



Dobcroft Infant School Curriculum Map



Year	2022/23
Subject	Art



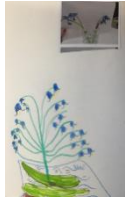
Whole school intent: At Dobcroft Infant School, our intent is to create an exceptional, well-sequenced and ambitious curriculum, which challenges and excites all learners. Through quality first teaching and effectively planned provision, children will develop their ability to “know more, remember more and do more” to achieve clear end points.

Subject intent: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

	A1	A2	SP1	SP2	SU1	S2
	<p>Early Learning Goals</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. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. 					
FS2 EYFS TASC Expressive Arts & Design: Creating with materials ELG	<p>Seasons and celebrations</p> <p><i>Texture & Digital art</i> Developing skills: Identifying & sorting natural objects Texture Exploring and using a variety of materials Experimenting with colour <i>Applying skills: Collecting and sorting natural objects from local environment Making faces for emotions Using digital media to record faces</i> <i>Evaluating: Evaluating their face creation- texture and form</i></p>		<p>Who are the heroes?</p> <p><i>Textiles</i> Developing skills: Design and make a hero (sock puppet) Texture Materials Securing details/pattern Sewing Design and make an Easter bonnet Using different ways of attaching paper, card, materials <i>Evaluating: Evaluate their outcome comparing to design /reviewing the finished piece for purpose.</i></p>		<p>Growing- plants, animals, people</p> <p><i>Drawing</i> Developing skills: Observational drawing Appropriate choice of brushes to add detail. <i>Applying skills: Drawing bluebells from the local environment</i> <i>3D sculpture/Textiles</i> Developing skills: Textiles- threading, sewing Use of clay- pressure, mark making, cutting & shaping Observational skills to recreate a natural object <i>Applying skills:</i></p>	

Vikki Burgan Septe



		<p>Drawing & Painting</p> <p>Developing skills: Observational drawing Sketching skills Changing tone Lines Shading Colour mixing using powder paints Adjusting shade</p> <p>Applying skills: Observational drawing of bluebells</p> 	<p>Represent favourite foods using different media.</p>  
<p>Impact</p>	<p>Share their creations, explaining the process they have used. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <ul style="list-style-type: none"> Development of observational drawing linked to seasons (linked to Artsmark and school development plan) 	<p>Make use of props and materials when role playing characters in narratives and stories. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <ul style="list-style-type: none"> Development of observational drawing linked to seasons (linked to Artsmark and school development plan) 	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <ul style="list-style-type: none"> Development of observational drawing linked to seasons (linked to Artsmark and school development plan)
<p>Key Concepts Media, creativity, artist, materials, techniques, tools, communicate, reflect</p>			
	<p>In key stage 1 pupils will be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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. 		
<p>Y1</p>	<p>Drawing & sketchbooks</p>	<p>Surface & colour</p>	<p>Working in three dimensions</p>

	<p>Themes: Pattern, Structure, Movement, Growth, The Human Body, Sound</p> <p>Medium: Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue)</p> <p>Artists: Molly Haslund</p> <p>Curriculum Links</p> <p>Science: Uses language to support understanding of concepts of growth, human body and natural forms.</p> <p>Maths: Explores pattern, symmetry.</p> <p>PSHE: Peer discussion, collaboration</p>	<p>This pathway aims to introduce children to the idea that making a drawing is a physical activity which uses the whole body and connects head, hand and heart.</p> <ul style="list-style-type: none"> - Making Spiral Drawings - Make Snail Drawings - Decorate and personalise your Sketchbook - Making Spaces and Places in a Sketchbook - Two Exercises to Encourage Close Looking & Experimental Mark-Making - Observational Drawing: Continuous Line - Experimental Mark-Making with Water Soluble Pens - Share, reflect, discuss 	<p>Discipline: Printmaking, Collage, Drawing</p> <p>Key Concepts: That we can make a “plate” from which to “print” That there is a relationship between plate and print: e.g. negative / positive. That we can use print to create “multiples” That we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention.</p> <p>Medium: Paper, Printing Ink, Plasticine, Printing Foam</p> <p>Curriculum Links</p> <p>Geography: Adapt to create imagery which explores symbols on maps.</p> <p>History: Adapt to create portraits of significant individuals from history.</p> <p>Maths: Pattern, repetition, pictorial</p>	<p>This pathway invites children to explore the world about them as a way to begin to understand the concept of “print”. Children use their own bodies, then things they collect around them, to create a variety of prints. They use their hands and feet to make prints, and they take rubbings of textures from the environment around them. They make “plates” by making impressions in plasticine, and then by using printing foam. They explore how they can build up images by creating multiples, and use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p>	<p>Disciplines: Sculpture, Drawing</p> <p>Key Concepts: That when we make art in 3 dimensions it is often called Sculpture. That we can generate ideas through playful exploration. That we can build understanding of the properties of materials through manipulation. That making sculpture is a partnership between materials, ideas, hands and tools. That we can reflect upon our intention when we see our ideas made physical.</p> <p>Theme: Transformation & Invention</p> <p>Medium: Construction Materials (card, paper, wood, wire, string, fabric including recycled and found objects)</p> <p>Artists: Christo & Jeanne-Claude,</p>	<p>In this pathway children are introduced to what sculpture can be, and invited to explore the work of other sculptors whilst taking a playful and inventive approach to making their own sculptures. The pathway encourages children to start voicing their response to sculptural artworks, including their own, and to give them time and space to explore properties of materials, and what happens when you join one or more materials together to construct new forms.</p> <p>This pathway aims to introduce children to the idea of Design through Making: a playful approach to exploring materials and constructing sculpture.</p> <ul style="list-style-type: none"> • What Is Sculpture? • Enable Children to Be
--	---	--	---	--	--	--

			<p>representation, 2D/3D shapes.</p> <p>Science: Adapt and use plants, trees, leaves, food chains, animals as inspiration to draw and make printed patterns.</p> <p>PSHE: Peer discussion.</p>		<p>Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett</p> <p>Curriculum Links Geography: Adapt the playful making approach to make sculptures of ports and harbours, towns, cities, villages, The Great Wall of China etc. Maths: Uses language to support understanding of 2D/3D shapes, sequence, measuring, position & direction. Science: Uses language to support understanding of properties and manipulation of materials. PSHE: Collaboration, responsibility to the planet.</p>	<p>Curious & Articulate</p> <ul style="list-style-type: none"> • Show Me What You See • Make Your Sculpture • Creativity Medals/ • Making a Roller Coaster/ • Boats That Float & Sea Creatures • Presenting, Talking, Sharing, Documenting & Celebrating •
Impact	<p>I Can...</p> <ul style="list-style-type: none"> • I can draw from my finger tips, my wrist, my elbow, my shoulder, my body. • I can make a drawing using a continuous line for a minute or two. 	<p>I Can...</p> <ul style="list-style-type: none"> • I have explored how water affects the graphite and pen, and explored how I can use a brush to make new marks. • I can make choices about which 	<p>I Can...</p> <ul style="list-style-type: none"> • I can make simple prints using my hands and feet. • I can explore my environment and take rubbings of textures I find. 	<p>I Can...</p> <ul style="list-style-type: none"> • I can draw into the surface of the foam board and print from the plate. • I can use colour, shape, and line to make my prints interesting. 	<p>I Can...</p> <ul style="list-style-type: none"> • I have explored what we mean by “sculpture” and I thought about what I like about different pieces of sculpture. 	<p>I Can...</p> <ul style="list-style-type: none"> • I can discover that sometimes working with materials is hard work – things break or my fingers hurt – but that is all ok!

	<ul style="list-style-type: none"> I have made a sketchbook (or perhaps decorated the cover of a bought sketchbook) and I feel like it belongs to me. I can draw from observation for a few minutes at a time. I can make different marks with different drawing tools. I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen. 	<p>colours I'd like to use in my drawing.</p> <ul style="list-style-type: none"> I have seen the work of an artist and listened to how the artist made the work. I have been able to share how I feel about the work. I can talk about what I like in my drawings, and what I'd like to try again. <p>I can take photos of my artwork</p>	<ul style="list-style-type: none"> I can use my rubbings to make an image. I can push objects I find into plasticine and make prints. I can cut shapes out of foam board and stick them on a block to make a plate. I can print from the plate. 	<ul style="list-style-type: none"> I can create a repeat print. I can create a symmetrical or sequenced print. I can use my sketchbook to collect my prints and test ideas. 	<ul style="list-style-type: none"> I can use my sketchbook to make drawings inspired by sculptures I have seen, to help me think about what I like, and to remember what I have seen. I can use my hands to make small sculptures out of lots of different materials. I can bend, twist, fold, cut and fasten. I can use my hands to make sculptures without designing first. I can just see what happens if... 	<ul style="list-style-type: none"> I can share my work and listen to what other people like about it. I can look at other people's work and sometimes share what I like about it with them.
--	---	---	--	--	--	--

Key Concepts

Media, creativity, artist, materials, techniques, tools, communicate, reflect, differences and similarities.

Y2	<u>Explore & draw</u>	<u>Expressive painting</u>	<u>Be an architect</u>
-----------	---	--	--

	<p>Disciplines: Drawing, Sketchbooks, Collage</p> <p>Key Concepts: That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. That we can use the things we find to draw from, using close observational looking. That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. We can use the shape of the page, and the way we arrange elements on the page,</p>	<p>In this pathway children are introduced to the idea that artists can be collectors: they go out into the world, look at things in new ways, and bring things back to the studio to inspire their art. Children explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork. The exercises and projects in this pathway encourage children to begin to develop hand-eye coordination through slow and paced looking. This is balanced by encouraging children to nurture a playful exploration of media, a curiosity towards the world around them, and to begin to take creative risks/trust instinct.</p>	<p>Disciplines: Painting, Sketchbooks</p> <p>Key Concepts: That artists sometimes use loose, gestural brush marks to create expressive painting. Expressive painting can be representational or more abstract. Artists use impasto and sgraffito to give texture to the painting. Artists sometimes use colour intuitively and in an exploratory manner. That we can enjoy, and respond to, the way paint and colour exist on the page.</p> <p>Medium: Acrylic Paint, Paper</p> <p>Artists: Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne</p> <p>Curriculum Links</p> <p>Geography: After looking at the expressive landscapes by Van Gogh and Cezanne, be inspired by your local</p>	<p>In this pathway children are introduced to the idea that they can use paint in an intuitive and exploratory way. The pathway starts with an introduction to artists who use paint and colour to create exciting gestural and abstract work. Children explore primary colours and secondary colours through expressive mark making, connecting colour, mark making and texture (of paint) through abstract work. Pupils then explore the brush work of two old masters when we focus in on details of paintings to understand how they built the work. Pupils then go on to draw from a colourful still life, finally making expressive and gestural paintings with acrylic paint.</p>	<p>Disciplines: Architecture, Drawing, Sketchbooks, Collage, Making</p> <p>Key Concepts: That architects design buildings and other structures which relate to our bodies and which enhance our environment. That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures. That we can use drawing as a way to help us process and understand other people's work. That we can use digital tools such as drones and film to inspire us. That we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus.</p>	<p>This pathway gives pupils the opportunity to explore architecture. We start with an exploration of architects and some of the ways they work, and pupils then go on to create their own architectural model. The pathway can be adapted so that the pupils make architecture which relates to their own environment, a chosen brief, or in response to another culture, country or era.</p> <ul style="list-style-type: none"> • What Is Architecture? • Explore & Draw • Exploring the Work of Hundertwasser • Show Me What You See • Making Architecture • Reflect, Share, Review
--	---	--	--	--	---	--

	<p>to create compositions which we like.</p> <p>Themes: Natural Forms, Seasonal Changes, Patterns, Symmetry</p> <p>Medium: Graphite, Handwriting Pen, Watercolour / Brusho, Wax Resist</p> <p>Artists: Rosie James, Alice Fox</p> <p>Curriculum Links</p> <p>Geography: Adapt to explore habitats.</p> <p>Maths: Use language to develop understanding of patterns, sequence, symmetry, pictorial representation, repetition.</p> <p>Science: Identifying common and wild plants, trees, structures of plants, exploring local environments and habitats, seasons, planting and growing.</p> <p>PSHE: Peer discussion, Collaboration.</p>	<ul style="list-style-type: none"> - Artists Are Collectors & Explorers - Explore and Collect - Photograph Your Work - Continuous Line Drawing Exercise - Feely Drawings - Wax Resist Autumn Leaves/ Autumn Floor Drawings - Reflect, Share, Talk 	<p>landscape (United Kingdom) and use gestural brush strokes to paint a scene you know or see, or explore weather, habitat, river or sea.</p>	<p>Sketchbooks are used throughout to record, experiment and reflect.</p> <ul style="list-style-type: none"> - Introduce Marela Zacarias & Charlie French - Expressive Painting & Colour Mixing - Brush Work of Van Gogh & Cezanne - Gestural Mark Making with Acrylic Paint - Share, Reflect, Discuss 	<p>That we can use “Design Through Making” (some call it Make First) as a way to connect our imagination, hands and materials.</p> <p>Themes: Habitat, Community, Culture, Purpose</p> <p>Medium: Construction Materials</p> <p>Artists: Hundertwasser, Zaha Hadid, Heatherwick Studios</p> <p>Curriculum Links</p> <p>Geography: Adapt to explore habitats, cities, towns and villages, ports & harbours.</p> <p>History: Make houses inspired by the architecture of different ages or cultures, for example buildings damaged during the Great Fire of London.</p> <p>Maths: Use language which supports understanding of Measuring, 2D/3D shapes.</p>	
--	---	--	---	---	--	--

					<p>Science: Explore properties of materials e.g. make your architecture waterproof, rough, smooth?</p> <p>PSHE: Collaboration, Peer Discussion, Ethnic Identity, Different Religions (architecture representative of).</p>	
<p>Impact</p>	<p>I Can...</p> <ul style="list-style-type: none"> • I have seen how some artists explore the world around them to help them find inspiration. • I can explore my local environment (school, home, etc) and collect things which catch my eye. • I can explore composition by arranging the things that I have collected. • I can talk about what I collected, and how and why I arranged the things I collected. • I can take photographs of my artwork and I 	<p>I Can...</p> <ul style="list-style-type: none"> • I can use careful looking to practice observational drawing, and I can focus for 5 or 10 minutes. • I can hold an object and I can make a drawing thinking about the way the object feels. • I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings. 	<p>I Can...</p> <ul style="list-style-type: none"> • I have seen how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour. • I can start to share my response to the work of other artists. • I can use my sketchbook to fill full of colour and brush marks, inspired by other artists. • I can recognise primary colours and mix secondary colours. I can experiment with hues by changing the 	<p>I Can...</p> <ul style="list-style-type: none"> • I can make a loose drawing from a still life. • I can see colours and shapes in the still life. • I can use my gestural mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting. • I can share my experiments and final piece with others and share what I liked and what went well. • I can enjoy the work of my classmates and I can see how all the work is different. I can 	<p>I Can:</p> <ul style="list-style-type: none"> • I have explored the work of some architects. I have seen that they design buildings, and that “architecture” can be large, incredible buildings, or smaller places near where I live. • I can share how architecture makes me feel, what I like and what I think is interesting. • I can use my sketchbook to help me look at architecture really carefully. I have used drawings and 	

	<p>can think about focus and light.</p>	<ul style="list-style-type: none"> • I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work. • I can cut out and collage to explore composition. • I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again. 	<p>amount of primary colours I add.</p> <ul style="list-style-type: none"> • I can use various homemade tools to apply paint in abstract patterns. I can be inventive. 	<p>share my response to some of their work.</p> <ul style="list-style-type: none"> • I can take a photograph of my final piece, thinking about focus and lighting. 	<p>notes. I have explored line and shape.</p> <ul style="list-style-type: none"> • I have seen how architects use their imaginations to try to design buildings which make people's lives better and I can use my own imagination when thinking about architecture I might design. • I can make an architectural model of a building around a theme thinking about form, structure and balance, and the way the model looks. • I can explore a variety of materials and explore how I can reshape the materials and fasten them together to make my model. • I have seen that I don't need to design on paper first; that I can design as I make. • I have reflected upon what I have made, shared it with others, and been able to share my thoughts about my own piece and the
--	---	--	---	---	---

					<p>models of my classmates.</p> <ul style="list-style-type: none">• I can used digital media to document my work, including taking photographs and short videos.
--	--	--	--	--	--

Key Concepts

Media, creativity, artist, materials, techniques, tools, communicate, reflect, differences and similarities