of drawing materials and mark making to draw from observation. To know artists choose materials that suit what they want to make.	To know the name the primary and secondary colours. To talk about the colour changes they notice and make predictions about what will happen when two colours mix. To know different tools create a texture and decide which tool works best. To know how to mix and match colours effectively.	To identify key features of a landscape composition To know how to use a range of materials to create textures To know how to use a range of brushes for effect To know how to use water colours to create different shades To know how to combine textures materials and water colours to create a completed picture.	To draw and talk about a remembered experience of making something creative. To know how to Independently choose and measure lengths of wool and join wool sections together. To know how to adjust their wrapping technique if something doesn't work well.	To know how to sketch a pattern from observation. To know how to use basic etching tools to create a clay sculpture. To know how to use a range of materials creatively To know how to use natural materials to create collage and sculptures. To know about the work of Andy Goldworthy and Louise Bourgeois.	

		<p>To know that materials, can be overlapped to give different colours and textures.</p> <p>To give likes and dislikes about their work and others'.</p> <p>To describe ideas for developing their collages.</p> <p>To choose materials and tools after trying them out.</p>		<p>To show that they are selecting colours thoughtfully.</p> <p>To know how to weave with paper, achieving a mostly accurate pattern of alternating strips.</p> <p>To describe their own weaving and compare it to Vicuna's artwork.</p> <p>To know how to attach things securely to their box loom.</p> <p>To discuss the choices they make and what they like about their finished work.</p>		
<b>Topic Cycle B 2024-2025</b>	<b>Marvelous Transport!</b>	<b>Terrific Toys! (Then and now)</b>	<b>Going on a Safari!</b>	<b>To the Moon and the Stars!</b>	<b>Oh, we do like to be beside the seaside! (Assessments)</b>	Pupil initiated:
Unit name	Artist Focus: Map it out! Using techniques to work creatively with materials.	Tell a Toy story! Observational drawings of toys.	Formal elements of Art: Pattern, Texture and Tone Artist: Giuseppe Arcimboldo- animal portraits.	Sculpture and 3D: Paper play Creating 3D shapes and structures using familiar materials	Landscapes using different media Theme: The Seaside	
key Knowledge Progression	<p>To know that maps can be used as a stimulus for drawing.</p> <p>To know how to draw a map of their journey to school.</p> <p>To experiment with craft techniques to develop ideas.</p> <p>To know how to use simple lines and shapes to design a print tile.</p> <p>To present their artwork and know how to evaluate it against their design brief.</p>	<p>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns and create textures.</p> <p>To know how different marks can be used to represent words and sounds.</p> <p>To know that charcoal is made from burning wood (and is very messy!)</p>	<p>To know how to create repeating patterns</p> <p>To know that a pattern is created by repeating lines, shapes, tones or colours</p> <p>To know that patterns can exist in nature and can be made by artists to design all sorts of art, craft and design.</p> <p>To know how to take a rubbing</p> <p>To know that the tool that I use will change how my rubbing looks</p>	<p>To know paper can change from 2D to 3D by folding, rolling and scrunching it.</p> <p>To know that three dimensional art is called sculpture.</p> <p>To know paper can be shaped by cutting and folding it.</p> <p>To know how to: roll and fold paper; cut shapes from paper and card;</p>	<p>To identify key features of a landscape composition</p> <p>To know how to use a range of materials to create textures</p> <p>To know how to use a range of brushes for effect</p> <p>To know how to use water colours to create different shades</p> <p>To know how to combine textures materials and water colours to create a completed picture.</p>	

		<p>To know how to use different materials and marks to replicate texture. How to use marks and lines to show expression on faces.</p> <p>To know how to make a concertina book.</p> <p>To know how to use drawing to tell a story.</p> <p>Know how to use drawing pens.</p>	<p>To know how to use colour to create different effects</p> <p>To know that 'tone' means the lightness or darkness of something.</p> <p>To know how to use contrasting tones to make a drawing look three dimensional.</p> <p>To explore more than one way of holding a pencil to create different effects.</p>	<p>cut and glue paper to make 3D structures; decide the best way to glue something; create a variety of shapes in paper, eg spiral, zig-zag; make larger structures; using newspaper rolls.</p> <p>To know artists are influenced by things happening around them.</p> <p>To know artists living in different places at different times can be inspired by similar ideas or stories.</p> <p>To know artists choose materials that suit what they want to make.</p>		
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Art Lower Key Stage 2 Years 3 & 4						
	Term 1	Term 2	Term 3	Term 4	Term 5 /6	July
Topic Cycle A 2023-2024	Savage Stone to Brilliant Bronze	Light of the World	What an incredible earth!	A clang and a bang! Music to my ears!	Pharaohs and Pyramids of the Nile (Assessments)	Pupil initiated:
National Curriculum (Statutory)	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history</li> </ul>					
Unit name	Prehistoric Art Cave paintings	Painting & Mixed media Light & Dark	Craft & Design: Fabric of nature	Sculpture & 3D mega materials	Craft & Design: Ancient Egyptian Scrolls	

<p><b>Key Knowledge &amp; Skills</b></p>	<p>To know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> <p>To know that negative shapes show the space around and between objects.</p> <p>To know that using different tools or using the same tool in different ways can create different types of lines.</p> <p>To know how to use simple shapes to scale up a drawing to make it bigger.</p> <p>To know how to: make a cave wall surface; paint on a rough surface; make a negative and positive image; create a textured background using charcoal and chalk; use natural objects to make tools to paint with; make natural paints using natural materials; use colour mixing to make natural colours.</p> <p>To know art from the past can give us clues about what it was like to live at that time.</p> <p>To know artists have different materials available to them depending on when they live in history.</p> <p>To know people use art to tell stories and communicate.</p>	<p>To know that: adding black to a colour creates a shade; adding white to a colour creates a tint; using lighter and darker tints and shades of a colour can create a 3D effect; tone can be used to create contrast in an artwork.</p> <p>To know how to: mix a tint and a shade by adding black or white; use tints and shades of a colour to create a 3D effect when painting; apply paint using different techniques e.g. stippling, dabbing, washing; choose suitable painting tools; arrange objects to create a still-life composition.</p>	<p>To know that: basic shapes can form more complex shapes and patterns; patterns can be irregular and change in ways you wouldn't expect; the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns; a mood board is a visual collection which aims to convey a general feeling or idea; batik is a traditional fabric decoration technique that uses hot wax.</p> <p>To know how to: develop observational drawings into shapes and patterns for design; transfer a design using a tracing method; make a repeating pattern tile using cut and torn paper shapes; use glue as an alternative batik technique to create patterns on fabric.</p>	<p>To know that simple 3D forms can be made by creating layers, by folding and rolling materials.</p> <p>To know how: different tools can be used to create different sculptural effects; to draw 3D objects on a large scale; to sculpt soap from a drawn design; to smooth the surface of soap using water when carving; to join wire to make shapes by twisting and looping pieces together; to use a range of materials to make 3D artwork.</p> <p>To know that: artists can choose particular materials to communicate a message; art can be all different sizes; art can be displayed inside or outside; art is interpreted differently depending on how it is displayed.</p>	<p>To know that pattern can be man-made.</p> <p>To know that: layering materials in opposite directions makes handmade paper stronger.</p> <p>To know how to use a sketchbook to research a subject using different techniques and materials to present ideas.</p> <p>To know how to construct a new paper material using paper, water and glue</p> <p>Know that art from the past can give us clues about what it was like to live at that time.</p> <p>The meanings we take from art made in the past are influenced by our own ideas.</p>	
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Topic Cycle B 2024-2025	Making my body work for me	The Frozen Kingdom	Rampaging Romans	Where will we find them?	Gods and Heroes (Assessments)	Pupil initiated:
Unit name	Drawing: Power prints	Formal elements of art link to snow flake patterns. Texture & Pattern	Artists: Every picture tells a story Artist: Leonardo Da Vinci The Last Supper	Drawing: Growing artists	Sculpture & 3D Abstract shape	
Skills and Knowledge Progression	<p>To know: How to use basic shapes to form more complex shapes and patterns. Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. Patterns can be irregular and change in ways you wouldn't expect. How to use pencils of different grades to shade and add tone. How to use observation and sketch objects quickly. How to draw objects in proportion to each other. How to use charcoal and a rubber to draw tone. How to use scissors and paper as a method to 'draw'. How to make choices about arranging cut elements to create a composition. How to create a wax resist background. How to use different tools to scratch into a painted surface to add contrast and pattern. How to choose a section of a drawing to recreate as a print. How to create a monoprint.</p>	<p>To know: How to create patterns using printing techniques; How to make a printing block using playdough; How to press an object into the block to create texture and pattern; How to print using my playdough block by: coating the surface in ink and placing paper over the block and pressing with my hand. How to create patterns using a stamp. How make my own stamp using geometric and mathematical shapes How to use my stamp to create prints.</p>	<p>To understand how artists use art to tell stories and evoke feelings To know how to describe and notice details within a painting To analyse a painting and interpret the story and meaning behind it To respond to art through writing, discussion, role-play or drawings</p> <p>To know about the artist Leonardo da Vinci To know about the painting of the Last Supper To know when it was painted and where it can be found.</p>	<p>To know: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Using different tools or using the same tool in different ways can create different types of lines. Surface rubbings can be used to add or make patterns. Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic.</p> <p>To know how to: use shapes identified within in objects as a method to draw; create tone by shading; achieve even tones when shading; make texture rubbings; create art from textured paper; use paper shapes to create a drawing;</p>	<p>To know that: Using light and dark colours next to each other creates contrast; Organic forms can be abstract; Negative shapes show the space around and between objects; Artists can focus on shapes when making abstract art.;</p> <p>To know how to: join 2D shapes to make a 3D form; join larger pieces of materials, exploring what gives 3D shapes stability; shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea plan a sculpture by drawing; create different joins in card eg. slot, tabs, wrapping; add surface detail to a sculpture using colour or texture.</p> <p>To know artists make decisions about how their work will be displayed.</p>	

				<p>use drawing tools to take a rubbing;</p> <p>To know artists can work in more than one medium.</p> <p>To know people make art to explore big ideas, like death or nature.</p>	To know art can be purely decorative, or it can have a purpose.	
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Art Upper Key Stage 2 Years 5 & 6						
	Term 1	Term 2	Term 3	Term 4	Term 5 /6	July
Topic Cycle A 2023-2024	It's time for a Disaster!	Victorian Children and Christmas	Animal, Vegetable or Mineral?	To be or not to be?	We have the Power to change! (Assessments)	Pupil initiated:
National Curriculum (Statutory)	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history</li> </ul>					
Unit name	<p>Drawing: Make my voice heard &amp; Clay tiles- children to create tiles of amazon animals in the book.</p>	<p>Stained glass windows Painting and mixed media</p> <p>Artist study: Hockney, John Singer Sargent, Fiona Rae, and Lubaina Himid.</p>	<p>Add collage to a painted, drawn or printed background using a range of media</p> <p>Pencil and colour sketching – step by step instructions are drawing animals</p> <p>Artist: Henri Rousseau - the Power of the Tiger</p>	<p>Sculpture: Interactive installation</p> <p>Learning about the features of installation art and how it can communicate a message</p>	<p>Artist focus: Banksy</p> <p>Power of being anonymous</p> <p>Artist: Matthew Ridgeway - Telal, Mandalart, Can 'o'Worms</p>	<p>Craft &amp; Design</p> <p>Photo Opportunity</p> <p>Developing photography skills and techniques.</p> <p><a href="#">KS2 Craft and Design Photography - Kapow Primary</a></p>
Skills & Knowledge	<p>To know that: A 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>Colours can be symbolic and have meanings that</p>	<p>To draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p>	<p>To know how to follow step by step instructions to create pencil drawings.</p> <p>To explore the artist Henri Rousseau and</p>	<p>To know how to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</p>	<p>To know the power of an anonymous artist.</p> <p>To know how different artists create their own power as a significant artist.</p>	<p>To know that: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>

	<p>vary according to your culture or background, eg red for danger or for celebration.</p> <p>The surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p>That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p> <p>To know the effects different materials make.</p> <p>To know the effects created when drawing on different surfaces.</p> <p>How to use symbolism as a way to create imagery.</p> <p>How to achieve the tonal technique called chiaroscuro.</p> <p>How to make handmade tools to draw with.</p> <p>How to use charcoal to create chiaroscuro effects.</p>	<p>To use sketchbooks: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>To know how to combine materials and techniques appropriate to fit with ideas.</p> <p>To know how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p>	<p>know about his art work about tigers</p>	<p>To know how to: try out ideas on a small scale to assess their effect; use everyday objects to form a sculpture; transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them; try out ideas for making a sculpture interactive.</p> <p>To know artists are influenced by what is going on around them; for example, culture, politics and technology.</p>		<p>To know how different materials can be used to produce photorealistic artwork.</p> <p>To know that macro photography is showing a subject as larger than it is in real life.</p> <p>How to create a photomontage.</p> <p>How to create artwork for a design brief.</p> <p>How to use a camera or tablet for photography.</p> <p>How to identify the parts of a camera.</p> <p>How to manipulate a photograph using photo editing tools.</p> <p>How to take a portrait photograph.</p> <p>How to use a grid method to copy a photograph into a drawing.</p>
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Topic Cycle B 2024-2025	Invade, Conquer Settle	We're all Wonders!	May the Force be with you!	Map Makers & Globe Trotters	Spies, Suspicions and Secrets (Assessments)	Pupil initiated:
Unit name	Painting and mixed media: Artist study Richard Brakenburg, Paula Rego and Frank Bowling.	Painting & mixed media: Portraits	Drawing: I need space. Use e-resources to create astrological themed art	Collage - maps from different places around the globe to represent a journey. Artist: Beatriz Milhazes	Craft & Design: Architecture	Sculpture and 3D: Making Memories
Key Knowledge	<p>To draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>To use sketchbooks: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>To know how to combine materials and techniques appropriate to fit with ideas.</p> <p>To know how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces</p>	<p>To know: How to develop a drawing into a painting.</p> <p>How to create a drawing using text as lines and tone.</p> <p>How to experiment with materials and create different backgrounds to draw onto.</p> <p>How to use a photograph as a starting point for a mixed-media artwork.</p> <p>How to take an interesting portrait photograph, exploring different angles.</p> <p>How to adapt an image to create a new one.</p> <p>How to combine materials to create an effect.</p> <p>How to choose colours to represent an idea or atmosphere.</p>	<p>To know what print effects different materials make.</p> <p>To know:</p> <p>How to analyse an image that considers impact, audience and purpose.</p> <p>How to draw the same image in different ways with different materials and techniques.</p> <p>How to make a collagraph plate.</p> <p>How to make a collagraph print.</p> <p>How to develop drawn ideas for a print.</p> <p>How to combine techniques to create a final composition.</p> <p>How to decide what materials and tools to use based on experience and knowledge.</p>	<p>To know how to use a range of medica to create pictures and collages of places around the world.</p> <p>To explore the artist Beatrix Milhazes and what inspires her artwork.</p>	<p>To know the steps to make a monoprint when a roller is sufficiently inked.</p> <p>To know:</p> <p>How to make an observational drawing of a house.</p> <p>How to use shapes and measuring as methods to draw accurate proportions.</p> <p>How to select a small section of a drawing to use as a print design.</p> <p>How to develop drawings further to use as a design for print.</p> <p>How to design a building that fits a specific brief.</p> <p>How to draw an idea in the style of an architect that is annotated to explain key features.</p> <p>How to draw from different views, such as</p>	<p>To know:</p> <p>How to translate a 2D image into a 3D form.</p> <p>How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</p> <p>How to manipulate cardboard to create different textures.</p> <p>How to make a cardboard relief sculpture.</p> <p>How to make visual notes to generate ideas for a final piece.</p> <p>How to translate ideas into sculptural forms.</p>



		How to develop a final composition from sketchbook ideas.			<p>a front or side elevation.</p> <p>How to use sketchbooks to research and present information about an artist.</p> <p>How to interpret an idea in into a design for a structure.</p>	
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