William Penn
Curriculum Map – Art

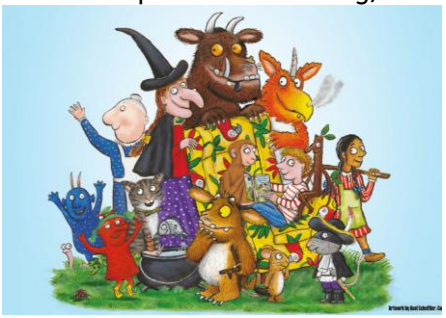
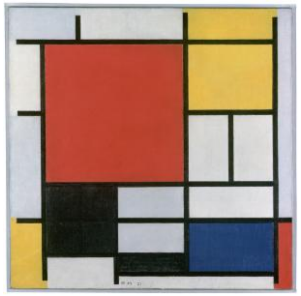
	Autumn		Spring		Summer	
Cycle A						
Year R	How to?	Who Lives in Fairy Tales?	Who Made these Footprints?	What's in our Garden?	What Makes a Hero?	How Have we Grown this Year?
Year 1/2	Once Upon a Rhyme	Fire, Fire! (Great Fire of London)	From Arctic to Africa	Pop Art	Postcards from the Past (Victorians)	Make, Move and Perform Puppets
Year 3/4	Raging Rivers	Rocks, Soils and Fossils	The Roman Empire	Volcanoes	Vikings (Life and Legend)	Good Vibrations
Year 5/6	We'll Meet Again (WW2)	Light	Heads Will Roll (Tudors)	Counties of the UK	Ancient Mayan Civilization	Rainforests and Sustainability
Cycle B						
Year R	How to?	Who Lives in Fairy Tales?	Who Made these Footprints?	What's in our Garden?	What Makes a Hero?	How Have we Grown this Year?
Year 1/2	Who Lives Here?	Maps, Moats and Mighty Castles	Wacky Weather	Spring has Sprung (Plants)	Back in Time for… (Decades)	Down in the Jungle
Year 3/4	Ancient Ancestors	Changing State	We're Sailing Down the Nile (Ancient Egypt)	Opposites Attract (Magnets)	Titanic	Plants
Year 5/6	Across the Universe (Space)	Frosty Relations (Cold War)	'Toil and Trouble' (Macbeth)	Crime and Punishment	Friends and Heroes (Quakerism And Democracy)	The Final Year

16/10/2026

Subject Coverage Overview

Skills/Themes	*Drawing*	*Painting*
	3-Dimensional Art (Mixed Media, Clay, Mosaic)	*Print Making*

	Autumn	Spring	Summer
		Cycle A	
Year R	How to? / Who Lives in Fairy Tales?	Who Made these Footprints? / What's in our Garden?	What Makes a Hero? How Have we Grown this Year?
Year 1/2	Once Upon a Rhyme / Fire! Fire!	From Artic to Africa / Pop Art	Postcards from the Past / Make, Move and Perform Puppets
Year 3/4	Raging Rivers / Rocks, Soils and Fossils	The Roman Empire / Volcanoes	Vikings (Life and Legend) / Good Vibrations
Year 5/6	We'll Meet Again (WWII) / Light	Heads Will Roll / Counties of the UK	Ancient Mayan Civilization / Rainforests and Sustainability
		Cycle B	
Year R	How to? / Who Lives in Fairy Tales?	Who Made these Footprints? / What's in our Garden?	What Makes a Hero? How Have we Grown this Year?
Year 1/2	Who Lives Here? / Maps, Moats and Mighty Castles	Wacky Weather / Spring Has Sprung	Back in Time for… / Down in the Jungle
Year 3/4	Ancient Ancestors / Changing State	We're Sailing down the Nile / Opposites Attract	Born in the USA / Plants
Year 5/6	Across the Universe / Frosty Relations	Toil and Trouble / Crime and Punishment	Friends And Heroes / The Final Year

Reception EYFS	How to? / Who Lives in Fairy Tales?	Who Made these Footprints? / What's in our Garden?	What Makes a Hero? How Have we Grown this Year?
	Artist Focus: Axel Scheffler Art Technique Focus: Drawing/illustration  By the end of this Unit: Pupils will know: - Who is Axel Scheffler? - What is illustration? - What do illustrations do? Children will be able to: - Hold a pencil effectively. - Use a range of small tools including scissors and paint brushes - Begin to show accuracy and care when drawing. Essential Vocabulary: - Colour, drawing, illustration, pencils, pens, outlines (ensure there is a display of Axel Scheffler books and illustrations in the classroom for children to access)	Artist Focus: Steven Brown Art Technique Focus: Painting By the end of this Unit: Pupils will know: - Who is Steven Brown? - How does Steven Brown use colour to paint animals? - What inspires Steven Brown? - What are primary and secondary colours? - How do we mix different colours? - What colour can't we mix? Children will be able to: - Use a range of small tools including scissors and paint brushes - Begin to show accuracy and care when drawing and painting. - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Essential Vocabulary: - Paint, paint brushes, strokes, colour, background, foreground.	Artist Focus: Kandinsky/ Mondrian Art Technique Focus : Mixed Media/ 3D Art  By the end of this Unit: Pupils will know: - Who is Piet Mondrian and Wassily Kandinsky? - How do these artists create their artwork? - What inspires these artists? - What are primary and secondary colours? Children will be able to: - Use a range of small tools including scissors and paint brushes - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Essential Vocabulary: - Colour, primary, secondary, shape, squares, circles, layering, cutting
Links to Year 1	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 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		

Early Years will have multiple opportunities to access areas of Expressive Arts and Design throughout the year; this will be displayed in their learning journals and in their classroom. The art above will be explicit art teaching with the focus of learning about the artist and explicitly covering the art skills within the Early Years Framework. These other opportunities can be found on the MTP's and STP's for each term.

Every block of art teaching will follow the same format:
Part 1: Factfile/ learn about the artist and their influences. Part 2: Explore the technique, experiment, learn the essential vocabulary. Part 3: Re-create the artist's artwork. Part 4: Create own artwork inspired by the artists. Part 5: Pupils to evaluate their artwork and do a gallery walk of their peers work.
Text in bold younger year group in class. Text in *italics* older year group in the class.

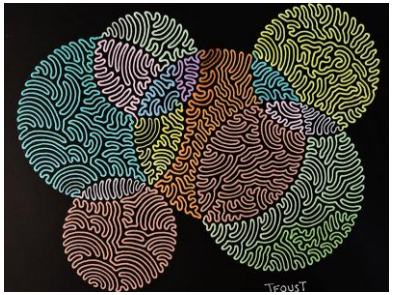
Key Stage 1 and 2 Coverage:

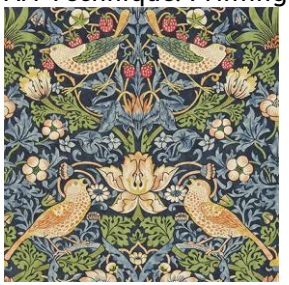
Year 1/2 Cycle A	Once Upon a Rhyme / Fire! Fire!	From Arctic to Africa / Pop Art	Postcards from the Past / Make, Move and Perform Puppets
	Artist Focus: Paul Klee Art Technique Focus: Print making and Paint – cityscape By the end of this Unit: Pupils will know: - Who is Paul Klee? - What influences and inspires Paul Klee's work? - Can they name the primary colours? (blue, yellow, red) - What are secondary colours? (green, orange, purple) - How are secondary colours mixed? (yellow + blue = green) - Can I create art using different media? (paintbrush and paint, sponges Children will be able to: - Experiment with different sized brushes.	Artist Focus: Andy Warhol Art Technique Focus: Mixed Media – endangered animals By the end of this Unit: Pupils will know: - Who is Andy Warhol? - What influences and inspires Andy Warhol's work? - Is All Andy Warhol's art inspired by the same things using the same media? - What is a mixed media piece of art? Children will be able to: - Experiment with a variety of media, pencils, colouring pencils, pens, felt tips - Control the types of marks made with the range of media. - *Learn to secure work to continue at a later date and join two parts successfully.*	Artist Focus: Henri Edmond-Cross Art Technique Focus: Pointillism - seaside By the end of this Unit: Pupils will know: - Who is Henri Edmond-Cross? - What influences and inspires Henri's work? - What is pointillism? - How can a pointillism effect be created? (cotton buds, pencils) - How the colour wheel helps us to understand colour theory and mixing colours? Children will be able to: - Experiment with a range of media; different size brush sizes and tools. -look and talk about own work. -*begin to control the types of marks made with a*

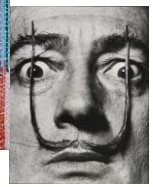
	- Mix a range of secondary colours. - *Store information on colour mixing, colour wheel and colour spectrums.* Essential Vocabulary: - Primary, secondary, colour wheel, colour mixing, spectrum,	- *Construct a simple base for extending and develop simple ideas and making simple, informed choices in media.* Essential Vocabulary: - Fine lines, drawing, blocking, mixed media, acetate, line drawing	*range of painting techniques.* *-begin to mix colours, shades and tones without using black and white.* Essential Vocabulary: - pointillism, landscape, effect, colour wheel, primary
Year 1/2 Cycle B	Who Lives Here? / Maps, Moats and Mighty Castles	Wacky Weather / Spring Has Sprung	Back in Time for… / Down in the Jungle
	Artist Focus: Stephen Wilshire Art Technique Focus: Sketching/ Fine line drawing By the end of this Unit: Pupils will know: - Who is Stephen Wilshire? - What is sketching? - How can pencils be used for different techniques. - How to use pencils to create different textures and patterns. - How does Stephen Wilshire create his art? - What is a landscape? - What is autism? - What is a photographic memory? Children will be able to: - Use a variety of drawing techniques such as hatching, scribbling and	Artist Focus: Georgia O Keefe Art Technique Focus: Collage By the end of this Unit: Pupils will know: - Who is Georgia O'Keefe? - What is 3D art? - Does Georgia O'Keefe just use 3D art? - How we can create layers similar to flowers and plants? - How we can use the same material to create different textures? Children will be able to: - Experiment in a variety of malleable media. - Impress and apply simple decoration techniques: impressed, painted, applied. - *Demonstrate experience in surface*	Artist Focus: Bonnie Maclean Art Technique Focus: Printmaking – foam boards. By the end of this Unit: Pupils will know: - Who is Bonnie Maclean? - What inspires Maclean's work? - Is her work still relevant today? - Does modern advertising still use printing? - What is printmaking? - How do we make prints? - What different techniques can we use to make prints? - What are the different ways adverts and posters are created by today? Children will be able to: - Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. - Use equipment and media correctly

	blending to create light and dark lines. - Start to explore simple media explorations in a sketchbook. - *Investigate tone by drawing light/dark lines, patterns and shapes using pencils.* Essential Vocabulary: - Tone (light/dark), hatching, scribbling, stippling, blending, texture, landscape. monochromatic	*patterns, textures and use them when appropriate.* - *Shape, form, construct and model from observation and imagination.* Essential Vocabulary: - malleable, construct, model, paper, texture,	and be able to produce a clean printed image. - Begin to identify forms of printing: books, posters, pictures and fabrics. - *Demonstrate experience at impressed printing: drawing into ink, printing from objects.* - *Experiment with overprinting motifs and colour.* Essential Vocabulary: - impressed printing, mono printing, foam board printing, relief, engraving,

Year 3/4 Cycle A	Raging Rivers / Rocks, Soils and Fossils	The Roman Empire / Volcanoes	Vikings (Life and Legend) / Good Vibrations
	Artist Focus: David Hockney Art Technique Focus: Painting By the end of this Unit: Pupils will know: -Who is David Hockney? -What influences and inspires Hockney's work? -What techniques and materials does David Hockney use in his landscape paintings? -What other art is Hockney famous for? - How paint and brush techniques can be used and altered to create different effects and outcomes? Children will be able to: *-demonstrate increasing control the types of marks made and experiment with different effects and textures.* *-continue to experiment with light and dark to explore complimentary colours.* -mix colours, shades and tones with increasing confidence. -use sketchbooks to record visual information from different sources as well as planning, trying out ideas and colours and collect source materials for future works. 6 Essential Vocabulary: Paint, texture, complimentary colours, effect, landscape, light and dark, tone, blocking	Artist Focus: Antoni Gaudi / Roman Mosaics Art Technique Focus: Mosaic By the end of this Unit: Pupils will know: -Who is Antoni Gaudi? -What influences and inspires Gaudi's work? -What techniques and materials can be used to create a mosaic? -How does Gaudi's work relate to the mosaics of Ancient Rome? -How mosaics can be created to look like pictures? -How are mosaics created and what are the physical processes needed? Children will be able to: *-use a sketchbook to plan, collect and develop ideas.* *-discuss own and others work, expressing thoughts and feelings.* -Work in a safe and organised way, caring for equipment. -plan, try out ideas, plan colours and collect source materials for future work. -show an awareness of the effect of time upon sculptures. 7 Essential Vocabulary: Mosaic, tiles, grout, adhesive, pattern,	Art Focus: Viking tapestry, jewellery,long boats and shields. Art Technique: Clay, drawing and sketching, mixed media, design. By the end of this Unit: Pupils will know: -What inspired the Vikings tapestries? -What was Viking jeweller like? - What were Viking long boats? -Why were Viking shields designed like they were? -What inspired the Vikings? Children will be able to: -use a sketchbook to plan, collect and develop ideas. - learn the difference between 2D and 3D drawing and sketching - Work with a variety of media to create different effects and art pieces. - plan and try out ideas using their knowledge of Viking art. Essential Vocabulary: Influence, Craftsmanship, Interlace, Pattern, Shield, Longboat, Tapestry, Brooch, Artefact, Viking

Year 3 /4 Cycle B	Ancient Ancestors / Changing State	We're Sailing down the Nile / Opposites Attract	Titanic / Plants
	Artist Focus: Tyler Foust Art Technique Focus: Pen/Pencil fine line drawing  By the end of this Unit: Pupils will know: -Who is Tyler Foust? -What influences and inspires his work? -What techniques and materials does he use in his fine line drawings? - How can one medium be used to create this type of art? -What is continuous line art? - How does his work link to the works of Matisse, Klee, and Picasso? Children will be able to: *-develop intricate patterns and marks through drawing.* *-demonstrate experiences of different pencil grades to draw different forms and shapes.* *-show perspective and an awareness of objects having a different dimension.* -draw for a sustained period of time at an appropriate level. -use sketchbooks to collect and record different information from different sources as well as planning and collecting source material for future work. Essential Vocabulary: Line art, continuous, contrast, vivid, fine line drawing	Artist Focus: Ancient Egyptian Art / Patrick Cabral Art Technique Focus: Mixed Media By the end of this Unit: Pupils will know: -What is Ancient Egyptian art? -What did the Ancient Egyptians use as inspiration for their art? -What processes and mediums did they use? -How does the work of Patrick Cabral link with the work of the ancient Egyptians? (environmental issues –WWF) -What is mixed media art? Children will be able to: *-learn to secure work to continue at a later date and join two parts successfully.* *-use a sketchbook to plan, collect and develop ideas.* -adapt work when necessary and explain why. -Gain more confidence in carving (cutting) as a form of 3D art. -Show awareness of the effect of time upon sculptures (focuses on ancient Egyptian art) Essential Vocabulary: Mixed media, sculpture, portrait, 3D,	Artist Focus: Andy Goldsworthy Art Technique Focus: Outdoor art By the end of this Unit: Pupils will know: -Who is Andy Goldsworthy? -What inspires his work? -What materials and mediums does he use? - What effect does the outdoor elements and time have on Goldsworthy's art? Does he intend for it to be everlasting? -Why is photography so important to Goldsworthy? Children will be able to: *-produce more intricate surface patterns/ textures and use then as and when appropriate* *-use equipment and media with confidence* -adapt work as and when necessary and explain why -use sketchbooks to record visual information from different sources as well as planning, trying out ideas and colours and collect source materials for future works. -show awareness of the effect of time on sculptures Essential Vocabulary: Nature, sculpture, elements, media, shape, form, pattern,

Year 5/6 Cycle A	We'll Meet Again (WWII) / Light	Heads Will Roll / Counties of the UK	Ancient Mayan Civilization / Rainforests and Sustainability
	Artist Focus: Henry Moore Art Technique Focus: sketching (Pastels, watercolour, pencil, charcoal) By the end of this Unit: Pupils will know: -Who is Henry Moore? -What influences and inspires his work? -What techniques and materials does he use in his line drawings? - How can one medium be used to create this type of art? - Why was his work so powerful during WW2? (see expressions, colours, shapes, women and children being the focus) Children will be able to: -*use different techniques for different purposes, shading, hatching within their own work* *-draw for a sustained period of time at at appropriate level* -develop their own style using tonal contrast and mixed media. -have opportunities to develop an awareness of scale, and proportion in their drawings, Essential Vocabulary: Pastel, mixed media, emotive, perspective, tone, form, proportion	Artist Focus: William Morris Art Technique: Printing  By the end of this unit: Pupils will know: -Who is William Morris? -What influences and inspires his work? -What materials and techniques does he use? -What period of history was he from? (History and English links) -What was the Industrial Revolution and how did this influence the Arts and Crafts movement? -What is colour scheme/motifs/repeated patterns/symmetry? Children will be able to: -*continue to gain experience in overlaying colours, start to over lay prints.* *-mix colours, shades and tones with increasing confidence drawing on previous knowledge* *-Use sketchbooks to collect and record visual information from different sources, plan colours, try ideas and collect materials.* -see positive and negative shapes when printmaking - purposely control the types of marks and experiment with effects and textures, e.g. blocking in Essential Vocabulary: Printmaking, primary, secondary, tertiary, complimentary colours, contrasting colours, shape, form	Art focus: Mayan stele Art Technique: Clay By the end of this Unit: Pupils will know: -What is Mayan art? -What influences and inspires Mayan artwork? -What techniques and materials are used? - What similarities or differences to Mayan art have to art you have explored or seen before? -Why were stelaes importance to the Mayan culture? What did they mean to the Mayan people? - Children can use existing pottery skills to create a 3D stelae, pupils will need refreshing on joining and sculpting techniques. Children will be able to: -*securing work to continue at a later date* *-show experience in combining pinch slabbing and coiling to produce end pieces.* -demonstrate experience in relief and freestanding work using clay. -demonstrate experience in the understanding of different ways of finishing work, glaze, paint and polish (this will be the children's opportunity to really individualise their work and bring it into the modern world) Essential Vocabulary: Stelae, hieroglyphic script, altar, divine, clay, relief, 3D, iconography, religious significance, depiction

Year 5/6 Cycle B	Across the Universe / Frosty Relations	Toil and Trouble / Crime and Punishment	Friends And Heroes / The Final Year
	Art focus: Dave White Art Technique: Watercolour By the end of this Unit: Pupils will know: -Who is Dave White? -What mediums does he use to create his work? -How does he use watercolours in a different way to other famous painters? - Masterclass with Jazzmine Thomas learning about the style Dave White uses. Children will be able to: -*confidently control the types of marks made and experiment with different colours.* *-mix and match colours to create atmosphere and light effects.* -mix colours, shades and tones with confidence -identify artists who have worked in similar and different artists. -understanding which works well in their work and why Essential Vocabulary: Watercolour, wash, fluid, brushstrokes, emotive, dynamic, expressive, realism	Art Focus: Salvador Dali, Frida Khalo, Alma Thomas, Yayoi Kusama, Van Gogh, Joan Miro Art Technique: painting, drawing, printing  By the end of this unit: Pupils will know: Who is Salvador Dali? Who is Frida Khalo? Who is Alma Thomas? Who is Yayoi Kusama? Who is Vincent Van Gogh? Who is Joan Miro? Children will be able to: Pupils should be taught 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. Pupils should be taught: ▯ 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. Essential Vocabulary: surrealism, naïve Mexican folk art, surreal elements, and autobiographical realism, abstract, polka dots and infinity nets, expressionism, post-impressionism, impasto, fauvism	Art Focus: Lady Pink/ Banksy Art Technique: Graffiti, mural, name illustration https://www.tate.org.uk/kids/games-quizzes/street-art By the end of this Unit: Pupils will know: -Who is Lady Pink and Banksy? -How are their styles similar and how are they different? -Is graffiti art or vandalism? -How do Graffiti artists convey a message? - How are different effects achieved in graffiti? (be mindful of adult themes and adult imagery used when searching their art work) -What is street art? Children will be able to: -*use tools in a safe way.* *-start to develop their own style using tonal contrast and mixed media.* *-identify modification/changes and see how they can be developed further.* -work in a sustained and independent way to develop their own style of painting -purposefully control the types of marks made and experiment with different effects and textures. -identify artists who have worked in similar and different artists. -discuss and review own and others work, expressing thoughts and feelings explaining their views. Essential Vocabulary: Graffiti, street art, tags, throw-ups, style, individuality, murals