

Art Curriculum Map

Art at Burlington develops children's natural flair, creativity and imagination, encourages experimental approaches, provides opportunities for exploration of techniques and materials and supports children with communicating their ideas about the world. We place great emphasis on the rich and diverse range of cultures within our community and celebrate these by introducing children to the works of relevant artists and designers. Our shared ethos, around a commitment that every child has the potential to progress their own personal creativity and artistic development, is embedded in all year groups. We place great value on the process of art and not just the final product, to show the 'journey' the child has taken to reach their final piece.

	Autumn	Spring	Summer	Key Vocabulary	Artists
Nursery	<p>Explore different art materials eg play dough, junk modelling, paint - using thin and thick brushes and objects such as playdough cutters, rolling pins and natural resources</p> <p>Handle and manipulate materials and develop ideas about how to use and what to make</p> <p><i>Use drawing to represent ideas and experiences</i></p> <p><i>Explores</i> colour and how colours can be changed</p> <p><i>Use scissors to cut paper and stick with glue</i></p> <p><i>Introduce clay as a media for rolling and mark making</i></p>	<p>Introduce the work of and create own creation in the style of Jackson Pollock</p> <p>Use a variety of brushes in creative area</p> <p>Print with various objects eg cotton reels, blocks, sponge, fruit/veg etc</p> <p>Name primary colours</p> <p>Explore what happens when colours are mixed</p> <p><i>Develops an understanding of using lines to enclose a space.</i></p> <p><i>Begins to use drawing to represent actions and objects based on imagination, observation and experience</i></p> <p><i>Manipulate clay to roll a ball/sausage</i></p>	<p>Describe different textures in malleable trays e.g slimy, wet, rough, bumpy.</p> <p><i>Print simple repeating patterns</i></p> <p><i>Draw with increasing detail such as representing a face with a circle and including details</i></p> <p><i>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</i></p> <p><i>Use scissors to cut paper/card/cardboard of varying thicknesses, to arrange and stick with glue to create a simple collage.</i></p> <p><i>Manipulate clay to create a 3D representation of ideas/experiences</i></p> <p><i>Develop own ideas and then decide which materials to use to express themselves.</i></p>	<p>clay playdough junk modelling make draw paint paint brush</p>	<p>Jackson pollock</p> <p>Local artist</p>
Reception	<p>Discuss, model and explore the use of free choice creative eg pencils, pens, junk modelling, paint in different media, collage, oil pastel, crayon, glue, sellotape, masking tape, scissors, brushes.</p>	<p>Model and create observational pictures using various materials</p> <p>Name tools that can affect different materials e.g. scissors, tape</p>	<p>Select a variety of materials to design and make products</p> <p>Explore colour mixing and how to make secondary colours</p>	<p>collage design salt dough materials charcoal</p>	<p>Giuseppe Arcimboldo</p> <p>Jackson Pollock</p>

	<p>Draw self portraits with basic features</p> <p>Draw family pictures</p> <p>Explore clay/salt dough to make sculpture</p> <p>Introduce observational drawing</p> <p>Introduce different equipment/mark making items</p> <p>Introduce how to draw different shapes and patterns</p> <p><i>Enjoys and responds to playing with colour in a variety of ways eg combining colours</i></p> <p><i>Uses 2D and 3D structures to explore materials and/or to express ideas</i></p> <p><i>Develop their own ideas through experimentation with diverse materials to express and communicate their discoveries and understandings</i></p>	<p>Explore sculpture with a range of materials e.g. clay, salt dough, playdough</p> <p>Experiment with rolling, squashing, squeezing, pushing, pulling</p> <p>Recreate and take inspiration from the work of others</p> <p>Discuss and explore texture during senses</p> <p>Explore and discuss different textures in malleable tray</p> <p>Create repeating patterns using a variety of materials e.g. painting, stamping, printing, collage</p>	<p>Name secondary colours and mix primary colours to make them.</p> <p>Discuss creations with others with clay - mould clay to make a thumb pot</p> <p>variety of construction items e.g small/large wooden blocks, Lego, Duplo, magnets</p> <p>Use drawings to tell a story</p> <p>Show accuracy and care when drawing</p> <p>Make use of props and materials when role playing characters in narratives and stories</p>	<p>construction observe stamp pattern print</p>	<p>Van Gogh</p> <p>Matisse</p>
Year 1	<p>Use junk modelling to make a model of the school and experiment with cutting, glueing and attaching materials effectively</p> <p>Use a variety of natural materials e.g. clay, sticks, leaves, to create animals with key parts - e.g. reptile puppets, fish collages, space creatures and pirates..</p> <p>Experiment with rolling, kneading, shaping, squeezing.</p> <p>Experiment thick and thin paint brushes using a range of pencils and different paint brushes</p> <p>Use a variety of tools inc pencils, rubbers, crayons, pastels, felt tips, charcoal and chalk to create and collect a range of artwork.</p> <p>Build a repeating pattern and recognise patterns in the environment, including replicating patterns in drawings</p> <p>Use a variety of tools and techniques including the use of different brush sizes and types</p> <p>Explore how colour changes through mixing colours</p> <p>Use objects to create prints (transition)</p>	<p>Develop drawings and sketches to show tones, detail and patterns</p> <p>Ask and answer questions about the starting points for their work and develop ideas based on the work of others</p> <p>Discuss and give opinions on the work of famous artists - Henri Rousseau, John Gillo, Turner, Hokusai and Andy Goldsworthy</p> <p>Explore similarities and differences between pieces of artwork through class discussion</p> <p>Recreate and take inspiration from the work of others to create their own artwork</p> <p>Review their artwork and give a simple opinion in class discussion</p>	<p>Plan and choose appropriate materials to create items for visiting another country for Paddington's suitcase</p> <p>Explore sculpture with a range of natural materials, outdoor sculptures, focusing on composition, repeating patterns and placement</p> <p>Develop observational skills to draw self portraits focussing on facial proportions</p> <p>Discuss and experiment with pattern and texture to weave linked to a contrasting country (Peru)</p> <p>Explore techniques using colour, such as tie-dye and printing</p>	<p>self portrait colour tone lighter darker shade pattern texture line shape form space artist</p>	<p>Henri Rousseau</p> <p>John Gillo</p> <p>Turner Hokusai</p> <p>Andy Goldsworthy</p> <p>Andy Warhol</p>

<p>Year 2</p>	<p>Design and create tudor house pictures using charcoal using the skills of shading, shadowing and highlighting</p> <p>Draw lines of different sizes and thickness in Tudor house and GfOL silhouette. Create different tones using light and dark.</p> <p>Use lines of varying thickness to recreate their own art representation</p> <p>Use a variety of tools inc pencils, rubbers, crayons, pastels, felt tips, charcoal and chalk to create and collect a range of artwork</p> <p>Use a variety of tools and techniques including the use of different brush sizes and types e.g. Draw fruit and vegetables using line</p> <p>Mix primary colours to make secondary colours when making habitat picture</p> <p>Explore how colour changes through adding white/black to create new shades. Decide which shade to use when painting</p>	<p>Explore dots and lines to demonstrate pattern and texture (linked to computing) Show pattern and texture by adding dots and lines</p> <p>Create dots and lines to demonstrate pattern and texture. Shading techniques.</p> <p>Ask and answer questions about the starting points for their work and develop ideas based on the work of others</p> <p>Explore similarities and differences between pieces of artwork through class discussion</p> <p>Review their artwork and give a simple opinion in class discussion</p> <p><i>Keep notes in their sketchbooks as to how they have changed their work</i></p>	<p>Design and create a model 'beast friend' with clay, using the techniques rolling, cutting, moulding and pinching and joining with the slip, score and blend techniques.</p> <p>Design and create animal art linked to WWF week developing relief prints and using collage to create pattern and texture.</p> <p>Develop deeper observation skills including line, tone to draw self portraits/trees and plants focussing on facial features/finer details</p> <p>Ask and answer questions about the starting points for their work and develop ideas based on the work of others.</p> <p>Explore similarities and differences between pieces of artwork through class discussion.</p> <p>Recreate and take inspiration from the work of others to create their own artwork.</p>	<p>slip/score/blend hatching/cross hatching/contour hatching/stippling craft maker designer style compare technique same/different inspire</p>	<p>Mondrian</p> <p>Kandinsky</p> <p>Dennis Creffield</p> <p>Stephen Wiltshire</p>
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