

Fazakerley Primary School
Art Long Term Curriculum Map

YEAR GROUP	1A	1B	2A	2B	3A	3B
EYFS	<p>ALL ABOUT ME</p> <p>Knowledge / Skills</p> <p>ELG</p> <p>Children will safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture form and function</p> <p>Vocabulary</p> <p>Paint, brush, chalk, pencil, model, materials. Self-portrait.</p> <p>Activities</p> <p>2d shapes and pattern Ongoing mark making Self portraits Skeleton pictures using straws Junk modelling Colour mixing Family pictures Hallowe'en</p>	<p>STARS AND LIGHT</p> <p>Knowledge / Skills</p> <p>ELG</p> <p>Children will safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture form and function</p> <p>Share their creations explaining the process they have used</p> <p>Vocabulary</p> <p>Colour, pattern, splash, drip, flick, mix, mould</p> <p>Activities</p> <p>Colour washing and shadow pictures Christmas activities Firework pictures –</p>	<p>SUPERHEROES</p> <p>Knowledge / Skills</p> <p>ELG</p> <p>Children will safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture form and function</p> <p>Share their creations explaining the process they have used</p> <p>Vocabulary</p> <p>Mark, picture, big, small, texture, materials</p> <p>Activities</p> <p>Chinese New Year pictures/ mark making Chinese dragon</p>	<p>TRADITIONAL TALES</p> <p>Knowledge / Skills</p> <p>ELG</p> <p>Children will safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture form and function</p> <p>Share their creations explaining the process they have used</p> <p>Vocabulary</p> <p>Silhouette, water, movement, effect, manipulate</p>	<p>GROWING</p> <p>Knowledge / Skills</p> <p>ELG</p> <p>Children will safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture form and function</p> <p>Share their creations explaining the process they have used</p> <p>Vocabulary</p> <p>Colour, pattern, texture, materials, technique, design</p> <p>Activities</p> <p>Collage animals Fathers' Day art activities</p>	<p>SEASIDE AND THE ENVIRONMENT</p> <p>Knowledge / Skills</p> <p>ELG</p> <p>Children will safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture form and function</p> <p>Share their creations explaining the process they have used</p> <p>Vocabulary</p> <p>Colour, pattern, texture, materials, technique, design, construct</p> <p>Activities</p> <p>Art work linked to books of half term</p>

		<p>various techniques Textures and effects Starry night pictures Van Gogh starry night creation Autumn pictures with natural collage Clay activity for Christmas decoration</p>	<p>making – large and small scale Textures of materials</p>	<p>Activities Mothers’ Day art activities Easter Creating a beanstalk Woodland pictures Activities linked to traditional tales</p>	<p>Various media to create caterpillars and butterflies Mini-beast pictures</p>	<p>Creating statues using deconstructed role play</p>
<p>1</p>	<p>Drawing – Shape and pattern Focus Artist Paul Klee Expressionism, Cubism, and Surrealism Knowledge Children will explore shape and pattern. They will use lines of different shape and size to develop their drawing skills. To also practise shading. Exploring the work of Paul Klee and describing what they think about it. Vocabulary Draw circular, curved, straight, 2D, colour, shading, light, dark. Skills Using lines of different size and thickness. Invent lines and shape in their drawings. Colour neatly following the lines. Investigate pattern. Final piece of work. Children will produce a Paul Klee inspired picture in sketchpads. Using shapes and colour (chalks and pastels) to create an abstract picture.</p>	<p>Self-portraits - Abstract Focus Artist Pablo Picasso Cubism, Surrealism, Modern art, Post impressionism, Expressionism Knowledge Children will explore painting and collage. They will experiment with colour mixing (to identify primary and secondary colours) and combining materials (such as tissue paper / crate paper) that are cut torn and glued. Explore the work of Pablo Picasso, describing what they think about it. Vocabulary Portrait artist, mix, texture, tone, colour mixing, layering, collage, observation Skills Observational drawing of facial features. Arrange and glue materials to different backgrounds. Use a combination of materials that are cut, torn and glued. Use thick and thin brushes. Create a colour wheel, mixing primary to make secondary</p>	<p>Natural sculptures Focus Artist Andy Goldsworthy Land art, Contemporary, Environmental. Knowledge Children will learn about different kinds of nature sculptures including experimenting with constructing and joining natural materials. Explore the work of Andy Goldsworthy, describing what they think about it. Vocabulary Art, Artist, Texture, Nature, Sculpture, Observation, construct, Drawing, 3D skills Practise drawing lines and shapes from observational drawing. Record the final piece of work digitally. Children will use natural materials to master skills in; model making, observational drawing, and group sculpture building. Final piece of work Children will produce a sculpture made from natural materials found.</p>			

		<p>colours.</p> <p>Final Piece of work To create a self -portrait using pant and collage in the style of Pablo Picasso.</p>	
<p>2</p>	<p>Observational drawing</p> <p>Focus Artist Paul Cezanne Impressionism, Cubism, Post-Impressionism, Modernism.</p> <p>Knowledge Children will explore shape and pattern. They will use lines of different shape and size to develop their observational drawing skills. They will also practise shading. Exploring the work of Paul Cezanne and express clear preferences and give reasons for these preferences.</p> <p>Vocabulary Still life, observation, shading, light, dark, 2D, pattern, texture, chalks and pastels</p> <p>Skills Show pattern and texture adding dots and lines. Investigate tone by drawing light, dark line, patterns and shape. Show different tones by using colour. (Chalks and pastels).</p> <p>Final piece of work. To produce a still life picture focusing on drawing techniques of using a pencil effectively. (Deliberately choosing for the given purpose: to create outlines or to shade.)</p>	<p>Printing – Repeating pattern</p> <p>Focus Artist Andy Warhol Pop art, Modern art.</p> <p>Knowledge Children will explore printing using a range of materials. They will use their prior knowledge of lines and shape to create a pattern. The children will explore the work of Andy Warhol and pop culture. They should express clear preferences and give reasons for these preferences.</p> <p>Vocabulary Printing, repeating pattern, roll, rub, stamp, press, pop art.</p> <p>Skills Print with a range of hard and soft materials e.g. cork, sponge, fruit and vegetables. Use repeating shapes and patterns, Press, roll, rub and stamp to make prints using polystyrene blocks. Use tools (sharp pencil) to imprint the final pattern.</p> <p>Final piece of work. To produce one final piece of work consisting of a repeating pattern focused on an everyday item.</p>	<p>Sculpture – Ceramics / pottery</p> <p>Focus Artist Grayson Perry Contemporary.</p> <p>Knowledge Children will develop skills to mould and manipulate clay to create a desired effect. Chose a particular technique for a purpose. When looking at creative work express clear preferences and give reasons for some of these.</p> <p>Vocabulary Ceramics, manipulate, mould, texture, smoot, rough, bone dry, knead model.</p> <p>Skills Use techniques such as rolling, cutting, moulding and carving. Work safely with materials and tools. Include lines and texture.</p> <p>Final Piece Children will produce a decorated clay pot inspired by the colourful work of Grayson Perry.</p>

3	<p style="text-align: center;">Drawing - Nature</p> <p>Focus Artist India Flint Environmental, Textiles.</p> <p>Knowledge Children will need to identify the changing world around them. They will observe the natural patterns in nature. Children should observe natural pattern and texture that occurs in nature.</p> <p>Vocabulary Sketch, rubbings, shading, mark making, sharp, soft, hard, pattern.</p> <p>Skills Use a sketchbook to collect and develop ideas from a range of sources. (Rubbings alongside drawings). Sketch lightly Use different hardness of pencils to show lines, tone and texture.</p> <p>Final Piece Children will create an observational drawing of natural objects found (autumnal objects such as leaves, twigs, conkers etc.)</p>	<p style="text-align: center;">Sculpture – Bodies</p> <p>Focus Artist Henry Moore Modern art, Modernism.</p> <p>Knowledge Children will look at the human body and how it moves, using observational drawing. They will learn techniques to manipulate materials to create a desired effect. They will look at the work of Henry Moore and take time to reflect upon what they like / dislike about their work</p> <p>Vocabulary Sculpting, 3 dimensional, mould, model, clay, texture, symmetrical, thin, thick, wide, scoring, bone dry.</p> <p>Skills Create and combine shapes and create recognisable forms. Use clay and other modelling materials. Plan design</p> <p>Final Piece Children will create a sculpture from clay (abstract representation of the body).</p>	<p style="text-align: center;">Collage / Painting - Abstract</p> <p>Focus Artist Salvador Dali Surrealism, Cubism, Dada, Modern art.</p> <p>Knowledge Children will develop their understanding of collage. Looking at properties of different materials and layering, painting and manipulating materials to create a desired effect. They will look at the work of Salvador Dali and take time to reflect upon what they like / dislike about their work</p> <p>Vocabulary Colour, light, dark, vivid, subtle, uneven, smooth, manipulate, layer, materials.</p> <p>Skills Select and arrange materials for a striking effect. Use different sized brushes to create shape, pattern, texture and lines.</p> <p>Final Piece Children will create a collage using a variety of materials taking inspiration from Dali. (e.g. paper, tissue, card, magazine cut outs, photographs)</p>
4	<p style="text-align: center;">Drawing – Comic inspired self-portraits</p> <p>Focus artist Roy Lichtenstein Pop art, Contemporary art, Modern art, Abstract, Expressionism.</p> <p>Knowledge Children will use sketchbooks to identify key facial features and identify the shapes they can see. Use previous knowledge to explore shape.</p>	<p style="text-align: center;">Print – Pointillism inspired</p> <p>Focus artist Georges Seurat Pointillism, Post-Impressionism, Neo-Impressionism, Modern art, Divisionism.</p> <p>Compare and contrast Vincent Van Gogh Pointillism period.</p>	<p style="text-align: center;">Paint / Collage – Silhouettes</p> <p>Focus Artist Moses Williams African American, Silhouettes.</p> <p>Compare and contrast Carew Rice African American, Silhouettes.</p> <p>Knowledge</p>

	<p>Use pencil and flat colour to create a desired effect. Regularly reflect upon their work and the use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>Vocabulary Focus, abstract, contour, harsh line, bold, geometric, dramatic, comic book, cartoon, illustration.</p> <p>Skills Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.</p> <p>Final piece Create a self-portrait in a comic style inspired by the work of Roy Lichtenstein</p>	<p>Knowledge Children will use a variety of everyday objects to print. They will explore objects create a desired effect. They will experiment with colouring and layering. Regularly reflecting upon their work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>Vocabulary Colour, texture, shape, pattern, intricate, decorative, repeated, continuous.</p> <p>Skills Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns. Using a given object and</p> <p>Final piece The children will create a piece of work using everyday objects (such as cotton buds / end of pencil / rounded paintbrush) to build up prints to create a final image of the Liverpool skyline.</p>	<p>Children will use paint or collage to create silhouettes. They will cut, tear and manipulate paper to create a desired effect (create image or stencil.) Regularly reflect upon their work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>Vocabulary Tone, dramatic, shadowy, dark, harsh, subtle, blurred, curved, straight, rip, tear.</p> <p>Skills Combine visual and tactile qualities Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building up a visual Vocabulary.</p> <p>Final Piece Children will create a silhouette picture using either black paint or black card to collage their final image.</p>
5	<p>Drawing – Animals in nature Focus Artist Adonna Khare Contemporary, Photo realism, Surrealism.</p> <p>Compare and contrast Henri Rousseau Post-impressionism, Naïve art, Primitivism.</p>	<p>Sculpture / painting / textiles – Masks from other cultures Focus Artist Damselfrau Textiles, Surrealism.</p> <p>Compare and contrast Peggy Bjerkan Ceramics, surrealism.</p>	<p>Mosaics / collage Focus Artist Antoni Gaudi Modernist, Architecture, Mosaic, Catalan Modernism.</p> <p>Compare and contract Jane Russell Mosaic art, Abstract.</p>

Knowledge
Children will confidently use sketchbooks for a variety of purposes. They will use pencils to create purposeful marks and lines. Children will use shape and pattern to create texture and add shading / highlights for effect. Use digital photography for research / source. Regularly analyse and reflect on their progress taking account of what they hoped to achieve.

Vocabulary
Images, nature, natural, animal, shading, soft, hard, straight, thick, thin, sharp, texture.

Skills
Work on sustained, independent, detailed drawings. Develop close observational skills. Use a sketchbook to collect and develop ideas. Use different techniques for different purposes i.e. shading, hatching, and blending. Develop drawing using tonal contrast and mixed media. Begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, and background.

Final Piece
Children will a surrealism inspired picture pf 2 animals combined in the style of Adonna Khare.

Knowledge
Children will use mod-rock, Mache, Fabric or a combination to create masks. Children will make a structure using wire mesh / plasticine / modelling clay / paper etc. Children will use the structure as a base / mould to create their mask on. Children will regularly analyse and reflect on their progress taking account of what they hoped to achieve.

Vocabulary

Skills
Shape, form, model and construct from observation and imagination
Use recycled, natural and manmade materials to create sculptures
Plan a sculpture through drawing and other preparatory work
Develop skills in using clay including slabs, coils, slips etc.
Produce patterns and textures in malleable materials.
use fabrics to create 3D structures/
Experiment with a range of media to overlap and layer creating textures, effects and colours.

Enrichment
World museum – Permanent exhibition of mask from other cultures. (Children take sketchpads- observational drawings).

Final Piece
Children to design and make a mask using mixed media.

Knowledge
Children will investigate and exploit new and unfamiliar materials. Arrange and manipulate a given material to create a desired effect. Children will regularly analyse and reflect on their progress taking account of what they hoped to achieve.

Vocabulary
Pattern, colour, tessellation, arrange, fit together, repeating pattern, rigid, organised, intricate.

Skills
Use visual and tactile qualities.
Use ceramic mosaic materials and techniques. Use different techniques, colours, textures when designing, and making pieces of work. Use collage as a means of extending work from initial ideas.

Final Piece
Create individual mosaic art or whole class piece inspires by the work of Gaudi and Russell. This could be linked to Liverpool City scape OR a place of significant importance to the children.

6

Drawing – Self-portrait

Focus artist

Gareth Reid

Portrait artist, Hyperrealist.

Compare and contrast

Paul Cadden

Photorealism, portrait artist, Hyperrealist

Knowledge

Children will collect information, sketches, resources, and their sketchbooks. Revisit prior knowledge of drawing and techniques (sketching, shading, tone, shape, pattern etc.). Provide a reasoned evaluation of both their own and professionals' work, which takes in to account the starting points, intentions and context behind the work.

Vocabulary

Image, middle ground, observe, perspective, realistic / unrealistic, visual, shading, soft, hard, straight, thick, thin, sharp, texture.

Skills

Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of Sunlight).

Use a choice of techniques to depict movement, perspective, shadows and reflection.

Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).

Use lines to represent movement.

Final piece

Children to create a self-portrait using the drawing techniques they have learn using Pencil or charcoal.

Painting – Landscape / Movement

Focus Artist

William turner

Romanticism, print maker, watercolourist.

Compare and contrast

Christian Hook

Contemporary, Figurative.

Knowledge

Children will talk about movement in pictures. How this is presented and how it makes them feel. They will create images portraying movement. Provide a reasoned evaluation of both their own and professionals' work, which takes in to account the starting points, intentions and context behind the work.

Vocabulary

Vertical, horizontal, landscape, scene, space, vast, mood, atmosphere, perspective.

Skills

Sketch (lightly) before painting to combine line and colour.

Create a colour palette based upon colours observed in the natural or built world.

Use the qualities of watercolour and acrylic paints to create visually interesting pieces.

Combine colours, tones and tints to enhance the mood of a piece.

Use brush techniques and the qualities of paint to create texture.

Develop a personal style of painting, drawing upon ideas from other artists

Sculpture – Form and Space

Focus artist

Anthony Gormley

Contemporary, Installation.

Compare and contrast

Ron Mueck

Hyperrealist

Knowledge

Children will develop techniques to mould and manipulate clay. Make purposeful marks, folds etc. use technical Vocabulary to describe processes. Take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. Provide a reasoned evaluation of both their own and professionals' work, which takes in to account the starting points, intentions and context behind the work.

Vocabulary

Clay, ceramics, form, kneading, modelling, slab, slip, rigid, mould, carve, manipulate, bone dry.

Skills

Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.

Use tools to carve and add shapes, texture and pattern.

Combine visual and tactile qualities.

Use frameworks (such as wire or moulds) to provide stability and form

Final Piece

Children will create a small figure (from clay) of similar size and proportion (a representation of themselves) these small sculptures will be displayed together in school like Anthony

Gormley's Asian Field.

Final Piece

Children will create a landscape picture of the river Mersey showing movement in the sea and stillness in the cityscape.

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