

Broadmayne First School Mapping Document



Art Yearly Overview

EYFS	Autumn term		Spring Term		Summer Term	
Topic	Ourselves	Celebrations	Planet Earth	People who Help us	Food and Farming	Beside the Seaside
Theme	Drawing and painting		Drawing, painting, Arts and crafts people		Drawing and craft	
	<p>I can draw a self-portrait (enclosing lines); draw definite features such as eyes, nose and mouth</p> <p>I can make an observational drawing of a flower - Sunflower</p> <p>I can talk about a famous artist. Kadinsky's circles.</p> <p>I can use conkers, apples and other resources for printing to create different sizes, shapes, patterns and effects.</p>	<p>I can mix red and yellow to make orange to represent fire.</p> <p>I can manipulate salt dough to create a Diva lamp. I know when it dries it will become hard and can be painted.</p> <p>I have made a range of Christmas decorations, and cards and have explored the use of red and green for Christmas.</p> <p>I can create pictures using my handprint.</p>	<p>I have explored how colour can be changed and I know that adding white will make the tint lighter and adding black will make it a darker shade.</p> <p>I have studied Van Gogh's Starry Night.</p> <p>I have produced a piece of artwork using an artist style as a stimulus.</p> <p>I can name a famous artist.</p>	<p>I know that blue and yellow make green and I have experimented with different shades of green.</p> <p>I know that blue and red make purple.</p> <p>I can make an observational drawing of a flower - Daffodil</p> <p>I have looked at Andy Goldsworthy's natural art and made some of my own.</p>	<p>I can make detailed drawings linked to life cycles.</p> <p>I can combine media to make a collage</p> <p>I can make an observational drawing of a flower - flowers.</p> <p>I can use clay to make a ladybird.</p>	<p>I can use the primary colours to make secondary colours and use this to create underwater pictures.</p> <p>I know how to use clay to make a coil pot (link to the curled shell in Sharing a Shell)</p>
Evidence, enquiry and evaluate	Children can share their work and explain how they made/created it.		Children can share their work and explain how they made/created it.		Children can share their work and explain how they made/created it.	
Key Vocabulary	Self-portrait, shape, pattern, circle, artist, mix, paint		Lighter, darker, shade, observe, natural		Collage, primary, secondary, curl, shell, clay, line	
KS1 Year 1	Autumn term		Spring Term		Summer Term	
Topic	Toys		Mud and Minibeasts		Amazing Africa	
Theme	Pattern, form, abstract artist Paul Klee Colour, texture, shape - Autumn leaves		Drawing/collage - Spirals and snails collage artist - Henri Matisse		Cave paintings, houses and homes Birds and feathers - African birds and animals - 3D	
Intent	<p><i>NC link:</i></p> <ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, 		<p><i>NC link:</i></p>		<p><i>NC link:</i></p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products 	

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	<ul style="list-style-type: none"> pattern, texture, line, shape, form and space to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 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. 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products 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. 	<ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
Substantive (sticky) Knowledge (facts/ content)	<p>I can take a self portrait photo on an ipad.</p> <p>I can draw a portrait of myself</p> <p>I can show you how I use 2d shapes to create a picture</p> <p>I can recognise a painting by Paul Klee</p> <p>I can name the primary colours</p> <p>I can show you how I can mix primary colours to make secondary colours</p> <p>I can make a wax crayon rubbing</p>	<p>I can use my imagination to create a picture</p> <p>I can draw a spiral</p> <p>I can use my imagination to draw objects or animals based upon a spiral shape</p> <p>I can use collage to create a picture of a snail</p> <p>I know that Henri Matisse used paper tearing to make pictures</p> <p>I can print with block colours (onto a chosen material)</p>	<p>I know early people painted on cave walls</p> <p>I can draw with charcoal</p> <p>I can draw a house shape from memory</p> <p>I can use my imagination to design and make a house</p> <p>I can use a sketch technique</p> <p>I can paint using water colour</p> <p>I can use clay to mould a bird shape.</p> <p>I know how to join 2 pieces of clay together.</p>
Evidence, enquiry and evaluate	<p>Children can draw a picture of themselves using 2D shapes.</p> <p>Children can show how to mix colours.</p> <p>Children can discuss the work of Paul Klee</p> <p>Children can share their creations, explaining the process they used.</p>	<p>Children can explain what they like and dislike about their work.</p> <p>Children have created a snail using collage.</p> <p>Children can talk about the work of Henri Matisse.</p>	<p>Children can share their creations, explaining the process they used. They can explain what they like and dislike about their work.</p> <p>Children can use taught techniques to complete their work.</p>
Key Vocabulary	<p>straight jagged</p> <p>wavy curved</p> <p>portrait landscape</p> <p>painting drawing</p> <p>deep pale</p> <p>pastel mixed</p> <p>primary</p> <p>rubbing</p>	<p>straight jagged</p> <p>wavy curved</p> <p>portrait landscape</p> <p>painting drawing</p> <p>deep pale</p> <p>pastel mixed</p> <p>simple repeat</p> <p>symmetrical stripes</p> <p>zig zag spiral</p>	<p>straight jagged</p> <p>wavy curved</p> <p>portrait landscape</p> <p>painting drawing</p> <p>square body</p> <p>size pointed</p> <p>circular</p> <p>rough smooth</p> <p>hard soft</p> <p>shiny bumpy</p> <p>furry</p> <p>sketch</p>



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People Stories	Paul Klee	Henri Matisse	French cave paintings	
Visits Events				
Wider curriculum	Science / Geography		Science	
KS1 Year 2	Autumn term		Spring Term	Summer Term
Topic	Journeys		Great fire of London	Habitat Seaside
Theme	Painting	Arts and Crafts people	Craft	Drawing
Intent	<p><i>NC link:</i> Can mix secondary colours and make colours lighter and darker - Can paint neatly and carefully with neat edges and no missing gaps - Can use different techniques to paint expressively such as spattering, scraping through</p>		<p>NC link Can control pressure to create lighter or darker tones and marks. -Draw detail through pattern, lines and textures - Able to shade areas neatly without spaces & gaps.</p> <p>Can create pattern using print blocks - Can create own printing (or motif) block</p>	<p>NC link Change and modify fabrics by applying shapes, stitches and decoration</p> <p>Can control pressure to create lighter or darker tones and marks. -Draw detail through pattern, lines and textures</p> <p>Can use elements of artists' work and different cultures to influence their own work.</p>
Substantive (sticky) Knowledge (facts content)	<p>I know that adding white to a colour will make it lighter I know that adding black to a colour will make it darker I know which primary colours make secondary colours I know that using different size brushes will create different effects I know that I can create effects by using different brush techniques</p>		<p>I know that I can shade by pressing harder with my pencil I know that I can sketch by applying light pressure to my pencil I can observe and draw shapes from observations I know that adding paint to a block can create a print</p>	<p>I know that I can join two pieces of fabric together using stitches I can create a basic running stitch I know how to use additional fabric, sequins and googly eyes to add decoration to a creation</p> <p>I can talk about things I like about a local artists' work and apply this to my own work. (Focus on sea settings and habitats)</p>
Evidence, enquiry and evaluate	<p>Children can show and explain how to make colours lighter and darker. Children can name the primary and secondary colours.</p>		<p>Children can use light and hard pressure to change the tone.</p> <p>Children can discuss what went well and how to make improvements.</p>	<p>Children can stitch two pieces of fabric together. Children can explain their choices, what went well and what improvements could be made.</p>

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Key Vocabulary	primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours.	print, printing block, motif, repeat, pattern, press, ink, surface, transfer, roll, fabric, weave, texture, pattern, material	Running stitch, fabric, needle, thread, decorations, stuffing, design, threading, seaside, sketch, pressure, tone, shade, texture, line, pattern, detail, neat, mark-making, modify, apply, shape
People Stories	Cezanne & Kandinsky Michelle Reader junk sculpture		Van Gogh / Alfred Willis
Visits Events			Caroline Tucker
Wider curriculum		Science – Habitats Geography – Nepal	Science – Habitats / ocean creatures

KS2 Year 3	Autumn		Spring	Summer
Topic	Light & Dark/ Dorset Age		Stone	Romans - architecture
Theme	Landscape	Cave Art	Perspective	Plants
				Plants - printing

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Intent	<p><i>NC link:</i></p> <ul style="list-style-type: none"> • To create sketchbooks to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques including drawing and using a range of materials (incl pencil and charcoal) • Should be taught about great artists, architects and designers in history (who use light, tone and texture in their work). 	<p><i>NC link:</i></p> <ul style="list-style-type: none"> • To create sketchbooks to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques including drawing and using a range of materials (including paint and relief work) • Should be taught about great artists, architects and designers in history (who use printing in their work) • Should be taught about great artists, architects and designers in history (who use perspective in their work) 	<p><i>NC link:</i></p> <ul style="list-style-type: none"> • To create sketchbooks to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques including drawing and using a range of materials (including paint and relief work) • Should be taught about great artists, architects and designers in history (who use printing in their work)
Substantive (sticky) Knowledge (facts/ content)	<p>I can explain and show tone in my work (greyscale)</p> <p>I can explain and show how to add texture using line and tone.</p> <p>I can explain and show how to add tone when using colour.</p> <p>I can name the artists</p> <p>I can explain how the artist used tone to show form and mood.</p> <p>I can create a landscape using a drawing app (link to computing)</p> <p>I can take a photo to show texture.</p>	<p>I can use a single line outline.</p> <p>I can explain positive and negative space.</p> <p>I can cut out a stencil to create a positive and negative image.</p> <p>I know how to use a stencil to create a positive and negative image</p>	<p>I can name the artists Stephen Wiltshire.</p> <p>I can explain perspective.</p> <p>I can identify a vanishing point in one point and two point perspective artwork.</p> <p>I can take a photo to show perspective. (I can change the perspective by changing the scale)</p>

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	I can create texture on a piece of clay (inspired by Hilary Buckley).			
Evidence, enquiry and evaluate	Children can use light and dark to show texture. Children can take a photo and change the scale. Children can review and evaluate their own work using key vocabulary.	Children can show positive and negative space. Children can evaluate their own work including how to improve.	Children can show a vanishing point in their work and can explain why we need a vanishing point. Children can show an understanding of objects appearing to be smaller and paler in the distance.	Children can explain the process of printing. Children can use different printing techniques. Children can explain the links between their own work and that of Marimekko or Angela Levin. Children can review and evaluate their own work using key vocabulary.
Key Vocabulary	fine, broad texture soft, strong light/dark blended, tone shadow, shading background highlight foreground reflected	Positive negative	Perspective Viewpoint Composition Vanishing point Angle Background, middle ground, foreground	printing, block printing complimentary, contrast line, positive, negative
People/ Stories	Hilary Buckley - local artist	Stone Age people	Stephen Wiltshire	Angela Lewin and Marimekko
Visits/Events				Community Showcase (early September)
Wider curriculum	Science - light and dark Geography - Dorset	History - Stone Age	Link: Roman Architecture in History Angles in Maths	Link: Plants in Science

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KS2 Year 3	Autumn		Spring	Summer
Topic	Light & Dark/ Dorset Age	Stone	Romans - architecture	Plants
Theme	Landscape	Cave Art	Perspective	Plants - printing
Intent	<p><i>NC link:</i></p> <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques including drawing and using a range of materials (incl pencil and charcoal) Should be taught about great artists, architects and designers in history (who use light, tone and texture in their work). 	<p><i>NC link:</i></p> <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques including drawing and using a range of materials (including paint and relief work) Should be taught about great artists, architects and designers in history (who use printing in their work) Should be taught about great artists, architects and designers in history (who use perspective in their work) 	<p><i>NC link:</i></p> <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques including drawing and using a range of materials (including paint and relief work) Should be taught about great artists, architects and designers in history (who use printing in their work) 	
Substantive (sticky) Knowledge (facts/ content)	<p>I can explain and show tone in my work (greyscale)</p> <p>I can explain and show how to add texture using line and tone.</p>	<p>I can use a single line outline.</p> <p>I can explain positive and negative space.</p> <p>I can cut out a stencil to</p>	<p>I can name the artists Stephen Wiltshire.</p> <p>I can explain perspective.</p> <p>I can identify a vanishing point in one point and two point perspective artwork.</p> <p>I can take a photo to show perspective. (I can change the perspective by changing the scale)</p>	<p>I can name Marinello and Angela Levin. (I can explain some similarities and differences in their work)</p> <p>I can explain that both artists use printing in their work.</p> <p>I can explain the process of block printing.</p>



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	<p>I can explain and show how to add tone when using colour. I can name the artists I can explain how the artist used tone to show form and mood. I can create a landscape using a drawing app (link to computing) I can take a photo to show texture. I can create texture on a piece of clay (inspired by Hilary Buckley).</p>	<p>create a positive and negative image. I know how to use a stencil to create a positive and negative image</p>		
Evidence, enquiry and evaluate	<p>Children can use light and dark to show texture. Children can take a photo and change the scale. Children can review and evaluate their own work using key vocabulary.</p>	<p>Children can show positive and negative space. Children can evaluate their own work including how to improve.</p>	<p>Children can show a vanishing point in their work and can explain why we need a vanishing point. Children can show an understanding of objects appearing to be smaller and paler in the distance.</p>	<p>Children can explain the process of printing. Children can use different printing techniques. Children can explain the links between their own work and that of Marimekko or Angela Levin. Children can review and evaluate their own work using key vocabulary.</p>
Key Vocabulary	<p>fine, broad texture soft, strong light/dark blended, tone shadow, shading background highlight foreground reflected</p>	<p>Positive negative</p>	<p>Perspective Viewpoint Composition Vanishing point Angle Background, middle ground, foreground</p>	<p>printing, block printing complimentary, contrast line, positive, negative</p>
People/ Stories	Hilary Buckley - local artist	Stone Age people	Stephen Wiltshire	Angela Lewin and Marimekko
Visits/Events				Community Showcase (early September)

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Wider curriculum	Science - light and dark Geography - Dorset	History - Stone Age	Link: Roman Architecture in History Angles in Maths	Link: Plants in Science
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KS2 Yr4	Autumn term	Spring Term	Summer Term
Topic	Rivers	North Americas	WW2
Theme	Rivers and Monet - drawing, painting, colour theory	Scale - planning sketching, digital	Propaganda Posters - design, drawing, printing
Intent	<p><i>NC link:</i> <i>Create sketch books and record observations; To use their sketch book to review and revisit ideas. Improve mastery of art and design techniques including painting; Learn about great artists.</i></p>	<p><i>NC Link:</i> <i>To find out about the works of artists who use scale to create a story within digital work.</i></p>	<p><i>NC Link:</i> <i>To develop an increasing awareness of different kinds of art and design. To use their sketch book to review and revisit ideas.</i></p>
Substantive (sticky) Knowledge (facts/ content)	<p>I can tell you what Impressionism means and when it was I can tell you who Claude Monet was and his nationality I can tell you that Claude Monet used light and colour to create impressions of outdoor scenes, painting 'en plein air' I can explain how Claude Monet used light and colour to create impressions of the River Thames I can use my sketch book to show you how Monet showed light reflecting upon water when painting Christmas I can use stitches for different purposes and functions (to hold and attach)</p>	<p>I know that scale means the relationship in size between an object (totem pole) and its setting I know that proportion is the relationship between different parts of an object such as the proportions of a person I can tell you about the artist Ellen Neel and her totem poles. I can manipulate clay to design a totem pole. I can tell you about the artist Chris Howlett and what he is known for I can tell you about the works of Slinkachu and his artwork which tell a story I can tell you how to use an ipad to take a photo I can tell you about my own miniature art story, how I made it and what it represents.</p>	<p>I can explain the word propaganda I can explain the function of a propaganda poster in World War 2 I can use complementary colours to make my poster eye catching I can use screen printing to create my own propaganda poster and explain the techniques I used I can evaluate the effective use of colour and imagery I used in my propaganda poster</p>

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Evidence, enquiry and evaluate	<p>Children can explain how Claude Monet used light and colour Children can explain what Impressionism is. Children can review and evaluate their own work using key vocabulary.</p> <p>Children can make a Christmas card using stitches to attach beads.</p>	<p>Children can talk about the artists work (Ellen Neel - female Totem pole artist) Children can take photos and explain how they changed (manipulated) the photo Children can revisit, review and evaluate their own work using key vocabulary. Children can explain the process they used and how it could be improved</p>	<p>Children can revisit, review and evaluate their own work using key vocabulary. Children can explain the process they used and how it could be improved</p>
Key Vocabulary	Impressionism, reflection, complementary, secondary, landscape, line,	Proportion, manipulate	Propaganda, block colours, scale, texture
People/ Stories	Monet		National Archive
Wider curriculum	Geography and English		History