

ART & DESIGN CONTENT MAP – YEAR A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1 & Y2	Topic: Welly Boots & New Shoots	Topic: Can you travel around the world in 80 days?		Topic: Arctic Explorers	Topic: Act Healthy. Eat Healthy. Be Healthy.	Topic: The toys that time forgot
	Topic: 3D Art: Andy Goldsworthy – Land Art Printing: vegetables.	Topic: Painting: Aboriginal Paintings. Christmas Crafts.	Topic: Textiles: Chinese Blossom Trees	Topic: Painting: Warm and Hot colours – Rothko	Topic: Collage & Drawing: Matisse - Fruit Observation	Topic: Digital Art: Photographs then and now.
<ul style="list-style-type: none"> ● use a range of materials creatively to design and make products. ● use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. ● develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ● about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links in their work. <p><i>Links to EYFS:</i> <i>Expressive Art and Design: Exploring and Using Media and Materials</i> ELG - Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><i>Expressive Art and Design – Being Imaginative</i> ELG - 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, music, dance, role play and stories.</p>						
Y3 & Y4	Topic: Meet the Flintstones!		Topic: River Deep, Mountain High		Topic: How ruthless were the Romans?	
	Topic: Drawing: Line drawings and book illustrations	Topic: Painting: Cave paintings	Topic: Painting/drawing: Local artist study	Topic: 3D art: Landscape models (dioramas) Model making.	Topic: Pottery: Roman art – pottery and sculpture.	Topic: Drawing: Botanical illustrations (Science link)
<p>Pupils should be taught to develop their techniques, including their control and use their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> ● to create sketchbooks to record their observations and use them to review and revisit ideas. ● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint and clay). ● about great artists, architects and designers in history. <p>Pupils should be taught to develop their techniques, including their control and use their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.</p>						
Y5 & Y6	Topic: Exploring Eastern Europe		Topic: Unmasking the Mayans		Topic: Keep the Home Fires Burning	
	Topic: Drawing: Gothic art (artist study)	Topic: Painting and modelling: Eastern Europe: Dracula Castles and artwork (alongside DT)	Topic: Designing and drawing: Mayan masks (alongside DT)	See DT content map and medium term planning.	Topic: Painting: Abstract Expressionism – Wassily Kandinsky. (German artist study and Science link – Forces)	Topic: Pop art – Post war Britain
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ART & DESIGN CONTENT MAP – YEAR B						
	Topic: To infinity and beyond!	Topic: Let it snow!	Topic: Where would you rather live: England or Africa?		Topic: Creepy Crawlies	Topic: Oh, I do like to be beside the seaside!
Y1 & Y2	Topic: Textiles: Aliens love underpants (Also see DT planning)	Topic: Collage: Van Gogh – Colours of the seasons. Christmas Crafts	Topic: Drawing: English Landscapes	Topic: Painting: African Animals - Rousseau "Tiger in a Tropical Storm"	Topic: Printing: William Morris - Leaf prints	Topic: 3D Art: Under the sea scenes
	<ul style="list-style-type: none"> ● use a range of materials creatively to design and make products. ● use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. ● develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ● about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links in their work. <p><i>Links to EYFS:</i> <i>Expressive Art and Design: Exploring and Using Media and Materials</i> ELG - Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><i>Expressive Art and Design – Being Imaginative</i> ELG - 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, music, dance, role play and stories.</p>					
Y3 & Y4	Topic: Welcome to our Kingdom		Topic: There's no place like home!		Topic: Raiders or Traders?	
	See DT content map and medium term planning.	Topic: Drawing and painting: Illuminated manuscripts (Anglo Saxons)	Topic 3D art: mapping the local area/village	Topic: 3D art & photography: Land art – Andrew Goldsworthy inspired.	Topic: Collage and painting: Viking dragons	See DT content map and medium term planning.
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Y5 & Y6	Topic: Phenomenal Pharaohs		Topic: Vicious Volcanoes		Topic: Who Let the Gods Out? (Ancient Greece)	
	Topic: Collage and painting: Ancient Egypt – friezes and hieroglyphs.	See DT content map and medium term planning.	Topic: Drawing: The Heart – scientific illustration.	Topic: Printmaking: Properties of Change/Hokusai Japanese art.	Topic: Pottery: sculpture, architecture/ plates (clay)	See DT content map and medium term planning.
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*Our intent is to **inspire** children to learn more about the world in which they live. We aim to equip them with the skills and subject knowledge that they need to **care** for themselves, each other and our global community and **grow** as citizens in our ever changing world.*