



## ART Curriculum Map

# PAINTING & PRINTING

Year	Knowledge	Skills	Vocabulary
EYFS	<p><b>Exploring and using media and materials:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Suggested Artists</b> – Mark Rothko, Lucy Cousins, Piet Mondrian, Kandinsky, David Batchelor</p>	<p><b>Being imaginative:</b> children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art and stories.</p> <p><b>Explore what happens when colours are mixed</b></p> <p><b>Explore different types of paint and tools for applying them</b></p> <ul style="list-style-type: none"> <li>- Experiment with and using primary colours</li> <li>- Name</li> <li>- Mixing (not formal)</li> <li>- Learn names of different tools that bring colour</li> <li>- Use range of tools to make coloured marks on paper</li> <li>- Repeating patterns and simple symmetry</li> <li>- Rubbings</li> <li>- Printing with a variety of objects</li> <li>- Use block colours</li> </ul>	<p>Paintbrush, paint, palette, hard, soft, red, blue, yellow, texture, pattern, repeat</p>
1	<ul style="list-style-type: none"> <li>• <b>Following exploration of different media, know how a range of materials can be used creatively to design and make products and express ideas</b></li> <li>• <b>Recognise and have an understanding of : colour, pattern, texture, line, shape, form and space</b></li> <li>• <b>Recognise the work of a range of artists, craft makers and designers,</b> describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul> <p><b>Suggested Year 1 Artists</b> – Frank Bowling, Patrick Heron, Benji Davies, Keith Haring,</p>	<ul style="list-style-type: none"> <li>• <b>Use drawing, painting and sculpture</b> to develop and share their ideas, experiences and imagination</li> <li>• <b>Develop a wide range of art and design techniques</b> in using colour, pattern, texture, line, shape, form and space</li> <li>• Recognise that ideas can be expressed in art work</li> <li>• Experiment with an open mind <i>(for instance, they enthusiastically try out and use all materials that are presented to them.</i></li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Try out a range of materials and processes and recognise that they have different qualities</li> <li>• Use materials purposefully to achieve particular characteristics or qualities</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Show interest in and describe what they think about the work of others</li> </ul> <p><b>Colour mixing including making lighter and darker colours</b></p> <ul style="list-style-type: none"> <li>- Name all the colours</li> <li>- Mixing of colours</li> <li>- Find collections of colours</li> <li>- Applying colour with a range of tools</li> <li>- Create patterns</li> <li>- Develop impressed images</li> <li>- Relief printing</li> <li>- Awareness and discussion of patterns</li> <li>- Repeating patterns</li> <li>- Symmetry</li> </ul>	<p>Shapes, big, small, colourful, thick, thin, primary, mixing</p> <p>Printing, technique, brush size, primary/secondary, gouge, scrape</p>



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2	<p>Frank Stellar</p> <p><b>Suggested Year 2 Artists –</b> Lubaina Himid, Claude Monet, Franz Marc, Nancy Crow, Antoni Gaudi, Gustav Klimt</p>	<ul style="list-style-type: none"> <li>• <b>Use drawing, painting and sculpture</b> to develop and share their ideas, experiences and imagination</li> <li>• <b>Develop a wide range of art and design techniques</b> in using colour, pattern, texture, line, shape, form and space</li> </ul> <p><b>Generating ideas</b></p> <ul style="list-style-type: none"> <li>• Try out different activities and make sensible choices about what to do next</li> <li>• Use drawing to record ideas and experiences</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Deliberately choose to use particular techniques for a given purpose</li> <li>• Develop and exercise some care and control over the range of materials they use <i>(for instance, they do not accept the first mark but seek to refine and improve)</i></li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• When looking at creative work express clear preferences and give some reasons for these <i>(for instance, be able to say “I like that because...”)</i></li> </ul> <p><b>Primary colours and Printing with paint</b></p> <ul style="list-style-type: none"> <li>- <i>Begin to describe colours of objects</i></li> <li>- <i>Make as many tones of one colour possible (using white)</i></li> <li>- <i>Darken colours without using black</i></li> <li>- <i>Using colour on large scale</i></li> <li>- <i>Print with growing range of objects</i></li> <li>- <i>Identify the different forms printing takes</i></li> <li>- <i>Experiment with arranging, folding, repeating, overlapping, regular and irregular patterning</i></li> <li>- <i>Natural and manmade patterns</i></li> </ul>	<p>Flat, bright, dark uneven, smooth, rough, secondary</p> <p>Shade, acrylic, poster, watercolour, artefact, mono-printing, motif, wash</p>
3	<ul style="list-style-type: none"> <li>• <b>Understand how sketchbooks can help them to review and revisit ideas</b></li> <li>• <b>Develop knowledge of a larger and more sophisticated range of materials</b>, understanding how they can be used most appropriately</li> <li>• <b>Understand what to look for when assessing their own work both for success and improvements</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Create sketch books to record their observations</b> and use them to review and revisit ideas</li> <li>• <b>Improve their mastery of art and design techniques</b>, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul> <p><b>Generating ideas</b></p> <ul style="list-style-type: none"> <li>• Gather and review information, reference and resources related to their ideas and intentions</li> <li>• Use a sketchbook for different purposes, including recording observations, planning and shaping ideas</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques</li> <li>• Select, and use appropriately, a variety of materials and techniques in order to create their own work</li> </ul>	<p>Simple, boring, dull vibrant, fine, bold</p> <p>Colour scheme/blocking, spectrum, tint</p>



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	<ul style="list-style-type: none"> <li>• <b>Knowing that no single artist is better than another and celebrate individuality within their own work</b></li> <li>• <b>- great artists, architects and designers in history</b></li> </ul> <p><b>Suggested Year 3 Artists –</b> David Hockney, Catherine Rayner, Ken Done, Yayoi Kusama, Charles Rennie Mackintosh</p>	<p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Take time to reflect upon what they like and dislike about their work in order to improve it (<i>for instance they think carefully before explaining to their teacher what they like and what they will do next</i>)</li> </ul> <p><b>Development of colour mixing and brush work</b></p> <ul style="list-style-type: none"> <li>- Colour mixing</li> <li>- Make a colour wheel</li> <li>- Introduce different types of brushes</li> <li>- Technique – apply colour using dotting, scratching, splashing</li> <li>- Relief and impressed printing</li> <li>- Recording textures and patterns</li> <li>- Monoprinting</li> <li>- Colour mixing through overlapping colour prints</li> <li>- Patterns in environment</li> <li>- Design using IT</li> <li>- Symmetry</li> <li>- Make patterns on a range of surfaces</li> </ul>	
4	<p><b>Suggested Year 4 Artists –</b> Vincent Van Gogh, Henri Rousseau, Frida Kahlo, Maurits Cornelis Escher, Angie Lewin, Andy Warhol</p>	<ul style="list-style-type: none"> <li>• <b>Create sketch books to record their observations</b> and use them to review and revisit ideas</li> <li>• <b>Improve their mastery of art and design techniques</b>, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul> <p><b>Generating ideas</b></p> <ul style="list-style-type: none"> <li>• Select and use relevant resources and references to develop their ideas</li> <li>• Use sketchbooks, and drawings, purposefully to improve understanding, inform ideas and plan for an outcome (<i>for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome</i>)</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Investigate the nature and qualities of different materials and processes systematically</li> <li>• Apply the technical skills they are learning to improve the quality of their work (<i>for instance, in painting they select and use different brushes for different purposes</i>)</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• -Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve</li> </ul>	<p>Complex, unrealistic, realistic, texture</p> <p>Tone, hue, relief/impressed, block printing</p>



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		<p><b>Techniques / brush use for working with watercolours /Landscape painting</b></p> <ul style="list-style-type: none"> <li>- Colour mixing and match; tint, tone, shade</li> <li>- Observe colours</li> <li>- Colour to reflect mood</li> <li>- Use suitable equipment for the task</li> <li>- Use sketchbooks for recording textures/patterns</li> <li>- Interpret environmental and manmade patterns</li> <li>- Modify and adapt print</li> <li>- Explore environmental and manmade patterns</li> <li>- Tessellation</li> </ul>	
5	<p><b>Suggested Year 5 Artists –</b> Georgia O'keeffe, Georges Seurat, Katsushika Hokusai, Orla Kiely, Jim Lambie, Paul Catherall</p>	<ul style="list-style-type: none"> <li>• <b>Create sketch books to record their observations</b> and use them to review and revisit ideas</li> <li>• <b>Improve their mastery of art and design techniques</b>, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul> <p><b>Generating ideas</b></p> <ul style="list-style-type: none"> <li>• Engage in open ended research and exploration in the process of initiating and developing their own personal ideas</li> <li>• Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Confidently investigate and exploit the potential of new and unfamiliar materials (<i>for instance, try out several different ways of using tools and materials that are new to them</i>)</li> <li>• Use their acquired technical expertise to make work which effectively reflects their ideas and intentions</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Regularly analyse and reflect on their progress taking account of what they hoped to achieve</li> </ul> <p><b>Explore texture through paint      Portrait painting</b></p> <ul style="list-style-type: none"> <li>- Hue, tint, tone, shades and mood</li> <li>- Explore use of texture in colour</li> <li>- Colour for purposes</li> <li>- Combining prints</li> <li>- Design prints</li> <li>- Make connections</li> <li>- Discuss and evaluate own work and that of others</li> <li>- Create own abstract pattern to reflect personal experiences and expression</li> <li>- Create pattern for purpose</li> </ul>	<p>Delicate, flowing</p> <p>Warm colours, cold colours</p>



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6	<p><b>Suggested Year 6 Artists -</b> Berthe Morisot, Paul Cezanne, William Morris, Bridget Riley, Deborah Harris</p>	<ul style="list-style-type: none"> <li>• <b>Create sketch books to record their observations</b> and use them to review and revisit ideas</li> <li>• <b>Improve their mastery of art and design techniques</b>, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul> <p><b>Generating ideas</b></p> <ul style="list-style-type: none"> <li>• Independently develop a range of ideas which show curiosity, imagination and originality</li> <li>• Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches (<i>for instance, sketchbooks will show in advance how work will be produced and how the qualities of materials will be used</i>)</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques</li> <li>• Independently select and effectively use relevant processes in order to create successful and finished work</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work</li> </ul> <p><b>Refining skills</b></p> <ul style="list-style-type: none"> <li>- Hue, tint, tone, shades and mood</li> <li>- Explore use of texture in colour</li> <li>- Colour for purposes</li> <li>- Colour to express feelings</li> <li>- Builds up drawings and images of whole or parts of items using various techniques</li> <li>- Screen printing</li> <li>- Explore printing techniques used by various artists</li> <li>- Create pattern for purpose</li> <li>- Create own abstract pattern to reflect personal experiences and expression</li> </ul>	<p>Contrasting, subtle, tone</p> <p>Atmosphere</p>
<p><b>**Secondary Ready skills – Magna Learning Partnership</b></p> <p>** Understand a colour wheel – what are the primary and secondary colours</p> <p>** Mixing colours</p>		<p>** What are different medias (pen, pencil, chalk, pastel)</p> <p>** Name the elements of art – line, colour, texture, pattern, shape</p> <p>** Copying a picture using scale and proportion</p>	