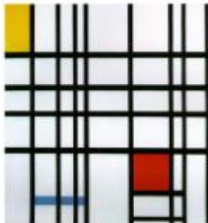


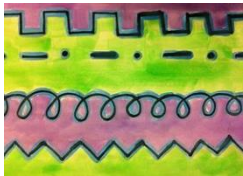









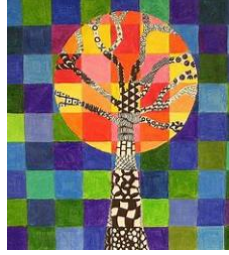











CHBP Art Curriculum Map (Brunswick Park Version)

	EVFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				AUTUMN			
Project and Artist	 <p>Artist: Piet Mondrian Project: Introduction to line and primary colours</p>  <p>Project: Shapes Introduction to line</p> 	  <p>Artist: Kandinsky Project: Introduction to colour and shape</p>  <p>Project: Line Drawing, Cutting skills, Collage</p>	 <p>Artist: Jeff Koons Project: Collage</p>  <p>Artist: Yayoi Kusama Project: Pumpkin Art Printing spots</p>  <p>Artist: Cecilia Vicuña (born 1948) is a Chilean poet and artist Project: Felt Art. Measuring, choosing materials, and resilience in artistic creation,</p>	  <p>Artist: Banksy Project: Drawing and stencilling</p> 	 <p>Artist: Paul Cezanne Project: Still Life</p> <p>Project: Colour Theory Cool and Warm colour Trees</p>  <p>Project: Tertiary colour winter trees</p> 	  <p>Artist: Peter Thorpe Project: Still life trainer, Abstract Still Life & Space Art Project. Big Question: Space, Science and Art linked?</p>  <p>Project: Design a Mayan mask</p>	 <p>Artist: George Braque Project: Cubism Water bottle Still Life</p>  <p>Artist: Henry Moore Project: WW2 Artist</p> <p>Drawing Sculpture: Soap Art in the style of Henri Moore</p> 



Project: Printing Christmas cards



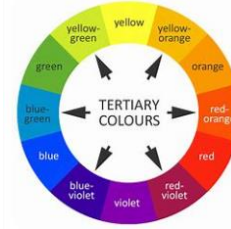
Line Drawing,



Artist: David Hockney
Project: Landscape & Oil Pastel Art



Project: Clay coil Pots:



Artist: Damian Hirst
Project: Clay skull



<p>Skills</p>	<p>DRAWING</p> <ul style="list-style-type: none"> • Begin to show some control in drawing, for example, straight, curved or wiggly lines & shapes, & adding colour. <p>PAINTING</p> <p>Experiment with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint.</p> <ul style="list-style-type: none"> • Investigate colour mixing. 	<p>PAINTING</p> <p>Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water.</p> <p>COLLAGE</p> <p>-Modify chosen collage materials in a range of ways e.g. by cutting, tearing or re-sizing.</p> <p>-Make choices about which materials to use for collage based on colour, texture, shape and pattern.</p> <p>DRAWING</p> <ul style="list-style-type: none"> • As control improves, develop tonal work using lines. • Expand and revisit materials used, building skills as you use them. • Ensure a balance between drawing stimuli. • Move towards a graduated infilling. • Continue to look at and discuss artists' work, build and expand. • Can they draw lines of different shapes and thickness, using different grades of pencil? • Use some control when drawing and painting 	<p>COLLAGE</p> <p>Experiment with overlapping and overlaying materials to create interesting effects.</p> <p>PRINTING</p> <p>Create order, symmetry, irregularity.</p> <p>Extend repeating patterns - overlapping, using two contrasting colours etc.</p>	<p>COLLAGE</p> <p>In sketchbooks, use collage as a means of collecting and adapting ideas.</p> <p>DRAWING</p> <p>-Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>3D</p> <p>Be confident in shaping and modelling materials</p>	<p>PAINTING</p> <p>Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours.</p> <p>DRAWING</p> <p>Demonstrate greater control over drawing tools to show awareness of proportion and perspective,</p> <p>-continuing to develop use of tone and more intricate mark making.</p> <p>3D</p> <p>-Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration</p>	<p>PAINTING</p> <p>Apply paint with control in different ways to achieve different effects, - experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials.</p> <p>3D</p> <p>-Plan a sculpture, developing an idea in 2D into a three-dimensional piece.</p> <p>-Persevere when constructions are challenging and work to problem solve more independently</p>	<p>DRAWING</p> <p>-Draw expressively in their own personal style and in response to their choice of stimulus, -showing the ability to develop a drawing independently.</p> <p>3D</p> <p>-Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.</p> <p>-Combine materials and techniques appropriately to fit with ideas.</p> <p>-Confidently problem-solve, edit and refine to create desired effects and end results.</p>
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SPRING

Project

Monet



Artist: Claude Monet
Project: Impressionism



Project: Stories around the world
Aboriginal Art, Stained glass window



Project: Weaving



Project: Cherry Blossom



Project: Illustrations
Dr. Seuss



Artist: Sir Christopher Wren -
Project: Architecture of London - Great Fire of London
Compare with contemporary architects



Collage



Project: Traditional African Masks.
Transforming milk bottles into beautiful masks.

Imogongo Art from



Artist: Hokusai
Project: Printing
Big Question:



Artist: Henry Rousseau
Project: The Rainforest
Big Question: Whats your 'Surprise' dream world?



Artist: Henry Rousseau & Tiffany Kingston (Australian artist)
Bernadette Twomey (Australian artist)
Project: The Rainforest



Artist: Claude Monet
Project: Impressionism: perceptions of light and nature.



Artist:
Project: Upcycling Textiles project
Multi layer Printing





Project: Plants

Mother's Day Cards
Fork printing



Artist: Van Gogh
Project:

Rwanda - Patterns



Artist:
Project: Symmetrical
Insects



Tiffany Kingston

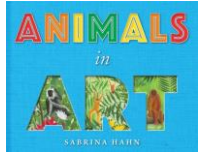
<p>Skill</p>	<p>PAINTING Experiment with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint. • Investigate colour mixing.</p>	<p>PAINTING Continue to look at and discuss paintings by different artists. • Single mounting own work. • Use some control when drawing and painting • Use primary and secondary colours</p>	<p>COLLAGE Experiment with overlapping and overlaying materials to create interesting effects. Painting Have the correct language for equipment and media they use. • Confident at mixing and predicting colours. • Confident about lightening and darkening colours and confident to make own black. • Confident to work independently, in groups and as a class. • Experiment with watercolour techniques to create different effects. • Selects the best material for the job.</p> <p>DRAWING Developing intricate patterns/mark making with pencils, able to vary line tone, beginning to use this in work. • Can they understand where they might use different grades of pencil in their drawing and why? • Can they use different shading techniques to create different tones? • Have had an experience of working on a variety of types/colours/shapes and</p>	<p>PRINTING Explores images through mono-printing on a variety of paper. Explore colour mixing through overlapping colour prints deliberately.</p> <p>DRAWING Begin to collect observations and ideas in sketch books. • Begin to use their sketches to develop a final piece of work • Use a range of different materials (e.g. pastels, charcoal, pencil etc) in their drawing. • Show patterns and textures in their work which differentiate tones. • Begin to show perspective and depth in their drawing. • Use drawing as a tool to express and idea. • Create texture by adding dots and lines. • Indicate movement using lines.</p>	<p>DRAWING Demonstrate greater control over drawing tools to show awareness of proportion and perspective, Continuing to develop use of tone and more intricate making.</p> <p>PAINTING Predict what colour will be mixed and recreate it later. • Purposefully select brush techniques to create different effects. • Predict the effect of the colour/size/texture of paper will have on their painting. • Understand the different properties of different paints. • Create mood in a painting. • Use shade to create depth in a painting.</p> <p>COLLAGE Use collage as a tool to independently develop a piece in mixed media. • Use collage to independently create a mood boards of ideas. • Explore a range of textures using textiles. • Use a combination of visual and tactile ideas. • Combine different materials in different ways.</p>	<p>PAINTING Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials.</p>	<p>PRINTING Start to overlay prints with other media. Print on fabric. Use this as a starting point for embroidery.</p>
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			<p>sizes of paper. • Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</p>				
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SUMMER

Artist:

Artist: Clare Young
UK Artist
Project: Animals in Art



Printing and Rubbings



Artist: Leonardo Da Vinci
Project: Flight



Sculpture: Clay Owl



Printing: String art

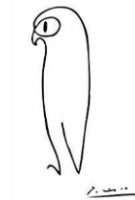
Artist: Georgia O'Keeffe
Project: Exploring nature



Artist: Paul Klee
Project: Portrait of Florence Nightingale



Artist:
Project: Shapes in Architecture. St Basil's Cathedral



Artist: Pablo Picasso
Project: Owl Art



Artist: Chen Rong
Project: Mystical Creatures



Artist: Sorcha O'Higgins collage artist
Project: 1 Point Perspective shapes



Artist:
Project: Ancient Greece Illustrations



Artist: Frederick Childe Hassam was an American Impressionist painter, noted for his urban and coastal scenes.
Project: 2 Point Perspective urban scene



Artist:
Project: Egyptian Art



Artist: Romero Britto
Project: Neo Pop Art: Self Portraits :

Skill		<p>DRAWING/PAINTING Develop observational skills to look closely and reflect surface texture & pattern through mark-making.</p> <p>PRINTING Create patterns and pictures by printing from objects using more than one colour (link to Klee). -Develop impressed images with some added pencil or decorative detail. Relief printing - string, card.</p> <p>3D Develop understanding of 3D forms to construct and model simple forms using a range of materials. -Begin to collaborate.</p>	<p>DRAWING</p> <ul style="list-style-type: none"> • Developing intricate patterns/mark making with pencils, able to vary line tone, beginning to use this in work. • Can they understand where they might use different grades of pencil in their drawing and why? • Can they use different shading techniques to create different tones? • Have had an experience of working on a variety of types/colours/shapes and sizes of paper. • Working in a variety of ways: on a table/floor/easel/etc. • Discussing a range of drawings in different media by different artists from a variety of cultures they have visited/learned about. • Can they use a viewfinder to focus on a specific part of an artefact before drawing it? 	<p>PAINTING</p> <p>Develop colour mixing and matching skills.</p> <ul style="list-style-type: none"> • Develop brush control skills and use brushes in different ways. • Use items other than a paintbrush to create different effects (e.g. feathers, fingers, card). • Explore different ways to lighten and darken. • Explore a wider range of paint types and techniques. • Identify what colours work well together. • Create a background using a wash. • Begin to work more abstractly. • Experiment with mood using colour <p>DRAWING</p> <p>Begin to collect observations and ideas in sketch books.</p> <ul style="list-style-type: none"> • Begin to use their sketches to develop a final piece of work • Use a range of different materials (e.g. pastels, charcoal, pencil etc) in their drawing. • Show patterns and textures in their work which differentiate tones. • Begin to show perspective and depth in their drawing. • Use drawing as a tool to express and idea. • Create texture by adding dots and lines. • Indicate movement using lines. 	<p>DRAWING</p> <p>Develop skills in collecting and modifying ideas from observations in their sketchbooks.</p> <ul style="list-style-type: none"> • Begin to experiment with ideas in their sketch books. • Experiment with choosing materials from a range provided. • Show patterns and textures in their work which differentiate tones and begin to overlay colours. • Show tone and texture using hatching and cross hatching. • Develop use of perspective, distance and depth in their drawing. <p>PRINTING</p> <p>Develop the use of layers and overlays (up to 6).</p> <ul style="list-style-type: none"> • Design and create more complicated stencil work. • Explore a variety of printing techniques. • Create an accurate print design. • Use printmaking as a tool with other medias to develop a final outcome. 	<p>DRAWING</p> <p>Reflect on and adapt their ideas using a sketch book.</p> <ul style="list-style-type: none"> • Choose their own materials from a range provided to use in their drawings and explain why they selected them. • Select their own paper size/scale. • Use correct terminology for materials they have selected. • Begin to develop their own style. • With support can select and mix suitable media within a single piece. • Use shading and tone to add depth and shape to their drawings. • Use line to create movement in a drawing. • Understand how drawing skills can support other medias. • Develop a series of drawings that explore a theme. 	<p>DRAWING</p> <p>Reflect on and adapt their ideas using a sketch book with a focus on the purpose of the piece of artwork being created.</p> <ul style="list-style-type: none"> • Identify and explore the work of other artists within their own drawings. • Choose their own materials from a range provided to use in their drawings and justify their selection. • Select and mix suitable media within a single piece. • Their drawings show a strong understanding of how to use shading techniques to create depth and tone. • Begin to use perspective in both abstract and real-life art.
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Evaluating	Observe & describe their own artwork and say if they like it or not	Describe and compare features of their own and other's artwork.	• Explain their ideas and opinions about how they and others could improve their artwork, giving reasons.	Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.	Give reasoned evaluations of their own and others work which takes account of context and intention.
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