

BROADMEADOW SPECIAL SCHOOL
ART & DESIGN CURRICULUM MAP 2020-21

	Sensory Experience	Intentional	Skill Development	Functional Skills	Applied Skills
Autumn A Painting and Drawing	<ul style="list-style-type: none"> Experiences a range of media and tools utilising all of the senses <i>e.g. spice scented paint, crayons, chalk pastels</i> 	<ul style="list-style-type: none"> Reaches for and grasps tools and media Notices random marks they make using various media Demonstrates interest in media through exploration and may develop preferences 	<ul style="list-style-type: none"> Uses tools and media appropriately Increasingly controlled mark making <i>e.g. lines, simple shapes</i> Uses more than one colour/form of media at a time, unintentionally mixing and blending 	<ul style="list-style-type: none"> Selects the correct tools for a specific purpose <i>e.g. paintbrush to paint, rubber to erase</i> Uses tools in different ways <i>e.g. chalk pastels to draw and blend</i> Selects appropriate media/colour for a purpose, blending and mixing intentionally <i>e.g. green paint for grass</i> Demonstrates enjoyment of drawing and painting and appreciation of others' work 	<ul style="list-style-type: none"> Purposefully selects and uses a range of media to express meaning Creates recognisable finished products with increasing detail <i>e.g. painting of a garden</i> Uses shading, tinting and tone to express meaning and mood

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<p>Autumn B</p> <p>Collage and Textiles</p>	<ul style="list-style-type: none"> Experiences a range of materials with varied properties utilising all of the senses e.g. <i>shiny, soft, rough, heavy, light</i> 	<ul style="list-style-type: none"> Reaches for and grasps materials Noticing the effect of own actions e.g. <i>tearing, scrunching paper</i> Demonstrates interest in materials through exploration and may develop preferences 	<ul style="list-style-type: none"> Uses tools and media appropriately Begins to notice simple shapes and patterns Uses more than one type of material for a piece e.g. <i>foil for stars, pom pom for the moon.</i> 	<ul style="list-style-type: none"> Selects the correct tools for a specific purpose e.g. <i>scissors to cut, glue to stick</i> Selects specific materials for a given purpose e.g. <i>feathers for a bird, blue voile for the sea</i> Manipulates and arranges materials intentionally to produce a desired effect e.g. <i>scrunched up tissue paper for flowers.</i> Demonstrates enjoyment of using collage and appreciation of others' work 	<ul style="list-style-type: none"> Purposefully selects and uses materials with varying properties to express meaning Creates a piece with deliberate and recognisable characteristics e.g. <i>distinct patterns, collage of seaside.</i>
<p>Spring A</p> <p>Sculpture</p>	<ul style="list-style-type: none"> Experiences a range of malleable and 	<ul style="list-style-type: none"> Reaches for and grasps materials and tools 	<ul style="list-style-type: none"> Uses tools and media appropriately 	<ul style="list-style-type: none"> Selects the correct tools for a specific 	<ul style="list-style-type: none"> Creates recognisable finished

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	<p>non-malleable construction materials utilising all of the senses <i>e.g. clay, twigs, bricks, straws.</i></p>	<ul style="list-style-type: none"> • Noticing the effect of their own actions <i>e.g. imprint in clay.</i> • Demonstrates interest in materials through exploration and may develop preferences 	<ul style="list-style-type: none"> • Experiments with shape, positioning, size and manipulation of materials <i>e.g. rolls, pinches, cuts clay, bends straws.</i> • Uses more than one types of material for a piece <i>e.g. clay and twig hedgehogs</i> 	<p>purpose <i>e.g. specific shape cutter, string to secure items</i></p> <ul style="list-style-type: none"> • Purposefully manipulates and positions materials in various ways <i>e.g. breaks twigs to smaller size, stacks</i> • Selects specific materials for a given purpose <i>e.g. sticks for spikes</i> • Demonstrates enjoyment of creating sculptures and appreciation of others' work 	<p>products with increasing detail <i>e.g. making a face from natural materials</i></p> <ul style="list-style-type: none"> • Purposefully selects and uses a range of techniques to express meaning • Uses knowledge of resources to create a stable structure varying in shape and texture
<p>Spring B Digital Art</p>	<ul style="list-style-type: none"> • Experiences digital equipment through movement and looking 	<ul style="list-style-type: none"> • Reaches for and grasps digital tools • Noticing the effect of their own actions <i>e.g.</i> 	<ul style="list-style-type: none"> • Uses simple software and digital resources appropriately • Experiments with shape, 	<ul style="list-style-type: none"> • Selects the correct resources for a specific purpose <i>e.g. camera to take a photo,</i> 	<ul style="list-style-type: none"> • Creates recognisable finished products for a given purpose <i>e.g. documenting</i>

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	<p><i>e.g. coloured frames, apps, lightboxes, sensory room equipment.</i></p>	<p><i>interactive floor mat, using Paint software, eye gaze, presses button to take a photo without aiming.</i></p> <ul style="list-style-type: none"> • Demonstrates interest in digital resources through exploration and may develop preferences 	<p>positioning, size and manipulation of resources <i>e.g. moving camera lens to aim purposefully, selecting colour on Paint software.</i></p> <ul style="list-style-type: none"> • Uses more than one type of resource for the same purpose <i>e.g. ipad and digital camera.</i> 	<p><i>different brushes on Paint software to create desired effect.</i></p> <ul style="list-style-type: none"> • Purposefully manipulates and positions materials in various ways <i>e.g. lighting, aiming camera in different directions to create an effect, zoom on camera lens.</i> • Demonstrates enjoyment of creating and sharing digital art and appreciation of others' work. 	<p><i>an activity through photographs, short animation sequence.</i></p> <ul style="list-style-type: none"> • Purposefully selects and uses a range of techniques to express meaning • Uses knowledge of resources to edit a piece of digital art using filters and digital enhancements.
<p>Summer A Printing</p>	<ul style="list-style-type: none"> • Experiences a range of media, shapes and tools utilising all of the senses <i>e.g.</i> 	<ul style="list-style-type: none"> • Reaches for and grasps tools, shapes and media 	<ul style="list-style-type: none"> • Uses printing tools and media appropriately • Increasingly controlled mark 	<ul style="list-style-type: none"> • Selects the correct tools for a specific purpose <i>e.g.</i> 	<ul style="list-style-type: none"> • Purposefully selects and uses a range of printing tools

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	<p><i>fruit and vegetables, stamps, natural resources, body parts.</i></p>	<ul style="list-style-type: none"> • Notices random marks or impressions they make using printing tools • Demonstrates interest in printing media and shapes through exploration and may develop preferences. 	<p><i>making e.g. intentional patterns and pictures.</i></p> <ul style="list-style-type: none"> • Uses more than one colour/tool at a time, unintentionally overlaying prints to make patterns and pictures. 	<p><i>building a picture</i></p> <ul style="list-style-type: none"> • Uses tools and materials purposefully in different ways to create different effects <i>e.g. sponge to blend and for texture.</i> • Demonstrates enjoyment of printing and appreciation of others' work. 	<p>and media to express meaning.</p> <ul style="list-style-type: none"> • Creates recognisable finished products with increasing detail <i>e.g. picture of a house.</i> • Uses shape, pattern and texture to express meaning and mood.
<p>Summer B</p> <p>Art Culture</p> <ul style="list-style-type: none"> • <i>Wassily Kandinski</i> • <i>Giuseppe Arcimboldo</i> • <i>Piet Mondrian</i> • <i>Georges Seurat</i> • <i>Jackson Pollock</i> • <i>Andy Goldsworthy</i> 	<ul style="list-style-type: none"> • Experiences specific style of art utilising all of the senses and whole body <i>e.g. natural materials for Goldsworthy, kaleidoscope for Kandinsky.</i> 	<ul style="list-style-type: none"> • Reaches for and grasps tools and materials related to the style of the artist • Pays fleeting attention to art work from specific artists • Notices the effects of their movements 	<ul style="list-style-type: none"> • Uses tools and media appropriately to recreate the artists style <i>e.g. positioning fruit on a face in the style of Arcimboldo.</i> • Increasingly controlled actions <i>e.g. repeating dots in</i> 	<ul style="list-style-type: none"> • Selects the correct tools for a specific style of work <i>e.g. brushes to splatter paint in the style of Pollock.</i> • Uses tools in different ways to recreate certain effects <i>e.g. splat paint</i> 	<ul style="list-style-type: none"> • Purposefully selects and uses a range of media to recreate artists work and express meaning • Creates recognisable finished products using the artist as inspiration

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		<p>relating to the style of an artist.</p> <ul style="list-style-type: none"> • Demonstrates interest in styles of art through exploration and may develop preferences 	<p><i>the style of Seurat.</i></p> <ul style="list-style-type: none"> • Uses more than one technique at a time, in the style of given artist <i>e.g. pointillism.</i> 	<p><i>for Pollock, block print for Mondrian.</i></p> <ul style="list-style-type: none"> • Demonstrates enjoyment of recreating artists work and preferences of style. 	<ul style="list-style-type: none"> • Notices similarities and differences between styles of art
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By the end of key stage 1 pupils will be able to use a wide range of materials creatively to design and produce their own products. They will develop their imagination, techniques and skills in using colour, pattern, texture, line, shape, form and space. They will be able to identify similarities and differences between different techniques and disciplines and make comments on the work of artists. Through their own designs they will be able to share personal thoughts, feelings and experience and make links between their own work and work from other artists.