



# St Antony's Catholic Primary School



## St Antony's Catholic Primary School Art & Design KS1 & KS2 KPI Curriculum Map 2022 – 2023

|                                  | Autumn 1  | Spring 1   | Summer 2 -Arts Week  |
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| <b>Y<br/>E<br/>A<br/>R<br/>1</b> | <p><b>Portraits</b></p> <ul style="list-style-type: none"> <li>● Experiment with a variety of media.</li> <li>● Control the types of mark made with a range of media.</li> <li>● Observe &amp; draw shape from observations.</li> <li>● Investigate by drawing light and dark lines.</li> <li>● Why do artists paint pictures of themselves? Learn about the work of Freda Kahlo and Pablo Picasso</li> <li>● Verbally evaluate their own work</li> </ul> <p><b>In this unit children will have an opportunity to use words and phrases related to:</b></p> <ul style="list-style-type: none"> <li>● Lines using: thin, bold, feint, wavy, broken</li> <li>● Colours using: bright, dull, light, dark</li> <li>● Colour mixing, using: thick, thin, watery, blending bright and dull and light and dark colours</li> <li>● Shapes using long, oval, curvy, round, square</li> <li>● Observe, evaluate, artist study.</li> </ul> | <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>● Identification of the primary colours.</li> <li>● Colour mixing</li> <li>● Explore the effects of different brushes and tools.</li> <li>● Use textured paint.</li> <li>● Make links between their own work and the Rangoli patterns shown to them. Rangoli Patterns In this unit children will have an opportunity to use words and phrases related to:</li> <li>● Colours: bright, dull, light, dark</li> <li>● Colour mixing, :thick, thin, watery, blending bright and dull and light and dark colours</li> <li>● Textures: smooth, crinkly, rough</li> <li>● explore: cause and effect, Wet, dry and Symmetry</li> </ul>   | <p><b>Arts Weeks Pupils Will Study Kara Walker</b></p> <p>Working with Collage</p> <ul style="list-style-type: none"> <li>● Manipulate materials by rolling and kneading.</li> <li>● Explore sculpture with a range of malleable materials.</li> <li>● Create a 3D sculpture using materials of different textures.</li> </ul> <p>Yearly cross curricular theme In this unit children will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> <li>● Natural materials, grasses, bark, pebbles, rushes, leaves ● Made materials, fabric, card, clay tiles, plastic</li> <li>● Reclaimed materials, made for one purpose and used again for another purpose</li> <li>● Visual qualities, shape, form, colour Tactile qualities, eg hard, soft, rough, smooth, bumpy, rigid, pliable</li> <li>● Materials and processes, sculptor, sculpture, carving, modelling, casting, constructing</li> </ul> |
| <b>Y<br/>E<br/>A<br/>R<br/>2</b> | <p><b>Famous Bridges and Buildings : Monet &amp; Virtue</b></p> <ul style="list-style-type: none"> <li>● Print with a range of hard and soft materials.</li> <li>● Draw on different surfaces with a range of media.</li> <li>● Use a simple graphics package to create images &amp; effects with lines.</li> <li>● Sketching different patterns they see.</li> </ul> <p><b>Analyse and evaluate the work of Claude Monet &amp; John Virtue using the language of art and design.</b></p> <ul style="list-style-type: none"> <li>● Compare how both work focusing on bridges and buildings with an alternative style.</li> </ul> <p>By Studying Claude Monet and John Virtue In this unit children will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> <li>● Skills of observation and recording, eg viewpoint, viewfinder, drawing, camera, photograph</li> </ul>             | <p><b>Children will study Sheela Gowda- Indian Free form Sculpture &amp; Rangoli Patterns ...they will:</b></p> <ul style="list-style-type: none"> <li>● Explore print and repetitive patterns.</li> <li>● Effects of layering. and working on different scales.</li> <li>● Select and use textured paper or fabric for an image.</li> <li>● Explore tone using light &amp; dark patterns.</li> <li>● Explore the techniques used by David Klein and Alma Thomas.</li> <li>● Describe the similarities and differences between two pieces of their work.</li> <li>● Make links between their own work and that of the artist. Sheela Gowda and David Klein.</li> </ul> <p><b>In this unit children will have an opportunity to use words and phrases related to:</b></p> <ul style="list-style-type: none"> <li>● Layering</li> <li>● Tone – light &amp; dark</li> </ul> | <p><b>Arts Weeks : focus Papier Mache with Jonni Good</b></p> <ul style="list-style-type: none"> <li>● Use watercolours and explore the effect on paint of adding water, glue, sand and oats to add texture</li> <li>● Use natural materials to explore the landscape. Yearly cross curricular theme</li> </ul>  |

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|                                  | <ul style="list-style-type: none"> <li>● Visual qualities, eg shape, pattern, decoration, natural, mathematical shapes, patterns, symmetry</li> <li>● Tactile qualities, eg malleable, form, three-dimensional, relief (raised surface)</li> <li>● Bridges and Buildings and their purposes, eg transportation , travel, public, private, place of worship, leisure, learning</li> <li>● Features of bridges and buildings, eg Angles, shapes, tall short, steel, iron, wood, bricks glass, materials, surfaces, doorways, window sills, slates, tiles, mural</li> <li>● Materials and processes, eg frottage (rubblings), print making, clay, modelling</li> </ul>  | <ul style="list-style-type: none"> <li>● Pattern</li> <li>● Similarities / different / contrast</li> <li>● Textures – lumpy, smooth, rough, gritty. shiny</li> <li>● Sculpture</li> <li>● Stone and bronze - figurative art tradition.</li> </ul>   |  |
| <b>Y<br/>E<br/>A<br/>R<br/>3</b> | <p><b>Madelene Odundo-Aftican Potter/Ceramist</b></p> <ul style="list-style-type: none"> <li>● Explore the children’s roots.</li> <li>● Experiment with clay through layering, tearing and overlapping.</li> <li>● Evaluate their work using the language of art.</li> <li>● Mix and use tints and shades of colours for painting their pottery.</li> <li>● Learn about the techniques of Madelene.</li> </ul> <p>Analyse a work of art by this artist.<br/>In this unit children will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> <li>● Ethnic Heritage</li> <li>● Shades / tints</li> <li>● Depict artefacts from their culture using clay</li> <li>● Identification</li> <li>● Social practice</li> </ul> | <p><b>Patterns in Nature: William Morris</b></p> <ul style="list-style-type: none"> <li>● Use printing to create repeating patterns.</li> <li>● Create patterns using ICT.</li> <li>● Experiment with different painting effects E.g. blocking in colour.</li> <li>● Mix colours and know which primary colours make secondary colours.</li> <li>● Explore the work of William Morris and Hokusai.</li> <li>● Critique his work at the William Morris Gallery.</li> <li>● Pupils to make links between their work and the work of William Morris and Hokusai. William Morris/Hokusai In this unit children will have an opportunity to use words and phrases related to: Repeated decorative design</li> <li>● More than once, repetition</li> <li>● Balance, creative</li> <li>● Symmetrical, rotation</li> <li>● Thick, thin, soft, broad, narrow, fine line, shape, detail</li> <li>● Embroidered textiles,, Woven fabrics and Tapestries</li> </ul> | <p><b>Arts Weeks Focus: Henri Matisse</b></p> <ul style="list-style-type: none"> <li>● Work on a range of patterns</li> <li>● Record multiple drawings in sketchbooks in an Artist’s style.</li> <li>● Apply tone in a drawing in a simple way.</li> <li>● Beginning to have an awareness of the potential of different tools. Yearly cross curricular theme</li> </ul>  |
|                                  | <b>Autumn 1</b>  | <b>Spring 2</b>   | <b>Summer 2</b>  |
| <b>Y<br/>E<br/>A<br/>R<br/>4</b> | <p><b>Pop-Art Andy Warhol &amp; Cartoon Art- Walt Disney</b></p> <ul style="list-style-type: none"> <li>● Focus on building ideas in a sketchbook.</li> <li>● Use the sketchbooks to review and develop ideas.</li> <li>● Experiment with different grades of pencil and other implements to create lines and marks.</li> <li>● Explore and apply shading techniques to their figures.</li> </ul>  | <p><b>Madelene Odundo-Aftican Potter/Ceramist Clarice Cliff</b></p> <ul style="list-style-type: none"> <li>● Explore the work of an artist and the techniques they use.</li> <li>● Practice using clay tools to create different effects.</li> <li>● Create surface patterns and textures in malleable material.</li> <li>● Use paper mache to create a 3D object.</li> <li>● Link to Roman Artefacts.</li> </ul>   | <p><b>Arts Weeks : Explore Printing-John Platt</b></p> <ul style="list-style-type: none"> <li>● Paint a colour wheel.</li> <li>● Chn to have a knowledge of complementary and contrasting colours.</li> <li>● Explore the effect of adding a light source in a painting e.g. sun or lamp; Victor Horta. Begin to express mood in paintings considering colour for purposes. Yearly cross curricular theme</li> </ul> |

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|                                  | <ul style="list-style-type: none"> <li>● Explore and compare different styles of cartooning (Walt Disney/Japanese cartooning)</li> <li>● Discover what a caricature is.</li> <li>● Develop the technique of drawing caricatures. Walt Disney/Japanese cartooning</li> </ul> <p><b>In this unit children will have an opportunity to use words and phrases related to:</b></p> <ul style="list-style-type: none"> <li>● Caricature , Animation , Cartoon</li> <li>● Backgrounds /foreground</li> <li>●light &amp; Shading / lines / positive and negative space</li> </ul>  | <ul style="list-style-type: none"> <li>● Evaluate their work using the language of art.</li> </ul> <p><b>In this unit children will have an opportunity to use words and phrases related to:</b></p> <ul style="list-style-type: none"> <li>● Ceramic / Earthenware / Porcelain</li> <li>● Kiln / fire</li> <li>● Hand building / Jiggering and jolleying</li> <li>● Felting knives</li> <li>● Wooden modelling tools/Scrappers and ribs</li> </ul>   |   |
| <b>Y<br/>E<br/>A<br/>R<br/>5</b> | <p><b>African Lanscapes: Wangechi Mutu</b></p> <ul style="list-style-type: none"> <li>● Identification of the primary colours.</li> <li>● Colour mixing</li> <li>● Explore the effects of different brushes and tools.</li> <li>● Use textured paint.</li> <li>● Make links between their own work and the artist’s patterns shown to them.</li> </ul> <p><b>In this unit children will have an opportunity to use words and phrases related to:</b></p> <ul style="list-style-type: none"> <li>● Colours: bright, dull, light, dark</li> <li>● Colour mixing, :thick, thin, watery, blending bright and dull and light and dark colours</li> <li>● Textures: smooth, crinkly, rough</li> <li>●explore: cause and effect, Wet, dry and Symmetry</li> </ul> <p>Negative and positive space, perspective</p> | <p><b>Explore Street Art : Banksy</b></p> <ul style="list-style-type: none"> <li>● View and critique street art in London.</li> <li>● Store images and present them using software.</li> <li>● Work into prints with a range of media e.g. pens, colour pens and paints.</li> <li>● Create prints with multiple layers and colours. <ul style="list-style-type: none"> <li>● Relief print using etching.</li> </ul> </li> <li>● Pupils to make links between their work and the work of Banksy and Shamsia Hassani. Banksy/Shamsia Hassani</li> </ul> <p><b>In this unit children will have an opportunity to use words and phrases related to:</b></p> <ul style="list-style-type: none"> <li>● Graffiti / yard bombing / throwie</li> <li>● Bright, bold, advertising</li> <li>● Stencil Art</li> <li>● Shadowing / layered effect</li> </ul> | <p><b>Exploring Batik-Maria Teresa Neri</b></p> <p>Design a pattern on calico or canvas</p> <p>Choose particular colours for a purpose and impact</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Use candle wax to create resistant areas where the paint will not take</p>   |
| <b>Y<br/>E<br/>A<br/>R<br/>6</b> | <p><b>Self-Portraits and Still Life: Vincent Van Gogh</b></p> <p>Exploring modelling fruit, flowers, objects to support drawing activities. Use a variety of tools purposefully</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Explore what happens when mixing colours and manipulating materials to the desired effect</p> <p>Constructs with a purpose in mind</p>   | <p><b>Tie Dye: Zak Zyroka</b></p> <p>Return to and build on their previous learning, working with fabric and dyes. Refining ideas and developing their design and the ability to represent them.</p> <p>Uses media and material in a range of ways</p> <p>Choose particular colours for a purpose and impact</p>  | <p><b>Exploring Nature Patterns-William Morris</b></p> <ul style="list-style-type: none"> <li>● Use printing to create repeating patterns.</li> <li>● Create patterns using ICT.</li> <li>● Experiment with different painting effects E.g. blocking in colour. Mixing colours and know which primary colours make secondary colours.</li> <li>● Explore the work of William Morris and Hokusai.</li> <li>● Critique his work at the William Morris Gallery.</li> <li>● Pupils to make links between their work and the work of William Morris and Hokusai. William Morris/Hokusai</li> </ul> <p>In this unit children will have an opportunity to use words and phrases related to: Repeated decorative design</p> <ul style="list-style-type: none"> <li>● More than once, repetition</li> <li>● Balance, creative/ Symmetrical, rotation</li> <li>● Thick, thin, soft, broad, narrow, fine line, shape, detail</li> <li>● Embroidered textiles,, Woven fabrics and Tapestries</li> </ul> |

