



St Anne's CE Primary – Art Curriculum Map



2024-2025



EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

Statements are from the 2020 Development Matters and are prerequisite skills for art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for art.

The most relevant statements for art are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

Nursery

Conker 2-3yr old	Physical Development	<ul style="list-style-type: none"> • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Explore different materials, using all their senses to investigate them. • Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas
	Expressive Arts and Design	
Acorn 3-4yr old	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils
	Expressive Arts and Design	<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. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details.



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| | <ul style="list-style-type: none">• Use drawing to represent ideas like movement or loud noises.• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.• Explore colour and colour mixing. |
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Reception

Reception	Physical Development	<ul style="list-style-type: none">• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.• Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design	<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.
ELG	Physical Development: Fine Motor Skills	<ul style="list-style-type: none">• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.• Use a range of small tools, including scissors, paintbrushes and cutlery.• Begin to show accuracy and care when drawing.
	Expressive Arts and Design: Creating with Materials	<ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.• Share their creations, explaining the process they have used.



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Year 1

Year 1 Summary

Concepts in Art: Colour, Line, Style Types of Art: Paintings of Children, Narrative Art, Architecture, Sculpture, Pointillism, Cubism Skills: Painting, Drawing, 3D form, Collage Process (analysing, exploring, observing, evaluation): verbal, observational and imaginative drawing activities, written and verbal evaluation of own artwork, working with others to produce an artwork

	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
Unit	Colour Artists: Van Gogh, Bruegel, Vermeer, Hockney, Monet Concepts: Primary and secondary colours, warm and cool colours, tints and shades, rough and smooth brushstrokes Skills: colour mixing, holding and using a brush, using different brushstrokes	Line Artists: Rembrandt, Miro, Klee Concepts: Lines as basic tools, describing different lines, different materials for making lines, lines can be used to represent different things Skills: drawing different lines with different materials, drawing lines with a ruler, painting and colouring neatly inside shapes, drawing from the imagination	Architecture Buildings: Westminster Abbey, St Paul's Cathedral, Houses of Parliament, Southwark Cathedral, The Penguin House at London Zoo Concepts: Defining architecture, purpose, features, design process. Skills: line drawing (detail), collage with tissue paper, modelling with clay, designing for a purpose, model making with mixed media	Style in Art/Narrative Art Artists: Seurat, Van Gogh, Tintoretto, Uccello, Moreau Concepts: style, painting technique, brushstrokes, pointillism, narrative paintings, characters in paintings Skills: painting with dots, using short brushstrokes, colour mixing, drawing from the imagination	Paintings of Children Artists: Hogarth, Bruegel, Hockney, Cassatt Concepts: Paintings can tell us about the past, art can give us messages, cubism Skills: Accurately copying shapes, colour matching, painting with watercolour, choosing which brush to use, drawing people from manikins, planning and arranging elements of a picture	Sculpture Artists: Degas, Gormley, Hepworth, Moore, Giacometti Concepts: Defining sculpture, materials, carving/building-up sketches/maquettes, casting, colour in sculpture, different styles, scale Skills: Drawing people from life, using charcoal, modelling with clay, casting in plaster, painting plaster and painting detail, sculpting with wire
Media	PAINTING MIXED MEDIA	DRAWING MIXED MEDIA	DRAWING 3D FORM COLLAGE	PAINTING DRAWING	PAINTING DRAWING COLLAGE	DRAWING 3D FORM
Skills Progression:	Painting Brush hold, brush choice, colour mixing, brushstrokes, colour matching, accuracy, watercolour Drawing Using lines, using a ruler, observation, detail, pencil, charcoal, felt tips, oil pastels 3d form Modelling with clay – sticking and carving, model making with mixed media, casting plaster, sculpting with wire and Modroc Collage Collage with tissue paper - tearing					



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Relevant/contextual rationale (how do these topics address our pupils' needs?) St Anne's has a White British ethnic majority so the children learn about different styles of art from a range of countries, cultures and heritages.

High Quality Texts to support reading across the curriculum: Throughout their educational journey, children are exposed to a range of texts. in both writing and reading sessions, from different cultures, historical periods and religious backgrounds which support their knowledge of styles of art and the history of art.

Year 2

Year 2 Summary Concepts in Art: Colour, Shape, Texture, Pattern, Symmetry Types of Art: Portraits, Landscapes, AngloSaxon Art, Murals, Tapestries Skills: Painting, Drawing, 3D form, Collage, Textiles, Printing, Mixed media Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, written and verbal evaluation of own artwork, working with others to produce an artwork

	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
Unit	Colour and Shape Artists: Kandinsky, Delaunay, Monet, Klee, Picasso, Calder Concepts: primary colours, secondary colours, warm and cool colours, tints and shades, geometric shapes, organic shapes Skills: colour mixing, drawing geometric shapes, using natural objects to draw organic shapes, creating sculptures with paper and wire, working as a team	Colour, Shape and Texture Artists: Matisse, Durer, Jan van Eyck Concepts: cut-outs, complementary colours, organic shapes, composition, visual texture Skills: colour mixing, selecting complementary colours, cutting organic shapes, creating texture with mark-making and colour, drawing with chalk and charcoal, graphite and oil pastels	Portraits and SelfPortraits Artists: Leonardo da Vinci, Holbein, Hogarth, Van Gogh, Rembrandt, Kahlo, Picasso, Gentileschi Concepts: Portraits v self-portraits, representation in portraits, proportions of a face, cubism Skills: Planning and drawing a face, drawing a profile, mixing skin tones, drawing with oil pastels	Landscape and Symmetry Artists: Constable, Turner, Rousseau, Leonardo da Vinci, Hobbema, Goldsworthy Concepts: What is a landscape, different methods to paint landscapes, Turner's style, symmetry in nature and art, temporary art Skills: Washes with a sponge, using bold brushstrokes, detailed drawing with oil pastels, creating sculptures with found objects	History Painting Artists: Picasso, Caravaggio, Antonio del Pollaiuolo, Kauffmann Concepts: History painting includes mythological paintings, biblical art and historical painting, narrative art, settings, showing different characteristics, different ways that stories are told Skills: sketching from imagination, using a ruler, drawing different characteristics, using chalk and charcoal to create tone, collage	Murals and Tapestries Artists/Art: Michelangelo, Leonardo da Vinci, Rego, The Lady and the Unicorn, tapestries, Albers, Banksy Concepts: What is a mural, frescoes, what is a tapestry, communicating stories and messages, composition Skills: mono-printing, weaving, creating a composition
Media	3D FORM PAINTING DRAWING	COLLAGE DRAWING	DRAWING PAINTING	MIXED MEDIA (DRAWING AND PAINTING) SCULPTURE	DRAWING MIXED MEDIA (DRAWING/COLLA GE	PRINTING TEXTILES



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Skills Progression:	Painting Brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour Drawing Using lines, observation, detail, mark making to show texture, pencil, chalk, charcoal, oil pastels 3d form Modelling with clay – sticking and carving, sculpting with wire and paper, sculpting with natural objects Collage Collage with paper - cutting organic shapes, collage with textiles – colour matching Textiles Weaving Printing Mono-printing with polystyrene
Relevant/contextual rationale (how do these topics address our pupils' needs?) St Anne's has a White British ethnic majority so the children learn about different styles of music from a range of countries, cultures and heritages. High Quality Texts to support reading across the curriculum: Throughout their educational journey, children are exposed to a range of texts. in both writing and reading sessions, from different cultures, historical periods and religious backgrounds which support their knowledge of styles of art and the history of art.	

Year 3

Year 3 Summary Concepts in Art: Line, Form, Pattern, Symmetry Types of Art: Still life, History painting, Ancient Egypt, Architecture Skills: Painting, Drawing, 3D form, Collage, Printing, Mixed media Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, working with others to create an artwork

Unit	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
	Line Artists: Klee, Leonardo, Picasso, Rembrandt, Van Gogh, Moore, Hokusai Concepts: Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, printing to create lines Skills: continuous line drawing, line weight, drawing contour lines, monoprinting	Still Life and Form Artists: Warhol, Morandi, Stubbs, Cezanne, Moser Concepts: What is a still life, still life throughout history, using tone to create form, highlight, shade/shadow, cast shadow, mid-tone, using colour to create form Skills: Pencil techniques to show form and tone, crosshatching, drawing still life – what you see, layering oil pastels	Art of Ancient Egypt Art: The Great Sphinx, Bust of Nefertiti, Tutankhamun's death mask, Book of the Dead Concepts: Power of the Pharaohs represented in art, what is a bust, first use of paper, AE gods Skills: sketching, modelling in clay, creating patterns, making paper, drawing in profile	Anglo Saxon Art Art: Sutton Hoo treasures, Lindisfarne Gospels, Bayeux Tapestry Concepts: AngloSaxon designs, interlocking and interlaced patterns, symmetry, illumination, embroidery Skills: Drawing fine detail, creating patterns, using different grade brushes, painting with watercolours, collage	Architecture Architecture/Architects: Parthenon , Callicrates), St Paul's Cathedral (Wren), Sagrada Familia (Gaudi), Grand Stupa Concepts: What is architecture/an architect, sculptures in relief - frieze (Parthenon marbles history), line and symmetry in architecture, features of architecture (towers/domes) Gaudi's use of curved lines, nature, mosaics and stained glass Skills: Using lines to create a design, working with clay to create a relief, building up and carving away, collage	Modern Architecture Architecture/Architects: Guggenheim Museum (Gehry), Scottish Parliament building (Miralles), Millau Viaduct (Foster), Serpentine Pavilion (Kere), London Aquatics Centre (Hadid) Concepts: modern vs traditional, function, inspiration, process: models and drawing, construction: engineers Skills: Showing tone in drawing, designing for function, observational drawing, using imagination when drawing, model making, problem solving, working as a team



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Media	DRAWING PRINTING	DRAWING	3D FORM DRAWING	DRAWING PAINTING COLLAGE	DRAWING SCULPTURE COLLAGE	DRAWING 3D FORM
Skills Progression:	Painting Brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour Drawing Using lines, observation, detail, using a ruler, line weight, sketching, pencil techniques to show tone, chalk and charcoal to show tone, oil pastels – working dark to light 3d form Modelling with clay – sticking and carving, clay relief, model making with mixed media Collage Collage with paper and tissue paper Printing Mono-printing with polystyrene					
Relevant/contextual rationale (how do these topics address our pupils' needs?) St Anne's has a White British ethnic majority so the children learn about different styles of music from a range of countries, cultures and heritages.						
High Quality Texts to support reading across the curriculum: Throughout their educational journey, children are exposed to a range of texts. in both writing and reading sessions, from different cultures, historical periods and religious backgrounds which support their knowledge of styles of art and the history of art.						

Year 4

Year 4 Summary Concepts in Art: Light, Space, Design – Elements of Art, Pattern Types of Art: Ancient Rome, Byzantine Empire, Textiles Skills: Painting, Drawing, 3D form, Collage, Mixed media Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, working with others to produce an artwork, written and verbal evaluation of own artwork

	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
Unit:	Light Artists: Caravaggio, Vermeer, Goncharova, Begum Concepts: light shows form, using tone to show form and drama, chiaroscuro, ground and underpainting, using/showing light in different ways Skills: Observational drawing, continuous line drawing, using chalk and charcoal for tone, using acrylic paint for tone, painting a ground,	Space Artists: Matisse, Millet, Bonheur, Bruegel, Turner Concepts: Three dimensions: height, width and depth, the illusion of three dimensions, using foreground, middle ground and background, using colour and detail to create depth Skills: Using shade to create tone, using line to draw a landscape, creating a relief in cardboard	Design Artists: Matisse, Munch, Kauffman Concepts: Meaning of design in art, the elements of art, composition, cutouts, expressionism, colour and line to create emotion, complementary colours Skills: Arranging a composition, using lines to show expression, painting with watercolour	Monuments of Ancient Rome: Monuments: The Pantheon, Colosseum, Trajan's Column Concepts: What is a monument, monuments shows Emperor's power, construction and use of the Pantheon and Colosseum (domes and arches), relief sculpture on Trajan's column Skills: Following instructions, model making, working as a team	Monuments of the Byzantine Empire Monuments: Hagia Sofia, Basilica of San Vitale – Ravenna, icons Concepts: Byzantine empire, Constantine and Constantinople, mosaics, Byzantine patterns, what is an icon Skills: copying patterns, painting with watercolour, collage	Needlework, Embroidery and Weaving Designers/Artists: MacDonald, Hartnell – Coronation robes, Duchess of Cambridge wedding dress, Raphael, Albers Concepts: What is embroidery, what is weaving – looms, warp thread, weft thread, tapestries Skills: cross-stitch design, cross-stitch, weaving



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	underpainting mixing tints and shades in acrylic					
Media	DRAWING PAINTING	3D FORM DRAWING	DRAWING PAINTING	3D FORM	PAINTING COLLAGE	TEXTILES
Skills Progression:	Painting Brush hold, brush choice, colour mixing, brushstrokes, ground and underpainting using acrylic, using paint to show tone, accuracy, watercolour Drawing Using lines, observation, detail, sketching, chalk and charcoal to show tone 3d form Cardboard reliefs, Model making with mixed media Collage Collage with paper Textiles Embroidery, weaving					
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Year 5

Year 5 Summary Concepts in Art: Style, Colour, Pattern, Abstract Types of Art: Rococo, Modernism, Abstract, Islamic, African, Chinese, Printmaking Skills: Painting, Drawing, 3D form, Printing, Mixed media Process: (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, independently choosing materials and creating a design for a finished artwork – this may be working with others to produce an artwork.

Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Style in Art Artists/Designers: Stubbs, Munch, Watteau, Chippendale, Van Doesburg, Breuer, Mondrian, Delaunay, Pollock, Rothko, Kandinsky Concepts: What is style in art, features of Rococo art and design, features of Modernist art and design, comparing Rococo and Modernist styles, features and	Islamic Art and Architecture: Architecture: The Dome of the Rock, The Alhambra, The Taj Mahal, Begum Concepts: Features of Islamic art and design – geometric patterns, vegetal patterns, calligraphy, tilework, plasterwork. Characteristic features of Islamic architecture in mosques, palaces and tombs – domes, minarets, arches, muqarnas.	Art from Western Africa Art: Antelope headdresses of Mali, ivory carvings and bronze relief sculptures and panels from Benin Concepts: Spiritual purpose and significance of many African works of art, ceremonial masks, cultural changes reflected in artwork, for example the influence	Chinese Painting and Ceramics Art: Become familiar with examples of Chinese art, including: silk scrolls, calligraphy, brush writing and painting, porcelain. Concepts: Chinese painting materials, using brushes and colour in a different way, Chinese painting style and design,	Print Making Artists: Rembrandt, Hogarth, Hokusai, Warhol Concepts: Printmaking as an indirect art form: blocks, plates, silk screens. Printmaking can be a positive (relief), negative	History of Photography Or Take One Picture The artist(s), concepts and skills covered in this unit will depend upon the focus picture chosen by the National Gallery Take One Picture scheme. Photographers: Dorothea Lange, Lewis Wicks Hine, Jason Evans, Peter Keetman, Aaron Siskind Concepts: The beginnings and development of photography – camera obscura,



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	ideas behind abstract art, colour theory in abstract art Skills: Using oil pastels and soft pastels to create light/shade and different marks, accurately copying shapes, independent design by drawing, painting with acrylic on canvass, painting patterns, using colour theory to make colour decisions, creating texture with acrylic	Skills: using rulers and compasses to draw geometric patterns, paintings with inks, working with clay – carving and building up, painting clay.	of the Portuguese traders on West African art. Skills: Using 3d mixed media to design and create relief sculptures.	creation and decoration of porcelain, Chinese trade with and influence on Western Europe. Skills: Using Chinese painting materials and Chinese painting style – emphasis on brush use.	(intaglio) or stencil process. Printmaking allows the creation of multiple versions of the same design. Skills: Mono-printing with Perspex, printing ink and pencils, screenprinting with stencils.	daguerreotype, roll films, the Kodak camera, colour, digital photography. Victorian portraiture. Documentary photography. Abstract photography. Skills: Using a digital camera, composition - different views, angles and positions, using a viewfinder, zooming in, editing.
Media	DRAWING PAINTING	DRAWING PAINTING 3D FORM	3D FORM DRAWING	PAINTING	PRINTING	PHOTOGRAPHY COLLAGE
Skills Progression:	Painting Using acrylic on canvas, creating texture with acrylic, painting with inks, using Chinese painting materials – brush use Drawing Using lines, rulers and compasses, observation, using pencil, using oil pastels and soft pastels to show tone 3d form Modelling with clay – sticking and carving (reliefs), Cardboard reliefs, Printing Mono-printing with Perspex, screenprinting					
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Year 6

Year 6 Summary Concepts in Art: Realism - Observational Drawing, Linear Perspective, Science in Art, Painting en plein air, Pattern Types of Art: Renaissance Art and Architecture, Victorian Art and Architecture, The Pre-Raphaelites, Victorian Design – The Arts and Crafts Movement, Impressionism and Post-Impressionism, Modernism Skills: Painting, Drawing, 3D form, Collage, Printing Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, independently choosing materials and creating a design for a finished artwork – this may be working with others to produce an artwork.

Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Art in the Italian Renaissance Artists: Michelangelo, Leonardo da Vinci, Raphael Concepts: Italy and 'rebirth' (rejection of middle ages), influence of Greek and Roman art, showing humanity and the natural	Renaissance Architecture and Sculpture Artists/Architects and architecture: Brunelleschi, Donatello, Ghiberti, Michelangelo, Il Duomo, Basilica of St Peter's	Victorian Art and Architecture Architects/Architecture: Pugin, Barry – The Houses of Parliament Concepts: Classical v Gothic architecture Skills: Drawing buildings. Developing drawing skills – quality of line, level of detail,	William Morris Artist/Designer: William Morris – a detailed study Concepts: Morris as an architect, designer, writer, businessman, British Arts and Crafts movement, rejection of industrialisation, influence of Medieval art and design, influence of Islamic	Impressionism and Postimpressionism Artists: Monet, Degas, Renoir, Cassatt, Cezanne, Van Gogh, Gauguin Concepts: painting out of doors, landscapes, scenes from everyday life, influence of	Art in the 20th Century - Modernism and Beyond: Artists: Picasso, Hepworth, Auerbach, Freud, Bowling, Himid Concepts: Modernism, cubism, abstract v figurative painting and sculpture, influence of the second world war, art produced about identity: race and gender.

