



Art Curriculum and Knowledge Map



St Ralph Sherwin
Catholic Multi Academy Trust

YEAR 6



KS 3 Increasing Proficiency

The Explosion of Pop Art – Collage / Painting
Define 'Pop Art' and where and when Pop artists became popular? **(Remembering)**
Why do some critics believe Andy Warhol's use of repeated images took away the emotion in the art? **(Remembering)**
Explain how tertiary colours in pop art contribute to the movement's visual language and interpreted emotion. **(Knowing)**
Create a piece of Pop art inspired by Andy Warhol's use of unusual and unrealistic tertiary colours. **(Knowing)**

Umberto Boccioni?

Sculpture
How does Boccioni's bronze sculpture 'Unique Forms of Continuity in Space' demonstrate the Futurist's ideals? **(Remembering)**
What types of materials did Boccioni advocate using in his 'Manifesto of Futurist Sculpture'? Did he follow his own advice? **(Remembering)**
Explore using wire to make a framework for a sculpture based on Boccioni's 'Unique Forms of Continuity in Space'. **(Knowing)**



Capturing Conflict – Drawing, Painting
Why were official war artists were commissioned by governments to capture and document war efforts? **(Remembering)**
Summarise how the depiction of war before the 20th century differed from war artists work after the turn of the 20th century. **(Knowing)**
Apply the surrealist quality and rich symbolism of Paul Nash's 'Totes Meer' to create a work that highlights a modern-day issue. **(Reasoning)**



Amazed by Architecture – Sculpture
Who was Dame Zaha Hadid and what was she most known for? **(Remembering)**
Compare and contrast Hadid's style of architecture with that of A.W.N. Pugin's (e.g. St Mary's church in Derby). **(Knowing)**
Research, design and survey a 'futuristic' sun shelter for St. Elizabeth's CVA School field. **(Reasoning)**



Islamic Art – 3D
What do geometric shapes represent within traditional Islamic 2D designs? **(Remembering)**
Examine and comment on images of Islamic decoration (2D design/pattern) found in the Alhambra Palace in Granada, Spain. **(Knowing)**
Explore how to combine visual and tactile qualities to create own clay tile inspired by Islamic decoration. **Evaluate** success. **(Reasoning)**



YEAR 5

The Art of Anatomy – Printing

What two techniques did Albrecht Durer perfect to make his prints? **(Remembering)**
How did the printing press technology help to spread Durer's art across Europe? **(Remembering)**
Explain what foreshortening is and **apply** it using digital media. **(Knowing)**
Experience carving lino to create a print based on human anatomy. **(Knowing)**



Art Deco – Textiles

Name two major art styles/periods that influenced the Art Deco style? **(Remembering)**
Explore the Cubist style by drawing a person or object and breaking the picture up into different shapes. **(Remembering)**
Compare and contrast the Art Nouveau and Art Deco movements. **(Knowing)**
Do you agree that the shapes and materials used by Art Deco designers made their work look 'modern'? **(Reasoning)**



Romans – Sculpture

How did Roman sculpture differ from Ancient Greek sculpture? **(Remembering)**
Explain how is texture is used in sculptures to convey emotions / expressions? **(Knowing)**
Select and arrange materials in a mosaic for a striking effect. **(Knowing)**
Evaluate own success in demonstrating realism within a clay replica of a Roman bust. **(Reasoning)**



Who is Antoni Gaudi?

Who was Antoni Gaudi and where will you see his work? **(Remembering)**
What influenced the art and architecture of Antoni Gaudi? **(Remembering)**
How would you explain Antoni Gaudi's interior design and architecture to someone who had never seen it? **(Knowing)**
Design and model a park bench inspired by Antoni Gaudi. **(Knowing)**



Joseph Wright of Derby – Drawing

Define the term 'tenebrism' **(Remembering)**
Label a diagram to show 'highlight', 'half tones', 'form shadow', 'reflected light' and 'cast shadow'. **(Remembering)**
Summarise the terms 'enlightenment' and 'ignorance' and explain how Joseph Wright represented these in his scientific paintings **(Knowing)**
Experiment drawing highlights and shadow when light is shining on a 3D object. **(Knowing)**

YEAR 4



Royalty – Painting and collage

Define the purpose of state, formal and popular royal portraits. **(Remembering)**
What was the intended impact of the symbolism within portraits of Queen Elizabeth I? **(Knowing)**
Create a self-portrait inspired by images of ancient Egyptian royal rulers/deities. **(Knowing)**
Suggest reasons why a king or queen would prefer a state or formal portrait rather than a popular portrait to be painted of them. **(Reasoning)**



William Morris – Printing

Identify some qualities of handmade objects. **(Remembering)**
Explain the meaning of the term 'mass produced' **(Remembering)**
Experiment with mark making media to replicate texture in drawing **(Knowing)**
Create a print inspired by William Morris' wallpaper designs. **(Knowing)**
Would you support the aims of the 'arts and crafts' movement? **(Reasoning)**



Let's Sculpt – Sculpture

Give some examples of different materials from which sculpture can be created. **(Remembering)**
Explain how sculpture /art can be temporary or permanent. **(Remembering)**
Replicate (and install) a 3D model /sculpture based on an artist studied. **(Knowing)**
In which ways are examples of realistic, figurative and abstract sculpture similar/different. **(Reasoning)**



YEAR 3

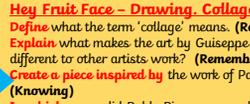
The Beauty of Flowers – Painting

Describe the work of Georgia O'Keeffe (using terms e.g. natural forms, enlarged, close-up and abstract) **(Remembering)**
Copy the technique of adding a colour to white to create a lighter version of the colour (a tint). **(Remembering)**
Give two examples of paintings by Georgia O'Keeffe **(Knowing)**
Create a piece inspired by the art of Georgia O'Keeffe. **(Knowing)**



Ancient Art – Drawing, Sculpture

Describe a Babylonian Kuduru. **(Remembering)**
How did Mesopotamian artists make statues of Kings look more powerful and god-like? **(Remembering)**
Explain what clothing with elaborate patterns might indicate in a piece of art from the ancient Mesopotamia. **(Knowing)**
Replicate the Mesopotamian artists by creating a piece of art to show a friend looking powerful, like a king or god. **(Knowing)**



FS2



Portraits – Painting

Can define that a portrait is a piece of art showing a person and a self-portrait is a drawing or painting of yourself. **(Remembering)**
Label a colour wheel showing primary (red, blue and yellow) and secondary (green, purple and orange) colours. **(Remembering)**
Suggest why Thomas Gainsborough used colours like orange, yellow, pink and red (warm colours) in the background of his portrait but cold colours (blue/greens) for the Blue Boy. **(Knowing)**
Experiment with different coloured media to create a background for their own version of 'The Blue Boy' by Thomas Gainsborough. **(Knowing)**



YEAR 1

*Safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

*Share their creations, explaining the processes they have used.

Advent – Let's explore trees - collecting leaves, leaf and bark rubbings and printing, painting and 3D texture, expressing opinions, digital photographs

Lent – Let's explore dinosaurs - salt dough fossils, clay volcanoes, drawing collage and paint effects.

Pentecost – Let's explore pirates - paint and wax resist, texture/collage - 3D clay work (making impressions)