











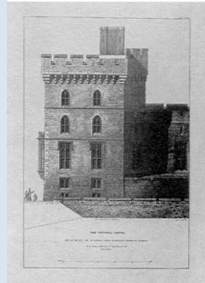



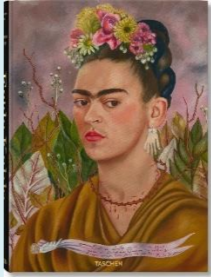



Rockmount Primary School Subject Curriculum Map







Art and Design






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Nursery</p> <p>Expressive Arts and Design</p>	<p>Getting To Know Each Other</p> <p>Painting and Drawing</p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> draw with increasing complexity and detail, such as representing a face with a circle and including details show different emotions in their drawings and paintings, like happiness, sadness, fear, etc 	<p>Autumn Is All Around</p> <p>Using natural objects</p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> explore different materials freely, in order to develop their ideas about how to use them and what to make develop their own ideas and then decide which materials to use to express them 	<p>Passport Around The World</p> <p>Collage using paper and textiles</p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> explore different materials freely, in order to develop their ideas about how to use them and what to make develop their own ideas and then decide which materials to use to express them 	<p>Jurassic Journey</p> <p>Painting and drawing</p> <p>Children will be taught to</p> <ul style="list-style-type: none"> create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<p>Under The Sea</p> <p>Painting</p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> explore colour and colour mixing. 	<p>What's Up There? (Space)</p> <p>Drawing using different materials</p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> use drawing to represent ideas like movement or loud noises
<p>Featured Artist</p>	<p>Cy Tombly</p> 	<p>Andy Goldsworthy</p> 	<p>Anonymous Chinese Ge Bei textile artists</p> 	<p>Simon Stalenhag</p> 	<p>Maggi Hambling</p> 	<p>Katy Schifferer</p> 






<p>Reception</p> <p>Expressive Arts and Design</p>	<p>The Wonderful World of Fairy Tales</p> <p>Painting and Drawing</p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> • explore, use and refine a variety of artistic effects to express their ideas and feelings • return to and build on their previous learning, refining ideas and developing their ability to represent them • create collaboratively, sharing ideas, resources and skills. 	<p>Food and Festivals</p> <p>Using natural objects</p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> • explore, use and refine a variety of artistic effects to express their ideas and feelings • return to and build on their previous learning, refining ideas and developing their ability to represent them • create collaboratively, sharing ideas, resources and skills 	<p>Heroes and Villains</p> <p>Drawing</p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> • explore, use and refine a variety of artistic effects to express their ideas and feelings • return to and build on their previous learning, refining ideas and developing their ability to represent them • create collaboratively, sharing ideas, resources and skills 	<p>Spring and New Life</p> <p>Painting</p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> • explore, use and refine a variety of artistic effects to express their ideas and feelings • return to and build on their previous learning, refining ideas and developing their ability to represent them. • create collaboratively, sharing ideas, resources and skills 	<p>Animals</p> <p>Painting</p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> • explore, use and refine a variety of artistic effects to express their ideas and feelings. • return to and build on their previous learning, refining ideas and developing their ability to represent them. • create collaboratively, sharing ideas, resources and skills 	<p>Water</p> <p>Painting</p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> • explore, use and refine a variety of artistic effects to express their ideas and feelings • return to and build on their previous learning, refining ideas and developing their ability to represent them • create collaboratively, sharing ideas, resources and skills
<p>Featured Artist</p>	<p>Adrienne Segur</p> 	<p>Anna Torkarsa</p> 	<p>Keith Haring</p> 	<p>Monet</p> 	<p>Henry Roseau</p> 	<p>Margarethe Vanderpas</p> 






<p>Year 1</p> <p>Art and Design</p>	<p>Sculpture</p> <p>Can you design and sculpt a model of a castle?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> • use sculpture to develop techniques in pattern, texture, line, shape form and space • appreciate 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>Drawing</p> <p>Which tools would be best to use to draw a self-portrait?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> • use a variety of tools, inc. pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media • draw lines of different shapes and thicknesses • draw simple 2D Shapes with increasing accuracy • colour (own work) neatly following the lines using pencils and crayons 	<p>Printing</p> <p>What is printmaking?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Collage</p> <p>Can we create a collage in the style of Jeannie Baker?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> • use drawings to develop techniques in line, shape form and space • appreciate 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>Painting</p> <p>Can we paint like Frida Kahlo?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> • use painting to develop techniques in using colour, pattern, texture, line, shape form and space • apply paint in different ways • make observational paintings of objects, people and places 	
<p>Design and Technology</p>	<p>Construction</p> <p>Can you design and sculpt a model of a castle?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • select from and use a wide range of materials and components, including construction materials according to their characteristics • evaluate their ideas and products against design criteria build structures, exploring how they can be made stronger, stiffer and more stable 				<p>Cooking and Nutrition</p> <p>How can we make a delicious Mexican-inspired dip (one lesson)?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from <p>Cooking: Guacamole</p>	<p>Textiles</p> <p>Can we create an animal using textiles? Sock puppets/sewing templates</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing • evaluate their ideas and products against design criteria
<p>Featured Artist</p>	<p>Jeffrey Wyattville</p> 	<p>Faith Ringgold</p> 	<p>Favianna Rodriguez</p> 	<p>Jeannie Baker</p> 	<p>Frida Kahlo</p> 	<p>Chris Barlow</p> 

<p>Year 2</p> <p>Art and Design</p>	<p>Painting Arctic Scenes</p> <p>How can art be used to reflect our community?</p> <p>Children are taught:</p> <ul style="list-style-type: none"> • 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. • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Sculpture</p> <p>What is the best technique to use when creating a clay pot?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> • about the work of a range of craft makers describing the differences and similarities between different practices and disciplines, and making links to their own work. • to use a range of materials creatively to design and make products • to use sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Drawing Sketching Humans</p> <p>Can you sketch like Edgar Degas?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> • Investigate textures and produce an expanded range of patterns by layering different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • understand the basic use of a sketchbook and work out ideas for drawings. • draw for a sustained period of time from the figure and real objects, including single and grouped objects. • experiment with the visual elements; line, shape, pattern and colour. • show different tones by using coloured pencils and pastels 		<p>Printing Tessellations</p> <p>How is tessellation used to create art in everyday life?</p> <p>Children are taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to 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 to their own work 	<p>Textile Sewing</p> <p>Can you join it like Tina?</p> <p>Children are taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to 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 to their own work.
<p>Design and Technology</p>		<p>Cooking and Nutrition Making Healthy Indian Dishes</p> <p>What would you eat for lunch in India?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from 		<p>Modelling Making London Landmarks</p> <p>How do you make strong, sturdy and stable structures?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • evaluate their ideas and products against design criteria • build structures, exploring how they can be made stronger, stiffer and more stable 	<p>Construction</p> <p>What is a wheel and axle mechanism?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • select from and use a wide range of materials and components, including construction materials according to their characteristics • evaluate their ideas and products against design criteria • evaluate their ideas and products against design criteria 	

<p>Featured Artist</p>	<p>Ted Harrison</p> 	<p>Ranti Bam</p> 	<p>Edgar Degas- sketches</p> 	<p>Zaha Hadid – London Aquatic Centre</p> 	<p>M C Escher</p> 	<p>Tina Crawford – Local Artists/ Debbie Smyth</p> 
<p>Year 3</p> <p>Art and Design</p>	<p>Drawing</p> <p>What is still life?</p> <p>Children are taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas 	<p>Collage</p> <p>What is a photo montage?</p> <p>Children are taught:</p> <ul style="list-style-type: none"> • about great artists, architects and designers in history • to improve their mastery of art and design techniques 	<p>Printing</p> <p>Which techniques can you use to create a layered print?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> • to create sketch books 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 [for example, pencil, charcoal, paint, clay] 	<p>Sculpture</p> <p>How were Greek vases made?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> • improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint clay) • draw for a sustained period of time at their own level 	<p>Painting</p> <p>How do you make warm and cool colours?</p> <p>Children are taught:</p> <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay • about great artists, architects and designers in history 	
<p>Design and Technology</p>	<p>Textiles</p> <p>What did stone age people wear?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • select from and use a wider range of materials and components, including textiles according to their aesthetic qualities • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p>Construction</p> <p>Can you design a working volcano?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • evaluate their ideas and products against design criteria • build structures, exploring how they can be made stronger, stiffer and more stable • evaluate their ideas and products against their own 			<p>Cooking and Nutrition</p> <p>Can you create a healthy, delicious Greek inspired dip?</p> <p>Children are taught:</p> <ul style="list-style-type: none"> • to understand and apply the principles of a healthy and varied diet • to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	

		design criteria and consider the views of others to improve their work				
Featured Artist	Paul Cezanne 		Hannah Hoch 	Andy Warhol 	Akis Petretzikis – Greek chef 	Sonia Delaunay - Poem collaboration 
Year 4 Art and Design	Drawing- Short unit Why is the tone of a still life important? Children are taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 			Painting - Jungle Scenes What effects can be created with paint? Children are taught: <ul style="list-style-type: none"> to learn about great artists, architects and designers in history to improve their mastery of art and design techniques, including painting with a range of materials 	Collage - pasted paper What is paper pasted collage? Children are taught: <ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design 	Sculpture What is a wire framed sculpture? Children are taught: <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including sculpture with a range of materials for example, clay and paint
Design and Technology	Construction How can electricity be used to power a design? Children are taught: <ul style="list-style-type: none"> to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams to select from and use a wider range of materials and components, including construction materials according to their functional properties understand and use electrical systems in their products 	Cooking and Nutrition What makes a good chocolate bar? Children are taught: <ul style="list-style-type: none"> to investigate and analyse a range of existing products to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	Textiles - Arctic How can textiles be used to create a landscape? Children are taught: <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 			
Featured Artist		Tom Hunt Climate friendly cuisine	Naomi Renouf – Arctic landscapes using textiles	Nixiwaka Yawanawá	Kurt Schwitters	Yinka Shonibare

						
Year 5	Painting How is texture built with paint? Children are taught: <ul style="list-style-type: none"> to create sketch books 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 for example, pencil, charcoal, paint, clay about great artists, architects and designers in history 		Drawing What makes a portrait 'Great'? Children are taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing with a range of materials for example, pencil and charcoal 			Collage – multimedia What materials work well in a multimedia collage? Children are taught: <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
Design and Technology		Modelling Can you design, make and programme a tank to move? Children are taught: <ul style="list-style-type: none"> to understand and use mechanical systems in their products to understand and use electrical systems in their products 	Food and Nutrition How was stew made during the Tudor period? Children are taught: <ul style="list-style-type: none"> to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	Textiles What is the process for making a tote bag? Children are taught: <ul style="list-style-type: none"> to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design to select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately 	Graphic Design- Viking Longboats How effective is computer generated design? Children are taught: <ul style="list-style-type: none"> to apply their understanding of computing to program their products 	

Featured Artist	Rock and Roll on the Ocean of Storms by Alan Bean 		Henry VIII by Hans Holbein 	Hermes- Handbags 	William H. Tripp Jr 	Amy Genser 
Year 6 Art and Design	<p align="center">Printing</p> <p align="center">What impact did William Morris have on the art world?</p> <p>Children are taught:</p> <ul style="list-style-type: none"> to create sketch books 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 [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 		<p align="center">Drawing</p> <p align="center">What is 'Parody' and can you create your own?</p> <p>Children are taught:</p> <ul style="list-style-type: none"> to create sketch books 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 for example, pencil, charcoal, paint, clay about great artists, architects and designers in history 		<p align="center">Sculpture</p> <p align="center">How are plaster sculptures made?</p> <p>Children are taught:</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials 	
Design and Technology		<p align="center">Cooking and Nutrition</p> <p align="center">What would be a good seasonal dish for Autumn?</p> <p>Children are taught:</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>		<p align="center">Construction</p> <p align="center">How are bridges designed to withstand windy weather?</p> <p>Children are taught:</p> <ul style="list-style-type: none"> to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups to select from and use a wider range of tools and equipment to perform practical tasks <p>to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		<p align="center">Computer Aided Design</p> <p align="center">How are computers used to control the movement of a fairground ride?</p> <p>Children are taught:</p> <ul style="list-style-type: none"> to apply their understanding of computing to program, monitor and control their products
Featured Artist	William Morris		American Gothic by Grant Wood	William Brown	Maria Bartuszová	Julia Barfield

