

Art and Design Curriculum Map



Ladbrooke JMI School

Art and Design and the Foundation Stage

In Nursery and Reception Art and Design skills appear in **Expressive Art and Design: Creating with Materials** and **Physical Development: Fine Motor Skills**. The complete progression ladders can be found in the EYFS curriculum document and on the EYFS website page.

Expressive Art and Design: Creating with Materials

Nursery	Reception
<p>CWM7: Representations and responses show understanding that different media and materials will support the expression of their own ideas.</p> <p>CWM8: Demonstrates creativity and imagination, constructs with a purpose in mind using a variety of resources to create models</p> <p>CWM9: Regularly uses simple tools and techniques competently and appropriately to create something new to express their creativity.</p>	<p>CWM10: Selects appropriate resources to express themselves imaginatively</p> <p>CWM10: Revisits and adapts work where necessary to create and change a picture or model</p> <p>CWM11: Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>CWM11: Uses what they have learned to create with a purpose, explaining the process</p> <p>CWM12: Selects and uses materials to work on processes that interest them.</p> <p>CWM12: Through their explorations finds out and make decisions about how materials, tools and techniques can be combined and changed.</p> <p>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG: Share their creations, explaining the process they have used.</p>

Physical Development: Fine Motor Skills

Nursery	Reception
<p>FMC7: Able to use resources that require twisting, turning and rotating.</p> <p>FMS8: Able to manipulate resources such as small world toys, simple puzzles pieces, page turning with growing control</p> <p>FMS9: Able to use one handed tools and equipment with control.</p>	<p>FMS10: Able to use precision to control and manipulate resources and small equipment</p> <p>FMS11: Is proficient in handling equipment and tools, (including cutlery) effectively.</p> <p>FM11: Begin to show aim accuracy in mark making activities such as drawing and writing.</p> <p>FM11: Uses a secure hold to write comfortably and effectively.</p> <p>FM12 manipulate paper and pen when writing and drawing.</p> <p>ELG: Is proficient in handling equipment and tools, (including cutlery) effectively.</p> <p>ELG: Uses a range of small tools, including scissors, paintbrushes and cutlery</p>

National Curriculum Art Curriculum

Purpose of study

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.

Aims

The national curriculum for art and design aims to ensure that all pupils:





- ♣ 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
- ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms




Art at Ladbrooke

At Ladbrooke JMI School we believe that all children should have a broad balanced experience in art and design. High quality art education should engage, inspire and challenge children, equipping them with the knowledge and skills to experiment invent and create their own works of art. Children should also know how art has shaped our history and contributed to the culture, creativity and wealth of our nation. Art and Design is not only taught as a discrete subject but also through cross-curricular subjects. Children will learn to respect each other's unique creativity. All children should be engaged, excited and proud of their work and should be able to express themselves through their artwork.

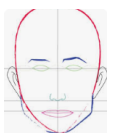







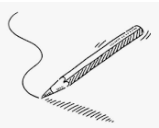





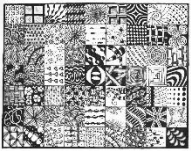


Y1 ART CURRICULUM

1	Autumn 1		Autumn 2		Spring 1	
		Portraits		Printing		 Colour Mixing/Textiles
End Product	Children to complete a self portrait		Children to create own tree using a variety of printing techniques.		Children to paint a seascape. To explore weaving techniques to make a seascape.	
Skills	<p>Extend the variety of drawings tools. and control the types of marks made with the media.</p> <p>Use a variety of drawing techniques such as hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Draw a recognisable face shape. Eyes in place and hair covers head(A)</p>		<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Make use of natural resources e.g. leaves</p> <p>Use a range of techniques.</p> <p>Explore printing using watercolour.</p>		<p>Experiment with a variety of media; different brush sizes and tools.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel</p> <p>Fold, crumple, tear and overlap different sorts of material</p>	
Vocabulary & Resources	Portrait, self-portrait, face, features, expression, detail, artist, draw, pencil, line, shade, symmetry, sketch, outline, colour, tone, texture, mirror		Print, printing, pattern, design, create, repeat, press, roll, dip, blot, print, stamp, overlap, cover, transfer, texture, lift, shape, line, outline, surface		Colour, paint, primary colours, red, blue, yellow, bright, pale, weave,	
Linked Artist	Artist Study Frida Kahlo		Artist Study Ruth Clayton – printing with leaves using watercolour.		Artist Study Mondrian	




1	Spring 2		Summer 1		Summer 2	
		Line art		Style Art		Sculpture/Form
End Product	To create a landscape out of lines		To create a rainbow using the pointillism technique		Model Owl made of Clay	
Skills	<p>To use a range of materials creatively to design and make product</p> <p>To use drawing, and painting to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern and line</p> <p>Talk 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 to their own work</p>		<p>To use drawing and painting to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Talk about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>		<p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied.</p>	
Vocabulary & Resources	Pencil, crayon, pen, chalk, pastel, paper, line, straight, wavy, curved, zig-zag, thick, thin, shape, outline, tone, shade, light, dark, texture, pattern, smooth, cross-hatching		Style, pointillism, technique, brushstrokes,		Clay, sculpture, model, design, create, tools, roll, pinch, squeeze, shape, smooth, carve, mark, build, texture, rough, bumpy, pattern, line	
Linked Artist	Artist Study Miro Klee		Artist Study Georges Seurat, The River Seine at La Grande– Jatte (1888).		Artist Study Gormly	




Y2 ART CURRICULUM




2	Autumn 1		Autumn 2		Spring 1	
		Portraits (Drawing)		Textiles		Colour Mixing & Collage
End Product	Self portrait 	Fabric Faces	Hot Air Balloon Pictures 			
Skills	<p>Use a sketchbook to plan and develop simple ideas.</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Discuss use of shadows, use of light and dark</p> <p>Eye in position and correct shape. Other features in correct place.</p> <p>Vertical line of symmetry of face (A&B)</p>	<p>Use a sketchbook to plan and develop simple ideas.</p> <p>Use a range of materials creatively to design and make products</p> <p>Use templates</p> <p>Use material to overlap and overlay to create effects.</p> <p>Cut and shape fabric with scissors</p> <p>Glue and stitch fabrics together using large eye needles</p>	<p>Use a sketchbook to plan and develop simple ideas.</p> <p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Begin to mix colour shades and tints. Make as many tints of one colour as possible (using white)</p> <p>Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Use weaving of paper techniques</p>			
Vocabulary & Resources	Portrait, self-portrait, face, features, expression, detail, artist, draw, pencil, line, shade, symmetry, sketch, outline, colour, tone, texture, mirror	Textile, felt, wool, cotton, thread, buttons, ribbon, yarn, scissors, needle, glue, template, cut, stick, attach, join, decorate, layer, pattern	Colour, paint, primary colours, red, blue, yellow, secondary colours, orange, green, purple, tints, white, bright, pale, warm (red, orange, yellow), cool (blue, green, purple), weave, texture, rough, smooth, soft			
Linked Artist	David Hockney 	Paul Klee Artist Study Skills Identifies basic facts about the artist Compares artworks using simple language Gives reasons for opinions				




2	Spring 2		Summer 1		Summer 2	
		Drawing		Printing		Sculpture/Form
End Product	Sunflowers and Zentangles 		Orla Kiely Art 		Dragons Eye 	
Skills	<p>Use a sketchbook to plan and develop simple ideas.</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Discuss use of shadows, use of light and dark</p> <p>Use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p>  		<p>Use a sketchbook to plan and develop simple ideas.</p> <p>Continue to explore printing simple pictures with a range of natural materials creating patterns.</p> <p>Make simple marks on rollers and printing palettes</p> <p>Make simple prints i.e. mono -printing.</p> <p>Experiment with overprinting motifs and colour.</p>		<p>Use a sketchbook to plan and develop simple ideas.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied.</p> <p>Use equipment and media with increasing confidence.</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate</p>	
Vocabulary & Resources	Pencil, crayon, pen, chalk, pastel, paper, line, straight, wavy, curved, zig-zag, thick, thin, shape, outline, tone, shade, light, dark, texture, pattern, smooth, cross-hatching		Print, printing, pattern, design, create, repeat, press, roll, dip, lift, print, stamp, overlap, cover, transfer, texture, shape, line, outline, surface		Clay, sculpture, model, design, create, tools, roll, pinch, squeeze, shape, join, smooth, score, cut, add, carve, mark, build, texture, rough, bumpy, pattern, line	
Linked Artist	Van Gogh Artist Study Skills Identifies basic facts about the artist Compares artworks using simple language Gives reasons for opinions		Orla Keily Artist Study Skills Identifies basic facts about the artist Compares artworks using simple language Gives reasons for opinions Experiments with different techniques artist has used. Labels work; gives short explanations			

Y3 ART CURRICULUM








3	Autumn 1			Autumn 2			Spring 1		
		Portraits (Drawing)			Colour Mixing			Textiles	
End Product	Children to compete a self portrait Leaf Portrait			Children create their own version of Starry Night by Vincent Van Gogh and Colour Study with Concentric Circles by Kandinsky			Binka Mr. Men picture with variety of stitches.		
Skills	Demonstrate experience in different grades of pencil Develop use of charcoal and pastels. Begin to show an awareness of objects having a third dimension and perspective. Position features accurately on portraits (A,B & C) Begin to develop detail in shape and proportion of features Children collect and use leaves to create a natural materials portrait			Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, tints and tones Apply colour using dotting, scratching, splashing Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.			To perform simple sewing stitches Apply decoration using beads, buttons, feathers etc. Show further experience in changing and modifying threads and fabrics.		
Vocabulary & Resources	charcoal cross hatch dark light outline	proportion pattern shading shape	grades portrait oil pastel depth	blending hue tints tone texture splashing	tertiary primary secondary shades background brush techniques	colour line mixing mood warm	sew over stitch running stitch	fabric decoration joining	needle stitch thread
Linked Artist	Lucy Stopford Leonardo da Vinci			Vincent Van Gogh Wassily Kandinsky Claude Monet			The Bayeux Tapestry Roger Hargreaves		




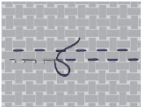


3	Spring 2			Summer 1			Summer 2		
		Sculpture/Form			Printing			Artist Study	
End Product	Roman Jug Andy Goldsworthy rock sculpture			Woodblock Relief print. Repeated impress print.			Mountain Landscape Images. African palette compositions.		
Skills	Join two parts successfully. Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger ware using pinch/ slab/ coil techniques. Rock balance sculpture and photography.			Print simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing. Demonstrate experience in 3 colour printing.			Create mountain landscape composition using perspective layering. Use colour theory to explore collage art. Mixed media study to create African landscapes.		
Vocabulary & Resources	natural implements manmade scratching 2d/3d shape	clay combine detail edging form	joining techniques light sculpt shadow	dip dye press print mono print	impressed relief repeating	block coiled string line	collage mosaic	overlapping pattern refine	shape
Linked Artist	Roman Pottery Grayson Perry Keith Brymer Jones Andy Goldsworthy			Katushika Hokusai Andy Warhol			Ted Harrison Bob Ross Henri Matisse Liz Hammond		

3	Autumn 1			Autumn 2			Spring 1			
		Portraits (Drawing)			Colour Mixing			Textiles		
End Product	Children to compete a self portrait Leaf Portrait			Children create their own version of Starry Night by Vincent Van Gogh and Colour Study with Concentric Circles by Kandinsky			Binka Mr. Men picture with variety of stitches.			
Skills	Demonstrate experience in different grades of pencil Develop use of charcoal and pastels. Begin to show an awareness of objects having a third dimension and perspective. Position features accurately on portraits (A,B & C) Begin to develop detail in shape and proportion of features Children collect and use leaves to create a natural materials portrait			Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, tints and tones Apply colour using dotting, scratching, splashing Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.			To perform simple sewing stitches Apply decoration using beads, buttons, feathers etc. Show further experience in changing and modifying threads and fabrics.			
Vocabulary & Resources	charcoal cross hatch dark light outline		proportion pattern shading shape	grades portrait oil pastel depth	blending hue tints tone texture splashing	tertiary primary secondary shades background brush techniques	colour line mixing mood warm	sew over stitch running stitch	fabric decoration joining	needle stitch thread
Linked Artist	Lucy Stopford Leonardo da Vinci			Vincent Van Gogh Wassily Kandinsky Claude Monet			The Bayeux Tapestry Roger Hargreaves			
	Spring 2			Summer 1			Summer 2			

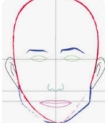


3		Sculpture/Form		Printing		Artist Study			
End Product	Roman Jug Andy Goldsworthy rock sculpture		Woodblock Relief print. Repeated impress print.		Mountain Landscape Images. African palette compositions.				
Skills	Join two parts successfully. Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger ware using pinch/ slab/ coil techniques. Rock balance sculpture and photography.		Print simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing. Demonstrate experience in 3 colour printing.		Create mountain landscape composition using perspective layering. Use colour theory to explore collage art. Mixed media study to create African landscapes.				
Vocabulary & Resources	natural implements manmade scratching 2d/3d shape	clay combine detail edging form	joining techniques light sculpt shadow	dip dye press print mono print	impressed relief repeating	block coiled string line	collage mosaic	overlapping pattern refine	shape
Linked Artist	Roman Pottery Grayson Perry Keith Brymer Jones Andy Goldsworthy		Katushika Hokusai Andy Warhol		Ted Harrison Bob Ross Henri Matisse Liz Hammond				




Y4 ART CURRICULUM

4	Autumn 1		Autumn 2		Spring 1	
		Portraits (Drawing)		Printing		Sculpture
End Product	Children to complete a self portrait 		Mono/relief printed, repeated patterns, on fabric 		Canopic Jar and Scarab beetles  	
Skills	<p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Identify and draw the effect of light, understanding the direction of light sources and creating shadows.</p> <p>Position features accurately on portraits (A,B & C)</p> <p>Accurate shape and proportion of features. Begin to use tonal shading</p>		<p>Learn about, observe and explore Andy Warhol's art and use of repeated patterns.</p> <p>Design and create blocks to use for printing.</p> <p>Experiment with different effects inc. blocking in colour.</p> <p>Increase awareness of mono and relief printing, using these techniques to create layered prints.</p> <p>Demonstrate experience in fabric printing.</p> <p>Create repeating patterns.</p>		<p>Study ancient Egyptian ceramics and create designs.</p> <p>Carve, mould, sculpt and make impressions in clay, making a slip to join to pieces of clay.</p> <p>Decorate, coil, and produce maquette.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p>	
Vocabulary & Resources	<p>Shading pencils, step by step guides, ruler, mirror.</p> <p>Tonal, shades, layers, blend, light, dark, shadow, observation, reflection, guidelines, marking, sketching, angle, perspective</p>		<p>Polystyrene boards, pencils, scissors, fabric squares, acrylic paint, brushes, rollers</p> <p>Pop art, expression, advertising, mono-printing, relief-printing</p>		<p>Clay, carving tools, hessian mats, trays, paint brushes, pots of water, pots for slip, patterned paper and leaves for impressions, acrylic paint</p> <p>Carve, mould, etch, join, sculpt, pinch, slip, join</p>	
Linked Artist	Josh Bryan / Adam Riches		Andy Warhol		Bernard Leach	




4	Spring 2		Summer 1		Summer 2	
		Textiles		Colour Mixing		Artist Study
End Product	Evidence of practise - stitched patterns, joining fabric and sewing on embellishments. 		Painted shell from a drawing, using colour mixes and textured paint. 		Wax resist/water colour landscape and stained-glass window landscape – inspired by Ted Harrison. 	
Skills	<p>Apply decoration using needle and thread: buttons, sequins.</p> <p>Experiment with different stitches, to create patterns on fabric.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p>		<p>Have opportunities to develop further drawings featuring the third dimension and perspective. Mix colour, shades and tones with increasing confidence.</p> <p>Experiment with different effects and textures inc. thickened paint creating textural effects. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Start to develop a painting from a drawing.</p>		<p>Focus: Developing analysis and technical vocabulary</p> <ul style="list-style-type: none"> • Describing artworks using correct art vocabulary (tone, texture, form). • Explaining how an artist's choices (colour, brushwork, materials) affect mood or meaning. • Beginning to identify influences or themes in the artist's work. • Recording experiments and explaining the outcome. • Comparing their practical outcomes to the artist's style. 	
Vocabulary & Resources	<p>Sewing needles, cotton, embroidering thread, binca, mixed fabrics, buttons, beads</p> <p>embroider, embellish, hemming, running stitch, overcast stitch, catch stitch, cross stitch, back stitch, blanket stitch, template, pattern</p>		<p>Shells, shell images, magnifying glass to observe detail, sand, flour, paint, mixing palettes, brushes</p> <p>Shades, tones, primary, secondary, complimentary, texture, observation, dimension, perspective, texture</p>		<p>Wax crayons, water colours, brushes, water, tracing paper, coloured pens, oil pastels</p> <p>Landscape, colour, abstract, bold, rhythmic, tundra, resist, colour wash</p>	
Linked Artist			<p>Georgia O'Keefe Kezia Noel-Paton</p>		<p>Ted Harrison</p>	




Y5 ART CURRICULUM

5	Autumn 1		Autumn 2		Spring 1	
		Portraits (Drawing)		Colour		Textiles
End Product	Children to compete a self portrait		Painted tote bags Autumn leaf watercolour and oil pastel paintings		Tie dye t-shirt with embroidered initials	
Skills	<p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop simple perspective</p>		<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.</p>		<p>Produce two colour tie dye.</p> <p>Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye.</p>	
Vocabulary & Resources	Proportion, composition, line, tone, shade, blend, cross hatching, highlight, contrast, inspiration		Texture, pattern, composition, control Mixed media, experimentation, warm colours, cool colours, tone, shade, hue, layering, contrast		Materials, pattern, shape, colour, contrast, symmetry, overlay, annotate, background, foreground, embellish	
Linked Artist	Picasso's continuous line portraits		Yayoi Kusama		Faith Ringgold	

5	Spring 2		Summer 1		Summer 2	
		Sculpture/Form		Printing		Artist Study
End Product	Viking mask and coiled pots		Layered block print of a reptile eye		Peter Thorp	
Skills	<p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: paint, polish</p>		<p>Use tools in a safe way.</p> <p>Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p>		<p>Select relevant information from multiple sources.</p> <p>Analyse how choices affect mood or meaning.</p> <p>Explain symbolism or meaning in the artwork.</p> <p>Develop personal responses inspired by the artist.</p> <p>Present findings confidently.</p>	
Vocabulary & Resources	Clay, slip, score, attach, texture, pattern, decorative detail, relief, carving, modelling, base, rim, finish		Block printing, carve, ink, roller, press, relief, pattern, line, contrast, composition, monochrome, polychrome, overlay		Mixed media, oil pastel, pen and ink, collage, composition, perspective, foreground, background, abstract, colour, layering	
Linked Artist	The Mastermyr chest (collection of Viking tools)		William Morris		Bridget Riley	

Y6 ART CURRICULUM

6	Autumn 1		Autumn 2		Spring 1	
		Portraits (Drawing)		Colour Mixing		Textiles
End Prod	Children to complete a self portrait		Greek Pot Design Mayan Mask & Poppies		Memory owls & Weaving	
Skills	<p>Develop their own style of drawing, through the development of line, tone, pattern, texture. Use different techniques for different purposes Have opportunities to develop further simple perspective in their work Begin to show awareness of composition, scale and proportion Apply all skills in previous years to own portrait</p>		<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge. Understand how colour can convey emotion</p>		<p>Use a number of different stitches creatively to produce different patterns and textures.</p> <p>Design, plan and decorate a fabric piece.</p> <p>Work collaboratively on a larger scale. Recognise different forms of textiles and express opinions on them.</p>	
Vocabulary & Resources	<p>Resources: sketchbooks, photographs of children's faces, shading pencils, mirrors, sugar paper, soft grey tone pastels Vocabulary : portraits, self-portraits, symmetry, proportion, composition, sketching, tonal shading, light source, detail, form , blending, soft pastels , pencil range, shading techniques.</p>		<p>Resources: poster paints, acrylic paints, different sized brushes, mixing palettes, sketchbooks, sponges Vocabulary : paint, layering, texture ,shades, wet media, primary colours, secondary colours, exploration of colour mixing, brush technique</p>		<p>Resources : school uniforms, sharp scissors, paper patterns, threads, needles, buttons, ribbons, school badges, pockets, instructions, filling Vocabulary : Fabrics, patterns, hemming, stitching, tension,</p>	
Linked Artist	<p>Van Gogh Picasso Dali</p>		<p>Ancient Greek Potters Kerameus – the Ancient Greek word for the Potters Cultural Artwork of the Mayans</p>		<p>Art includes forms of weaving, embroideries and tapestries. Sheila Hicks- ate 1950s , produced tactile art</p>	

6	Spring 2		Summer 1		Summer 2	
		Sculpture/Form		Printing		Artist Study
End Product	Greek Pots Ancient Greece Topic		Mayan symbol string prints The Maya Topic Coral Reef Background – Climate change Topic		The Impact of War Topic (Summer 1) Includes the work of Henry Moore and David Hockney .	
Skills	Model and develop work through a combination of pinch, slab, and coil. Showing different skills Recognise sculptural forms in the environment: Furniture, buildings.		See positive and negative shapes. Demonstrate experience in a range of printmaking techniques. Describe techniques and processes.		Independently research and cross-check information. - Offers detailed analysis across multiple artworks. - Gives balanced critique and understands context. - Creates refined responses influenced by the artist. - Produces a polished, well-organised artist study with clear reflection.	
Vocabulary & Resources	Clay, coil, slip, joining, score, base, shape/form, smoothing, burnish, amphora, Krater, Hydra, black figure, red figure, pattern, motif, mythology, decoration		Resources : String relief print tiles, inks, mats, rollers, range of textural objects/ materials, paints, sketchbooks, drying rack, sugar paper		Artist, artwork, piece, style, genre, medium, media. Technique, composition, subject, influence, interpretation, perspective, symbolism, intent, aesthetic, judgement, replicate, adapt	
Linked Artist	Nearchos – early black-figure potter. Nikosthenes – known for creating new pot shapes and exporting pottery widely.		Mayan Art Designs-motifs		Henry Moore and David Hockney .	