

Art & Design Curriculum Map

| | Foundation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------|-------------------------------------|---|---|---|---|---|---|
| Formal Ele- | Shape, line, colour | Shape, line, colour | Pattern, texture, tone | Textures & Patterns | Textures & Patterns | Shape, line, colour & form | |
| Drawing | Different Media | Different Media, tone | Observational drawing | Geometric shapes, tone, blending | Tone & texture | Still life, observational drawing | colour, texture, line, shape & composition |
| Painting | Colours, brush control | Colour Mixing, water colour | Brush control, creating effects | Tints & Shades | Creating mood & emotion | Sensitivity & control, colour, texture, line, shape & composition | Depth and distance using colour & tone |
| Design & Craft | Printing | Printing | Sculpture, in nature | Clay sculpture | Wearable paper sculpture | Creating form through textiles | Mod-rock sculpture |
| | Modelling, scissor control, joining | Sculpture | Collage & printing | Clothing | Embroidered architecture | Sculpture of the human form | Fabric manipulation, recycled material |
| | | Collograph Printing | Embroidery | Collage, paper construction | | | |
| | | Weaving | | | | | |
| History of Art | | | | Prehistoric, Egyptian, Roman, Greek | Chinese, Japanese, Byzantine & Islamic, art of the Middle | Art Movements | |
| Artists | Kandinsky | Romero Britto, Antoni Gaudi, Andy Warhol, Vincent Van Gough | Yayoi Kusama, Ed Ruscha, Victoria, Villasanna, Berthe Morisot, Hokusai, | Paul Klee, Salvador Dali, Henri Rousseau, George Serrat | Mary Blaire, Jean Metzinger, John Baskeat, Anne Hellyer | Antony Gormley, Vaness Barragao, Albert Durer | Claes Oldenburg, Josh Blackwell, William Kentridge, David Hockney, Keith Haring, Camilla Walala |
| Genres | | Pop Art, Happy Art, | Impressionist, Japanese, Art in Nature | Surrealism, pointillism, cubism, expressionism | Random Acts of Art, Landscapes | Tinga, Tinga Art | Street Art, Neurographic Art, sus- |