



# Booth Wood Primary School Art and Design Curriculum Map

Red Indicates Art Subjects, Green Indicates DT subjects.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	LS Lowry	Christmas DT	Pirate Paddy Packed Lunch.	Dips and Dippers  Joan Miro	Landscapes	Fabric Bunting
Year 2	Fabricate: Gustav Klimt	Christmas DT  Bonfire Art	Nature Sculpture	Sensational Salads	Kings and Queens	War and Remembrance Textiles
Year 3	Autumn Art  Drawing, pencil, colour Matisse and Cezanne	Battery Operated Lights	Bodies	Edible Garden	Insects	Lets go fly a Kite
Year 4	British Art	Stone Age Modelling	Fruit and Vegetables	Making a clay sacophagus	The Seaside	Maya cross- stitching
Year 5	Studying Tone  2022: Ancient Greek Pottery and Art	Viking Longships  2022: Studying Tone	Healthy Cooking	Healthy Cooking  European Art and Artists	Map textiles	Global Food Plants and flowers
Year 6	Tudor Art: William Morris	South American Art and DT	In the style of Monet			Automata Animals  Super Seasonal Cooking

# Booth Wood Primary School Art and Design Curriculum Map

Year 1

Autum 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LS Lowry	Christmas art and DT	Pirate Paddy's Packed Lunch Problems	Dips and Dippers Joan Miro	Landscapes and Cityscapes	Fabric Bunting/ Garden Decorations
<ul style="list-style-type: none"> <li>•Dream paintings based on own experiences.</li> <li>•To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines in the context of comparing works by LS Lowry.</li> <li>•Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of painting seascape, buildings, perspective etc.</li> <li>•Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context using scissor skills.</li> </ul>	<ul style="list-style-type: none"> <li>•Explore a range of different products</li> <li>•Select from and use a wide range of materials, textiles and ingredients.</li> </ul>	<ul style="list-style-type: none"> <li>• Design appealing products.</li> <li>• Communicate ideas through talking.</li> <li>• Evaluate ideas.</li> <li>• Talk about their final products and how they are suitable and fit a criteria.</li> <li>• Look at existing products and how they are suitable.</li> <li>• Use cutting, scratching and sculpting ideas to create a product.</li> </ul>	<ul style="list-style-type: none"> <li>•Select from and use a range of tools</li> <li>•Explore and evaluate a range of different products.</li> <li>•To use drawing to develop and share their ideas, experiences and imagination, in the context of drawing their own version of Joan Miró's 'The Farm'.</li> <li>•To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, in the context of using relief printing to create illustrations for a book.</li> <li>•To use a range of materials creatively to design and make products, in the context of designing a Surrealist sculpture.</li> <li>•To use sculpture to develop and share their ideas and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the work of at least two artists, identifying one similarity and one difference between their work.</li> <li>• Use colour, texture, pattern and line, to create landscapes and cityscapes in a range of materials.</li> </ul>	<ul style="list-style-type: none"> <li>•Explore and evaluate a range of existing products.</li> <li>•Evaluate ideas against design criteria.</li> <li>•Build structures exploring how to make something stronger.</li> </ul>

# Booth Wood Primary School Art and Design Curriculum Map

Year 2

Autum 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fabricate	Bonfire Art  Christmas Art	Nature Sculptures	Sensational Salads	Kings and Queens	War and Remembrance Art and Design
<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products, in the context of weaving a paper placemat.</li> <li>• Use materials creatively to make a product.</li> <li>• To learn about the work of a range of artists and craftmakers, making links to their own work, in the context of learning about weaving.</li> <li>• I can use ideas from the work of artists and craftmakers in my own work</li> </ul>	<ul style="list-style-type: none"> <li>• To generate, develop, model and communicate their ideas through talking, drawing, templates and where appropriate Technology.</li> <li>• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• Draw, paint, sculpt and develop ideas.</li> <li>• Develop a wide range of art and design techniques in colour, pattern, texture, line, shape, form and space.</li> </ul>	<ul style="list-style-type: none"> <li>•To use drawing to develop and share their ideas, experiences and imagination, in the context of Andy Goldsworthy.</li> <li>•To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>•To use a range of materials creatively to design and make products, in the context of designing a current designer.</li> <li>•To use sculpture to develop and share their ideas and imagination.</li> <li>• To talk about another artist and compare to other artists.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand where food comes from in the context of looking at different fruits and vegetables.</li> <li>• I can name different fruits and vegetables.</li> <li>• I can explain where some food grows.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of materials</li> <li>•Draw, paint, sculpt and develop ideas for</li> <li>•Develop a wide range of art and design techniques in colour, pattern, texture, line, shape, form and space.</li> <li>•To develop a wide range of art and design techniques, such as using drawing to create a design of a crown.</li> </ul> <p>To develop a wide range of design techniques to make a final crown product.</p>	<ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• To develop a wide range of art and design techniques, such as making a collage, watercolour, pastels.</li> </ul>

# Booth Wood Primary School Art and Design Curriculum Map

Year 3

Autum 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Autumn Art	Battery Operated Lights	Bodies	Edible Garden	Insects	Lets go fly a kite
<ul style="list-style-type: none"> <li>• Experiment with the potential of various pencils. • Close observation.</li> <li>• Draw both the positive and negative shapes.               <ul style="list-style-type: none"> <li>• Initial sketches as a preparation for painting.</li> </ul> </li> <li>• Accurate drawings of people - particularly faces.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how technology has helped shaped the world we live in.</li> <li>• Explore and make a series and parallel circuit and follow instructions to make a switch.</li> <li>• Draw a simple annotated design. Write their own simple design criteria.</li> <li>• Make a product which contains a working circuit to light a bulb.</li> <li>• Use a series of given questions to evaluate their product</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to use pen, charcoal, felt tip.</li> <li>• Make maquettes, make paper clothes and sculpt Giacometti-inspired models to create quality artwork that shows progression in skills.</li> <li>• The children will also have the opportunity to explore the work of 'Bodies' artists Julian Opie, Alberto Giacometti and Henry Moore.</li> <li>• Use a sketch book.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the eatwell plate and know which foods they should be eating more and less of.</li> <li>• Understand and know where and how a variety of ingredients are grown.</li> <li>• Prepare ingredients safely and hygienically using appropriate kitchen utensils.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to use pencil, colour, mosaic design.</li> <li>• Puppet making and sculpture to create quality artwork that shows progression in their skills.</li> <li>• The children will also have the opportunity to explore the work of a range of 'Insect' artists, in particular, Louise Bourgeois and Jennifer Angus.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how Homan Walsh used a kite to help build the Niagara Falls Bridge.</li> <li>• Use research into the shape and parts of kites to develop simple design criteria.</li> <li>• Build simple frame structures.</li> </ul>

# Booth Wood Primary School Art and Design Curriculum Map

Year 4

Autum 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Art	Stone Age modelling and stone Age food	Fruits and Vegetables.	Making a Sarcophagus	The Seaside	Maya Cross Stitching
<ul style="list-style-type: none"> <li>•To improve mastery of art and design techniques, in the context of a range of media.</li> <li>•Children will create 'sensory' boxes, abstract 'cut ups' and write memory postcards to create quality artwork.</li> <li>•Children will use paint, Portraits and draw illustrations.</li> <li>•Children will explore Thomas Gainsborough, Sonia Boyce, Howard Hodgkin, Anish Kapoor, Lucien Freud and Paula Rego. .</li> <li>•To learn about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet</li> <li>• Select from equipment to perform practical tasks.</li> <li>• Evaluate ideas.</li> <li>• Learn how to cut, knead, measure ingredients.</li> <li>• Use modelling tools to make replicas of stone age tools.</li> <li>• Use the forest school to make real life stone age tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the eatwell plate and know which foods they should be eating more and less of.</li> <li>• Understand and know where and how a variety of ingredients are grown.</li> <li>• Prepare ingredients safely and hygienically using appropriate kitchen utensils.</li> </ul>	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To evaluate their own work and peers.</li> <li>• To design in sketch books ideas and edit them to fit the criteria.</li> <li>• To use paint to design and decorate in the style of ancient Egypt.</li> </ul>	<ul style="list-style-type: none"> <li>• Show colours in a drawing.</li> <li>• Print.</li> <li>• Weave with plastic.</li> <li>• Use a sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wider variety of stitches</li> <li>• Observation and design of textural art</li> <li>• Experimenting with creating mood, feeling and movement</li> <li>• Compare different fabrics</li> <li>• Artists using textiles</li> <li>• Select appropriate materials, giving reasons;</li> <li>• Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</li> <li>• Develop skills in stitching, cutting and joining;</li> </ul>

# Booth Wood Primary School Art and Design Curriculum Map

Year 5

Autum 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ancient Greece Pottery	Studying Tone	Healthy Cooking	European Art and Artists	Map textiles	Plants and flowers
<ul style="list-style-type: none"> <li>• Use stories, music, poems as a stimuli.</li> <li>• Select and use materials. • Embellish work.</li> <li>• Fabric making.</li> <li>• Artists using textiles</li> <li>• Shape, form, model and join.</li> <li>• Discuss and evaluate own work and that of other sculptors.</li> </ul>	<ul style="list-style-type: none"> <li>• Effect of light on objects and people from different directions.</li> <li>• Interpret the texture of a surface.</li> <li>• Produce increasingly accurate drawings of people.</li> <li>• Concept of perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Name some varied ingredients and say which part of the world they come from.</li> <li>• Explain the different food groups on the eatwell plate. Follow a simple recipe.</li> <li>• Use some basic food skills, such as grating and chopping, which enable them to prepare a variety of simple savoury dishes</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to draw broken buildings, paint on the ceiling.</li> <li>• Create abstract 'cut ups', make shape houses, draw with a rubber, make paper hats and make moustaches to create quality artwork that shows progression in skills.</li> <li>• Children will also have the opportunity to explore the work of European artists Anselm Kiefer, Michelangelo, Salvador Dali and Rembrandt, architect Le Corbusier and designer Coco Chanel.</li> <li>• Use a sketch book</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate materials, giving reasons;</li> <li>• Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</li> <li>• Develop skills in stitching, cutting and joining;</li> </ul>	<ul style="list-style-type: none"> <li>• Produce an observational drawing.</li> <li>• Show Colours</li> <li>• Print</li> <li>• Learn about how to use pencil, colour.</li> <li>• Hapa Zome printing, sculpture and paper modelling.</li> <li>• To create quality art work that shows progression in their skills.</li> <li>• The children will also have the opportunity to explore the work of India Flint, Alexander Calder, David Oliveira and Henri Rousseau.</li> </ul>

# Booth Wood Primary School Art and Design Curriculum Map

Year 6

Autum 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Tudor Art	South American Art and DT	In the Style of Monet	SAT Preparation	SAT Preparation	Automata Animals Seasonal Cooking
<ul style="list-style-type: none"> <li>•Improve mastery of art and design techniques, including drawing, modelling and using textiles .</li> <li>•Learn about great artists, architects and designers in history such as William Morris.</li> <li>•Make observations on previous Tudor roses.</li> </ul>	<ul style="list-style-type: none"> <li>•To improve mastery of art and design techniques, including using pattern in the context of dream catchers, coloured drawings, coloured papers and printing.</li> <li>•Improve mastery of art and design techniques, including drawing, modelling and using textiles .</li> <li>•Learn about great artists, architects and designers in history – researching ‘eco artists’ who are making climate change and conservation a priority.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve mastery of art and design techniques, including drawing, modelling and using textiles .</li> <li>• Learn about great artists, architects and designers in history – researching ‘eco artists’ who are making climate change and conservation a priority.</li> <li>• Use a sketch book</li> </ul>			<ul style="list-style-type: none"> <li>• Children learn about controlling movement with a cam mechanism as part of an automata animal.</li> <li>• They develop their designing skills through using information sources to research ideas about animals which are then incorporated into the design criteria and designs.</li> <li>• Children extend their making skills by developing techniques in cutting, shaping and joining to combine components and by selecting tools and equipment to measure and cut wood and card accurately.</li> </ul> <p>Assemble a simple cam mechanism as part of the design.</p> <ul style="list-style-type: none"> <li>• Select from a wider range of ingredients, according to their functional properties &amp; aesthetic qualities in the context of selecting ingredients for a seasonal meal.</li> <li>• Understand seasonality and know where &amp; how a variety of ingredients are reared caught and processed in the context of where food is reared, caught &amp; processed in the United Kingdom.</li> <li>• Sustainable cooking.</li> <li>• Prepare and cook a variety of dishes using a range of cooking techniques.</li> <li>• Evaluate products against own design criteria.</li> </ul>