



Newnham Junior School – Art Curriculum Map

Study of Great Artists Knowledge	Using sketchbooks Knowledge and skills	Drawing, painting and 3D sculpture Knowledge and skills	Use of different media Media used
Theme 1 - Knowledge of artists	Theme 1 – Sketching techniques	Theme 1 – Drawing finished pieces	
Theme 2 - History of art	Theme 2 – Generating and refining ideas	Theme 2 – Painting	
Theme 3 - Art from different cultures	Theme 3 – Evaluating ideas	Theme 3 – 3D sculpture	
YEAR 3 - Bridget Riley, Fruit and Vegetables in Art, Portraits			
Know some contemporary artists and their work and be able to comment on why they like or dislike it.	Explore different mediums to draw with and make close observational drawings	Know how to use different grades of pencil to shade and to create different tones and textures. Know how to extend and develop a pattern.	Create a print using drawings from sketchbook. Use digital image and combine with other media.
Recognise art and artists from different eras.	Begin to develop own observational drawings through a variety of sketches and make adaptations to develop them further.	Know how to mix primary colours to make secondary colours. Understand how primary and complimentary colours can make impact in a painting. To begin to use a variety of brushes to paint accurately.	
Recognise when art is from different cultures or based on ideas from different cultures	Begin to compare ideas, methods and approaches in own and to others works.		
YEAR 4 - Expressing Moods, Natural Form, Van Gogh			
Know in some detail the work and life of a famous artist and use some artistic vocabulary to comment on what they like or dislike about it.	Use sketchbooks to experiment with different textures and photographs to help create reflections, collecting images and information independently.	Draw to use marks, lines, patterns and tones to show texture and proportion.	Use photographs to help create reflections Print onto different materials, using a tile (understand reversed images).
Explain some of the features of art from historical periods	Use sketchbooks to practise drawings of whole people and facial expressions. Alter and refine these drawings to improve scale and proportion appropriately.	Effectively mix secondary colours, Use colour in own work effectively by using a paint brush with increasing accuracy. Know how to create a background using a wash.	
Explain some of the features of art from different cultures.	Compare ideas, methods and approaches in their own and others’ work. Describe what they think and feel about them and begin to use artistic vocabulary.	Begin to sculpt with clay and other mouldable materials.	
YEAR 5 - Observational Drawing, Tony Hudson			
Know in more detail the work and life of a famous artist and use artistic vocabulary to evaluate the work.	Experiment by using marks and lines to produce texture, shading to create mood and feeling, with media to create emotion and with drawing to plan a sculpture.	Produce increasingly accurate drawings, shading, expressions and sketches to create mood and feeling by combining line, tone and shape.	Print using soles of trainers to create a tonal print using collages (over printing with darker colour on a larger trainer).
Explain some of the features of art from historical periods and be able to comment on the differences they can see.	Know how to use images created, scanned and found: altering where necessary. Render increasingly accurate drawings using tone, scale and simple perspective.	Demonstrate a secure knowledge of primary secondary, warm and cold, complementary and contrasting colours whilst painting. Create different effects and textures with paintbrushes.	



Newnham Junior School – Art Curriculum Map

Study of Great Artists Knowledge	Using sketchbooks Knowledge and skills	Drawing, painting and 3D sculpture Knowledge and skills	Use of different media Media used
Explain some of the features of art from different cultures and be able to comment on the differences and similarities between western art.	Independently compare ideas, methods and approaches in their own work and explain what they feel about them using artistic vocabulary. When possible, adapt own work to justify those evaluations and summarise how to develop it further.	Use wire, recycled, natural and man-made materials to create sculpture.	
Year 6 - Street Art, Pop Art, Art and Sculpture			
Know in more detail the work and life of a famous artist, use artistic vocabulary to evaluate the work and be able to discuss how their own work has been inspired by the art.	Experiment with different fonts, tones, blends, sketches and media to help inform finished pieces. Assess the relationship between drawing and sculpture and vice versa	To synthesise mark making, pattern, tone, perspective, and colour to create maximum impact in pop art, mask designs and personal art.	Use felt tips to create flat colours. Overprint to create images using Batik. Create transitory and permanent clay sculptures.
Explain some of the features of art from historical periods and be able to comment on the differences they can see and how it has influenced the artist studied	Independently select and effectively refine ideas in order to create successful and finished work.	Competently mix colours, create tints and blends, employ complimentary colours for effect and use a range of brushes for accuracy effect and texture.	
Explain some of the features of art from different cultures and be able to comment on the differences and similarities between western art and how it has influenced the artist studied.	Explain why chosen techniques have been used in their own and their peers work, and how to make amendments. Adapt work according to different viewpoints and describe how it might be developed further.	Discuss, debate and reflect on what is sculpture Assemble own sculptures using a variety of found natural materials, mod roc and clay using a variety of techniques.	
SCHOOL-SPECIFIC - EVENTUAL OUTCOMES FOR THE END OF KS2			
To have a broad knowledge of a range of artists throughout time and the art movements they were associated with.	To use sketch books to explore how drawings and sketches help inform painting, printing, sculpture and architecture.	To be able to competently make 3D work using suitable materials.	To experience a broad range of mediums and understand how and why that medium was used. To understand different mediums may be used to create a specific effect or mood.
To understand that art has changed and developed throughout history.	To be able to research explore, develop and refine an idea to a point where the pupil can independently create a finished piece of work.	To be able to compose a painting where the pupil has employed good brush skills and painting techniques.	
To understand that different cultures have different styles of art and how these styles has influenced western art	To use sketch books to evaluate the design and make process of their own and peers work and to use artistic vocabulary while doing this.	To experience a range of sculpture techniques	