

## Art Long Term Plan – Curriculum Map

The Art and Design curriculum at Kingswood Parks matches the breadth and ambition of the National Curriculum. The key substantive and disciplinary knowledge has been mapped out so teachers know precisely what to teach and when, can demonstrate a logical progression and can cite how new knowledge and skills build upon what has been taught before. Art and Design vocabulary is mapped out so that teachers know precisely what to teach and when. This is in a logical progression so that vocabulary development builds over time. End points have been defined as curricular goals which pupils will work towards. These end points are progressive and enable pupils to apply their knowledge and skills in an open-ended, measurable way which teachers can then assess against. Curriculum plans are adapted to meet the needs of SEND pupils as well as providing pupils with opportunities to deepen their understanding through challenging outcomes which are not limiting. Provision for SEND pupils is personalised for individuals and strategies used will be indicated in planning. Artists have been chosen to reflect and celebrate the diversity of person and pieces.

### EYFS - Foundation Stage 1

Painting	Drawing
<b>Key Concept – Colour</b> <b>Big Question: Can you talk about the colours you have used?</b> <b>Curricular Goal:</b> Pupils can explore colour and colour mixing when playing freely with paint and are beginning to talk about the pictures they make	<b>Key Concept – Mark Making / Mood and Feeling</b> <b>Big Question: Tell me about your picture, what have you drawn?</b> <b>Curricular Goal:</b> Pupils can make marks on paper with details that can be explained and seen by others.


### EYFS - Foundation Stage 2

Painting	Drawing
<b>Key Concept – Colour</b> <b>Big Question: What colours have you chosen and how did you make them?</b> <b>Curricular Goal:</b> When painting pupils can experiment with colour mixing and are beginning to understand how to make a secondary colour. They are able to talk about the pictures they have made and how they have made them	<b>Key Concept – Mark Making / Mood and Feeling</b> <b>Big Question: What have you drawn today and what could you include to make it better?</b> <b>Curricular Goal:</b> Pupils are able to draw imaginatively with details that represent their chosen images and explain what they have drawn



### Year 1

Sketching	Painting	Sculpture
<b>Key Concept – Texture / Mood and Feeling</b> <b>Big Question: Who is Picasso and why is he famous?</b> <b>Curricular Goal:</b> Pupils can sketch a portrait in the style of Pablo Picasso (The Sailor)	<b>Key Concept – Colour</b> <b>Big Question: How can you make the colour green in different ways?</b> <b>Curricular Goal:</b> Pupils can paint a landscape in the style of Henry Rousseau (Jungle landscape) using their knowledge of colour mixing	<b>Key Concept – Joining</b> <b>Big Question: Can you fold and cut paper to make different shapes of leaf?</b> <b>Curricular Goal:</b> Pupils can make a 3D picture in the style of Fideli Sundqvist (Visi) using their knowledge of manipulating paper in different ways

### Year 2

Sketching	Painting	Sculpture
<b>Key Concept – Shading, Texture / Mood and Feeling</b> <b>Big Question: Can you show your interests in Kahlo style?</b> <b>Curricular Goal:</b> Pupils can sketch a portrait in the style of Frida Kahlo (The Self Portrait – Black curtain background) using their knowledge of shading	<b>Key Concept – Colour Mixing</b> <b>Big Question: How does Paul Klee bring his art work to life?</b> <b>Curricular Goal:</b> Pupils can paint a landscape in the style of Paul Klee (Mazzaro) using their knowledge of colour mixing (different shades of colours)	<b>Key Concept – Moulding</b> <b>Big Question: What is clay and how is it used?</b> <b>Curricular Goal:</b> Pupils can sculpt a clay pot in the style of Ellen Schön 

### Year 3

Sketching	Painting	Sculpture
<b>Key Concept – Shading and texture</b> <b>Big Question: What is scaling?</b> <b>Curricular Goal:</b> Pupils can make a portrait in the style Edward Hopper (182 artworks painting) using their knowledge of scaling 	<b>Key Concept – Colour Mixing / Texture</b> <b>Big Question: How does Claude Monet bring texture to his paintings?</b> <b>Curricular Goal:</b> Pupils can paint a landscape using watercolour in the style of Claude Monet (At Dusk)	<b>Key Concept – Moulding</b> <b>Big Question: What is the purpose of a handle?</b> <b>Curricular Goal:</b> Pupils can sculpt a clay pot with a handle in the style of Bernard Leach 

### Year 4

Sketching	Painting	Sculpture
<b>Key Concept – Texture, Shading, Line</b> <b>Big Question: Has the artist shown scaling, shading and texture in this picture?</b> <b>Curricular Goal:</b> Pupils can sketch a portrait in the style of Lois Mailon Jones (Woman in the act of painting) using their knowledge of scaling, shading and texture	<b>Key Concept – Colour / Shapes and Textures / Brush Techniques</b> <b>Big Question: What is a reflection and how does John Horace Hopper create one?</b> <b>Curricular Goal:</b> Pupils can paint a landscape using watercolour including a reflection in the style of John Horace Hooper (Iffley Mill)	<b>Key Concept – Moulding</b> <b>Big Question: What is the purpose of a vase and how do we make them appealing?</b> <b>Curricular Goal:</b> Pupils can sculpt a clay pot with two handles, like a vase, in the style of Magdalene Odundo

### Year 5

Sketching	Painting	Sculpture
<b>Key Concept – Texture, shading, Mood and Feeling</b> <b>Big Question: Has the artist shown realism, depth and texture in this picture?</b> <b>Curricular Goal:</b> Pupils can create a portrait in the style of Andy Warhol (Marilyn Monroe) using their knowledge of realism, depth and texture	<b>Key Concept – Tone and Colour / Mood and Feeling / Shading</b> <b>Big Question: Why was Vincent Van Gogh's Starry Night so moody?</b> <b>Curricular Goal:</b> Pupils can paint a landscape from a non-visual stimulus in the style of Vincent Van Gogh (Starry Night) drawing on their knowledge of mood and feeling	<b>Key Concept – Moulding</b> <b>Big Question: Why is the Angel of the North famous?</b> <b>Curricular Goal:</b> Pupils can sculpt a life-like figure/ landmark in the style of Sir Anthony Gormley (Angel of the North and other works)

### Year 6

Sketching	Painting	Sculpture
<b>Key Concept – Texture, shading, Mood and Feeling, Colour,</b> <b>Big Question: Has the artist shown convincing scale, depth, texture and tone in this picture?</b> <b>Curricular Goal:</b> Pupils can sketch a portrait in the style of Banksy (The girl with the pierced eardrum) using their knowledge of scale, depth, texture and tone	<b>Key Concept – Tone and Colour / Perspective</b> <b>Big Question: What is perspective in art?</b> <b>Curricular Goal:</b> Pupils can paint a landscape in a personal style using L.S. Lowry as a stimulus (Lost') drawing on their knowledge of perspective	<b>Key Concept – Moulding</b> <b>Big Question: How has Escobar created her models and in what style?</b> <b>Curricular Goal:</b> Pupils can make a figure in their own personal style using Marisol Escobar (Women and Dog) as a stimulus.