



Art: Whole School Curriculum Map

Art Intent Statement:

Art at Scott Wilkie is taught using cross curricular topic links in a creative and enriching way. This enables our children to make links with their existing knowledge and find inspiration from topics that are familiar to them. We want our children to learn about and be inspired by great artists, architects and designers from different time periods in history and a range of cultures.

Our pupils are taught and encouraged to develop their own artistic skills through a range of different mediums: drawing, painting, sculpting and collage. Across the school, each art topic starts by exploring the features of a particular artist or artistic style, investigating the style, building up skills and ideas through the topic before producing a final piece, bringing all these techniques together.

At Scott Wilkie, we understand that art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We want all of our pupils to:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design

We strive to ensure that all year groups enjoy annual trips to various art galleries across London, which provide enriching opportunities for immersing children into art and widening their cultural horizons. During our annual art week, year groups are able to work with artists from outside the school and are challenged to produce art work around a given theme which is displayed annually at a borough exhibition at the University of East London.



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Suggested Educational visits to enhance the Art Curriculum at Scott Wilkie.

Each year group should visit an art gallery **annually** so that the children have visited 6 different art galleries by the end of Key Stage 2

Year 1 – Tate Gallery – seasonal changes

Year 2 – Portrait Gallery - self portraits

Year 3 – National Gallery – Look at ways of representing plants

Year 4 – Tate Modern – Link to Science topic of materials. Geography Trip around London – look for a rotating exhibition to support London Artwork

Year 5 – Kew Gardens – Botanical Drawing House

Year 6 – V&A Museum / Design Museum - Orla Keilly

Non Negotiables for Art (During every unit of art, children at Scott Wilkie should:)

Explore the works of an artist, architect, or a particular artistic style.

Compare and contrast the works of different artists (What is the same ? What is different between 2 pieces of art)

Be taught to develop the relevant age appropriate skills from the Scott Wilkie Skills progression ladders (See below)

Work on different sizes and types of paper using a range of media, tools and techniques

Draw/Paint/Sculpt for a sustained period of time with concentration

Use their sketch books to:

- Record their observations, review and revisit ideas. Develop and share their ideas, experiences and imagination.
- Explore a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Experiment creating pieces of art in the style of particular artists
- Evaluate and analyse creative works using the language of art, craft and design


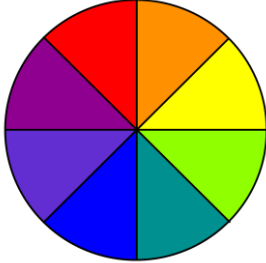

Create a final piece of art work suitable for display. (a photo of which should be stuck into and evaluated in sketch books)

Each art unit requires 6 hours.



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Art Curriculum Content

	Drawing	Painting	Sculpture
Y1	<p>Link topic to Seasonal Changes</p> <p>Experiment with mark making using a range of media in their sketch books (E.g. use 6 different marks with each media: use the flat edge, use the point)</p> <ul style="list-style-type: none"> - Graphite sticks - Charcoal - Sticks and Ink - Crayons - Avoid use of pencils in year 1 <p>Be confident using a range of media to produce line.</p> <p>Artist:</p>  <p>Paul Nash John Nash Jasper Johns (use Tate website to search for seasons images by these artists)</p> <p>Suggested Outcome:</p>	<p>Be able to hold a paintbrush correctly and use the tip to paint with</p> <p>Know the primary colours</p> <p>Mix secondary colours from primary colours</p>  <p>Know that when mixing, dark colours should always be added to light colours</p> <p>Match colours to objects</p> <p>Artist: Kandinsky Suggested Outcome: Create a painting in the style of the artist Kandinsky</p> 	<p>Create masks using wet brown tape and balloons, link to topic of animals to create the face of a chosen animal.</p> <p>Skills</p> <p>Cut and tear tape</p> <p>Select objects to join together using tape and glue</p> <p>Technique focus re: building up a surface to create a relief using wet tissue paper etc e.g. building up a nose, eyebrows etc</p> <p>Ensure there is a focus upon creating form/moulding as opposed to just decorating a flat surface with feathers/beads.</p> <p>Compare real life masks if possible.</p> <p>To decorate :</p> <p>Select items to decorate and fix using glue (feathers / sequins etc)</p>



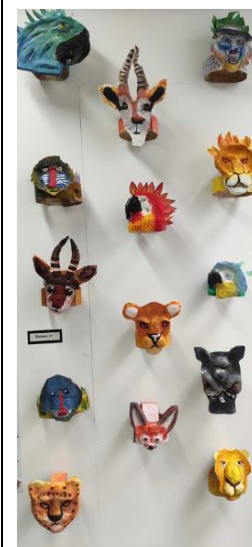
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Use at least 2 different types of media to draw an object E.g. Plant

Artist: Show children images of west indian/African carnival masks as a starting point to explore

Suggested outcome:
Create an animal carnival mask using wet brown tape on a balloon



From Newham Exhibition



African Carnival Masks

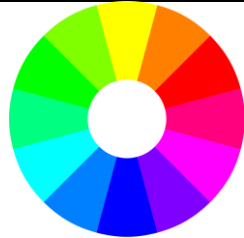


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			 <p>Vivid Vejigante</p> 
	Painting	Drawing	
Y2	<p>Experiment with mark making using a range of brushes</p> <p>Mix secondary colours from primary colours plus: begin to make tints and shades by adding colour to white and dark colours to lighter colours.</p>	<p>Trip to portrait gallery – what can you tell about a person by looking at their portrait? (Book a workshop?)</p> <p>Discussions using mirrors – what can you see on your face? Analyse the detail of facial features. (Use Austin's Butterfly style AFL discussions)</p> <p>Experiment with a range of media to create line and tone (light and dark)</p> <p>Use media from year 1 + different pencils, coloured chalk, oil pastels,</p>	No art



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Experiment with different thicknesses of paint (watercolour/ready mix) Be able to describe the difference between textures of different paints and the effect they have.
Create washes using watercolour paint
Create movement using a range of techniques (such as: repetition of shapes, swirling arcs, circles, swirls)



Artist: Turner Painting The Fire at the Great Store - Tower of London
Suggome:
Create a painting in the style of Turner linked to the Great Fire of London. Select own brushes and colours and apply techniques to show movement and use a range of textures.



Explain how marks are being created and show an awareness of how to create different lines and tones (how to make a darker mark, lighter mark, wider mark, narrow mark.)

Begin to represent facial features with a view to their relative / comparative size (drawing to scale, a person is smaller than a house)
Play with different techniques with each feature – draw an eye in the style of 3 different artists – lips/ ears etc

Select between 2 or 3 media to create a drawing which shows understanding of scale, explain selection choices.

Artist: Tony Cragg
Auerbach

Giacometti


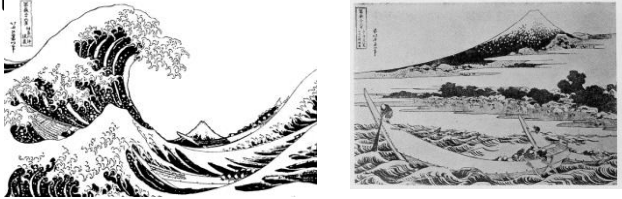

Suggested Outcome: Draw a self portrait in the style of an artist (artist of choice)





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Lower Key Stage 2

	Sculpture	Drawing	Painting
Y3	<p>Link to RE symbols unit: Investigate different religious symbols and then go on to create their own symbol for their beliefs. Use Alan Davie entrance to a paradise as a s</p>  <p>Explore - What do the symbols mean? Design own symbol (initially as a drawing) Create symbol as a 'relief sculpture' using mod roc- a sculpture which has a flat side.</p> <p>Skills: Create 3D form with paper Tape onto a board (a5 size) Cover with Modroc – smooth Modroc so that all holes are filled with plaster – Do not paint with colour! Leave white to allow for shadow work. Or paint all in gold etc Add detail and pattern using tiny piece of Modroc to create dots stripes etc</p>	<p>Link to Geography – Natural disasters Experiment with different media for effect E.g. graphite sticks with felt tip pen for emphasis</p> <p>Create tone using techniques such as: Blending from dark to light using pencil Patterns to represent texture of objects (waves etc) Tone to represent shape. Begin to blend colours using chalks, pencils, oil pastels Create texture using a range of lines and tones (See Hokusai's drawings)</p> <p>Draw on different scales (taking something small and enlarging it and taking something small</p>  <p>Artist: Hokusai</p> <p>Suggested outcome: Drawing in the style of Hokusai based on images of different volcanoes. (At least 6 different photos of</p>	<p>Link to Plants in Science</p> <p>Experiment using watercolour paints on wet and dry paper to create washes.</p> <p>Explore blended/faded washes to create the effect of a petal. Explore colour variation when mixing and blending harmonies.</p>  <p>Compare and contrast the works of the following artists and experiment painting in the style of each.</p> <p>Artists: Elizabeth Blackadder Samira Yanushkova Georgia O Keefe Suggested Outcome: Paint a flower in the style of a chosen artist</p>



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Artist: Paolozzi



volcanoes so that all drawings look different on a table)

Elizabeth Blackadder



Samira Yanushkova








<https://www.samira.com.ua/>

Georgia O'Keeffe





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	Drawing	Painting	Sculpture
Y4	<p>Link to London Landmarks Demonstrate perspective: Using line (one point perspective) using tone (the further away an object is the lighter/hazier it becomes. The closer the object the sharper it becomes)</p> <p>Know depth of field (Knowing that an object is in front of another object because part of an object is hidden) Use viewfinders to select an area of focus for drawing</p> <p>Draw an object from a range of viewpoints, angles and perspectives.</p> <p>Artists: Mies van der Rohe Zaha Hadid</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>Link to Hindu Temple – Place of Worship Visit Book a visit to Sri Murugan Temple to observe patterns</p>  <p>Colour mix to explore harmonies using the following colour wheel:</p>  <p>Compare different surfaces to paint on (card, range of papers, foil) and explain the effect on each. Experiment with mark making to create patterns using paint and a range of tools on 4/5 different types/ colours of paper</p>	<p>Use paper lamination to create a representation of an animal. (Book Catherine to Plan)</p> <p>Linked to Living Things in Their Habitat - Science</p> <p>Simplifying the idea of an animal to identify only its key features Create forms by crushing paper Create a smooth surface using paper lamination Create patterns to represent texture Apply patterns to a 3D form. Artist: Innui Animal Sculptures</p> <p>Suggested outcome: Create a sculpture in the style of an Innui Animal Sculpture (avoid</p>





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	<p>Suggested outcome:</p> <p>Draw the same landmark from a range of angles</p>	<p>E.g. sponge, glue spreaders, cocktail sticks, combs, sticks</p> <p>Use papers created to create a collage that represents a Hindu Temple.</p> <p>Artist: The Singh Twins</p> <p>Suggested outcomes: Create a collage of a Hindu Temple using a range of textures/materials and apply patterns to the collage using paint to create a piece of art in the style of the Singh Twins.</p> 	<p>legs.) - Sea Creatures or something simple</p>  <p>Mexican Folkart - Pedro Linares Lopez</p>
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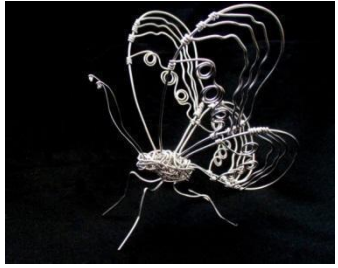
			  <p>Cartoneria https://www.youtube.com/watch?v=PI7FRrkJ_ZI https://www.youtube.com/watch?v=pczWHPw3JQY</p>
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Upper Key Stage 2

	Drawing	Painting	Sculpture
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<p>Y5</p>	<p>Stimulus: <u>BOTANICUM</u> (HARDBACK BOOK AND POSTCARDS) Visit to Kew Gardens for Art to look specifically at Botanical Drawings.</p> <p>Create a range of lines and tones to represent different textures of objects using drawing pencils (E.g Plants)</p> <p>Observe and draw separate parts of plant in detail before trying to draw the whole plant – leaf, stem etc</p> <p>Selectively apply colour over a drawing (pencil, pastel)</p> <p>Blend colours and tone to represent an object (E.g. flower)</p> <p>Use magnifying glasses to observe and replicate detail in drawings</p> <p>Work in the negative (E.g. white chalk on black paper, rubber into graphite)</p> <p>Artist: Botanical drawings - Kew Garden trip Marianne North Gallery</p> <p>Suggested outcome: Botanical drawing of real life plant.</p>	<p>Continue to explore harmonies through colour mixing (see years 3 and 4)</p>  <p>Explore complementary opposites and contrasting colours using the colour wheel. Build on mark making by exploring different shapes. Create compositions and select from 2 or 3 ideas. Know that when you create a layered image you paint a background first and work forwards. (Wash in the background first and build onto)</p> <p>Artist: David Hockney (The Grand Canyon) Visit Tate Britain - Hockney Gallery</p>  <p>Suggested Outcome: Create a painting The Rainforest in the style of David Hockney from given photographs (use a range to allow variation of paintings)</p>	<p>Wire Sculpture</p> <p>Link to Science : Life Cycle of a Butterfly</p> <p>Create caterpillars and chrysalis'</p> <p>Create Butterflies using wire</p> <p>Skills to be taught : Cutting, joining and shaping wire. Twist wire to create shape, Join wires using twists</p> <p>Use thin modelling wire.</p> <p>Artist: Elizabeth Berrien (The wire lady)</p> <p>Suggested outcome: Life cycle sculptures</p>  <p>Elizabeth Berrien</p>
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			<div data-bbox="1594 242 1908 667">Three detailed line drawings of dragonflies, each in a different pose, arranged diagonally from top-left to bottom-right.</div> <div data-bbox="1594 700 2036 1141">A detailed line drawing of a butterfly, shown from a top-down perspective, with its wings spread. The wings feature intricate patterns of lines and dots.</div> <div data-bbox="1594 1145 1818 1177"><p>Karen Akhikyan</p></div>
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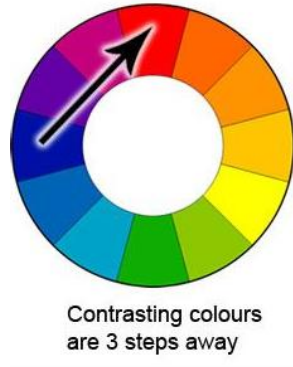
			 <p>Mark Irwin</p> <p>Gavin Worth Brian Boyer</p>
	Painting	Drawing	Sculpture
Y6	<p>Artist Study: Andy Warhol and Roy Lichtenstein - history of pop art</p> <p>Stimulus: Marilyn Diptych/tate modern video about pop art</p> <p>Techniques: explore relationship between</p> 	<p>Stimulus: Symmetry in nature, Native</p>	



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primary, secondary and tertiary colours. Build secondary/tertiary colour wheels using only the primary colours only.
Explore: using tertiary colours, explore hue, tint, shade and tone - consider how pop artists have used this in their work. Practise in sketch books.

Shared task 1: artwork of inanimate object - complimentary colour wheel - as used by Warhol - to create foreground of artwork.
Contrasting colour wheel for suitable background.



Shared task 2: use paint, stencils and benday dots to replicate drawing of a superhero in the style of Lichtenstein.

Hot task: create a self-portrait and impression of a polar bear (linked to writing unit) in the style of Warhol

American concept of spirit animals and poetry

Children to accurately draw gridlines to reflect a given half of their chosen animal. Children to consider symmetry and reflection in their drawing.



Children to practise sketching animal facial features after seeing teacher model.

Children to practise sketching techniques to imitate fur and hair and add depth and texture to their illustrations using a variety of pencil types.

Shading will also be used to imitate natural shadows that may occur.



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	and Lichtenstein.		
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Art Skills Progression Ladders

Mark Making or Drawing

Drawing is fundamental to developing children's understanding of the world, imagination and creativity and should be taking place across the curriculum for a variety of purposes on a regular basis. Pupils need experience of a wide range of media and work in both 2 and 3 dimensions.

Yr grp	Resources	Skills	Key vocabulary
N/R	Pencils, pens, graphite, string, felt tips, sticks and paint, papers, fabric,	<ul style="list-style-type: none">• Explore mark making with a range of tools and media – including using made or natural objects• Use marks to represent ideas• Work on a range of scales and surfaces• Be able to work from observation, memory and imagination• Use a range of drawing and mark making tools in a range of contexts• Make choices about media to use• Talk about drawings they have done	Dark, light, thick, thin, straight, curved
Y1	Charcoal, metre sticks with markers	<ul style="list-style-type: none">• Begin to compare marks made by different tools• Respond imaginatively to a stimulus or story• Draw from memory events that have significance• Respond to and represent objects with a range of media and on a range of scales• Draw with their fingers in the air and on paper to practice before they begin• Say what they think and feel about their work	Hard, soft, smudge, different, the same, hard, soft, memory, imagination
Y2		<ul style="list-style-type: none">• Create tone using a range of media• Begin to represent the relative size of objects they are drawing• To be able to observe and record objects from different angles• Explore ways of representing textures using a variety of media	Tone, press, bigger, smaller,



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		<ul style="list-style-type: none"> Describe what they have done and say what they might do differently Identify and create patterns for use in their drawing Take rubbings from surfaces 	
Y3		<ul style="list-style-type: none"> Portray depth of field by overlapping objects Explore and practice different techniques for representing tone – shading, hatching, crosshatching To be able to sort, select and compare graphic marks Increase the scale of an object To be able to use viewfinders to select an area for a drawing To be able to say which media they prefer and why 	Compare, viewfinder, shade,
Y4		<ul style="list-style-type: none"> Use lines imaginatively in response to a range of stimuli Record from different perspectives Reduce a drawing of an object to the minimum number of lines Have opportunity to work with a range of media including fabric To be able to represent perspective in their drawing Identify challenges and begin to offer solutions 	Angles, viewpoints, scale,
Y5	Rubbers, Marker pens, Range of papers to include acetates, tracing paper, chalk	<ul style="list-style-type: none"> To use different energies to explore the impact on a range of different marks Develop layering techniques by using acetates, tracing paper and markers Work in negative with graphite and rubbers, chalk on black paper, 6B pencils and rubbers To be able to make their own viewfinder using a piece of paper To be able to make suggestions about artists choices 	Energy,
Y6		<ul style="list-style-type: none"> Choose combinations of media to fit the purpose of the drawing Be able to use interesting patterns and textures in their work Use magnifying glasses to do detailed drawings on a range of scales 	

Painting



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The visual elements that can be developed through painting are **colour, line, pattern, texture, space and tone**

Yr grp	Skills	Key vocabulary
N	<ul style="list-style-type: none"> • Self directed exploration of media including powder paint and double primary system. • Comment on their own and others work – colours, marks and shapes used • Hold and use brushes appropriately • Explore techniques for applying paint 	8 Colour names – red blue yellow orange purple green black and white Words that describe shape and size Words to describe marks and lines
R	<ul style="list-style-type: none"> • Make decisions and choices about tools to be used and suit them to purpose • Explore a range of tools and techniques for applying paint • Experiment with mixing two primary colours 	As above but more sophisticated
Y1	<ul style="list-style-type: none"> • Understand how to make secondary colours from primary colours • Begin to match colours to objects • Begin to understand how to make colours darker by adding small amounts of darker colour • Be able to mix paint to different consistencies - create a wash as a background for thicker paint • understand how to use brushes appropriately – the metal does not touch the page, the brush is stroked or twisted but never scrubbed or pushed down 	Darker, lighter Mixing, thick, thin Brush strokes, direction, curved straight, bumpy, spikey palette
Y2	<ul style="list-style-type: none"> • demonstrate greater control over tools and materials – apply paint using a range of brush strokes and select for specific purpose • collect and select lines (wiggly, zig, zag, straight) and patterns for their work • consider the relationship between emotion and colour, pattern and line • select colours and shapes for different purposes • make tints using white paint • experiment with watercolours and compare the effects to ready mix 	Shape names Feelings Pattern, line, shape, space Surfaces Collage Tints



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Y3	<ul style="list-style-type: none"> begin to understand the concept of harmony, contrast and colour intensity be able to compare paint qualities and textures and apply to their own work mix and use tints and shades begin to consider composition of their own work to create interest 	Colour families, tone, arrange, strokes Impasto –very thick paint Dabs, strokes compare, contrast primary, secondary technique,
Y4	<ul style="list-style-type: none"> use colour, pattern and texture to represent characters make decisions about the type and consistency of paint used to create specific effects explore the effects of and select from range of painting surfaces – cartridge paper, brown paper, corrugated card etc. develop and modify work as it progresses 	Irregular, surface, Observe, viewfinder, texture, enlarge, select, Repeated Blend, control, manipulate abstract
Y5	<ul style="list-style-type: none"> explore and use combinations of painted and drawn media select from a number of ideas to create a composition to suit a particular purpose understand the use of contrasting adjacent colours mix and match colours and patterns develop understating of scraffito and tonking 	Linear, expressive, vibrant, contrasting, adjacent, select, palettes Scraffito – scratching into surface, tonking – wiping off surface and working over
Y6	<ul style="list-style-type: none"> be able to mix secondary and tertiary colours to select from a range of tools and techniques to create a particular effect explore overlapping lines and shapes, blurring the edges of shapes, using flowing lines 	Viewpoint, representing, response, outline, contour, overwork, Brushwork,



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	<ul style="list-style-type: none">• use a limited colour palette and focus on two of the visual elements of texture, pattern and colour.• To be able to blend colours	
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Sculpture (including clay)

Educational visits:

Take opportunities when on educational visits to point out both reliefs and sculptures in the environment.

Specific art gallery visits can be planned to focus on techniques and ideas

Yr grp	Resources	Skills	Key vocabulary
N/R	Play dough, clay, boxes, tubes, masking tape, cello tape, PVA glue, glue sticks, pastes and papers, scissors, found objects for pattern making, glue spreaders	<ul style="list-style-type: none">• How to join materials using glue and tape• Use found materials to create imaginative 3D objects• To be able to manipulate modeling materials including clay• Understand what happens to clay when you add water• Experiment with rolling clay and pressing objects into it	Join, glue, stick, tape, wet, dry, push, pull, pinch, squeeze, press
Y1	Stones, sticks, leaves, shells, Brush on glazes	<ul style="list-style-type: none">• To be able to create patterns using found/natural objects• Begin to change the shape of objects by cutting or tearing to suit their purpose• Select from a range of fixing methods – glue, tape etc. for a particular purpose• To be able to create a thumb pot• Understand what changes take place when clay is fired• To be able to apply one colour of glaze	Pattern, line, shape, tear, cut, turn



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Y2	Card, paper, paper clips,	<ul style="list-style-type: none"> • Develop understanding of different media and joining • Use straws to build a 3D structure • To be able to form specific 3D shapes from clay- sphere, cone, cube, cuboid, • To be able to join clay to create a freestanding form 	Model, shape names, scratch, slip,
Y3	Newsprint paper, cellulose paste, tissue paper, paint and painting tools, wire	<ul style="list-style-type: none"> • Change shape and size of media to suit their intention • Identify differences between media or resources • To be able to shape wire to create a freestanding form to represent an idea • To create and develop different textures on the surface of a sculpture by using different techniques – painting effects, printing, objects • To use crushed paper to create a form • To use 1 or 2 thumb pots joined as the basis for a sculpture • To understand how to apply 2 colours of glaze 	Roll, crush, fix, laminate, bend, twist, plait, former,
Y4		<ul style="list-style-type: none"> • To be able to join different materials together selecting appropriate fixing method • Create relief to represent ideas using a range of media • To know the difference between a relief and a sculpture • Be able to make evaluative comments on different kinds of structures • To be able to use a coil construction to create a unique form 	relief, model, structure, coil, evaluate, symbol
Y5	Chicken wire,	<ul style="list-style-type: none"> • To be able to work collaboratively to create a group sculpture • To be able to use a slab construction to build a form from clay • To apply and carve into slip on clay before firing 	Slab, slip
Y6		<ul style="list-style-type: none"> • To be able to choose a technique from those they know to create a sculpture from clay • To use a range of decorative techniques 	