

# ART CURRICULUM MAP 2025 – 2026

## Intent

At ELPS, we value the importance of Art and Design. It is our children's entitlement to be able to share and express their individual creativity, independence, resilience, and self-reflection. It is our intent to provide all children with the fundamental skills, techniques and knowledge needed to independently create their own unique drawings, paintings, sculptures, and crafts. We want the children to have a natural sense of wonder and curiosity when studying a wide variety of artwork. We empower children to discover great artists that will enable them to explore their own and other's cultural heritages. We give the children the time and space to explore new themes, new sensations, and ways to be creative without the need to be perfect. At ELPS, we believe that the process takes precedence over the product. We want our children to see the enjoyment and satisfaction in the process of producing art.

## Implementation

Year 1					
Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<b><u>Introducing Elements of Art</u></b>  In this unit, pupils are introduced to the main elements of Art and study primary and secondary colours, pattern, line, and shape. Pupils will engage with each element of art focusing on each individual to both recognise the element of art within the works of an artist and practice its use. Students will look at the work of Piet Mondrian, Bridget Riley and Wassily Kandinsky.	<b><u>Introducing Materials</u></b>  In this unit, pupils will meaningfully engage with a range of materials with a focus of building an understanding of each materials properties. Pupils will use materials to create works inspired by several artists including Clifford Styll, Freidel Dzubas, Barbara Hepworth and Ellsworth Kelly. Pupils will continually use and discuss elements of art learnt in autumn 1, whilst building knowledge of art material and their uses.	<b><u>Introducing Key Concepts</u></b>  In this unit, pupils will engage with an introduction to identified key concepts within art to provide pupils with a foundation of essential knowledge. Students will learn about sketching and observation, mark-making, divisionism, stylisation and abstraction. Pupils will again focus on each individually, both learning about relevant examples of a concept within other artists' work, and through practicing its use. Through making their own outcomes exploring these concepts, they will recap their prior learning relating to the elements of art.	<b><u>Introducing Elements of Art</u></b>  In this unit, pupils are introduced to the slightly more complex elements of Art and study texture, form and space. Pupils will engage with each element of art focusing on each individual to both recognise the element of art within the works of an artist and practice its use. Through looking at the work of Andre Pierre Arnal, Pablo Picasso, Georgia O Keefe, and Japanese Notan collages, pupils will begin to develop their understanding of texture and material, shadow and light, positive and negative space and distance.	<b><u>Introducing History of Art</u></b>  In this unit, pupils are given an introductory overview of some of the most impactful and important movements within the history of art. Pupils will learn about The Renaissance (Da Vinci and Caravaggio), Impressionism (Monet), Surrealism (Magritte), Cubism (Picasso), and Contemporary art (Lubaina Himid). Pupils will get to take part in practical tasks practicing use of proportion, shade and tone, colour mixing and layering, automatic drawing, illustration, and mixed media.	<b><u>Mural Project</u></b>  In this unit, pupils are given the opportunity to respond to an exciting brief – to design an on-site mural that they will help create at the beginning of Year 2. Pupils will use the knowledge they have acquired through the year, relating to the elements of art, key concepts, and art history, in order to design an eye-catching and bold mural. Pupils will create drawn plans of initial motifs, then go on to use oil pastels and paints to make their own piece showcasing their design ideas.
Year 2					
Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<b><u>Exploring Place</u></b>  This unit works on introducing and exploring artists work that relates to 'Place'. Students will learn about the rules of making accurate landscapes, compare natural vs urban landscapes, in addition to looking at interiors and domestic		<b><u>Exploring People</u></b>  In this unit, pupils will look at and explore artists' work that relates to 'people' and create their own work investigating this theme using a range of materials and techniques. Pupils will learn about the work of Elizabeth-Louise Vigee Le Brun, Frida Kahlo, Alex Katz and Hattie Stewart, looking at artworks		<b><u>Exploring Abstraction</u></b>  In this unit, pupils will thoroughly explore and experiment with the notion of abstraction – building on knowledge acquired during key concepts scheme in year 1- from visual meanings and its historical/cultural importance. Pupils will encounter abstract works from a range of artists and experiment with making their own various abstract works continuing with a conscious consideration	

spaces. Throughout, pupils will continue considering/utilising key concepts and art elements effectively. Pupils will engage with the work of John Constable, Vanessa Bell and George Shaw.	that depict a single portrait or of more than one figure – building on prior learning relating to formal elements, sketching/observation, stylisation and composition. Pupils will also learn about and practice their use of proportion and accurate depiction of facial features throughout this unit.	of formal elements and key concepts learnt prior. In this unit, students will learn about the work of Hilma Af Klint, Kazimir Malevich, Yves Klein and Laura Owens.
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Year 3					
Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<p align="center"><b><u>Painting</u></b></p> <p>In this unit, Pupils will engage with a thorough practice of using various forms of paint, and styles of painting, first creating deeper foundational understanding of basic painting techniques. Pupils will learn about and explore the materials properties and become confident in its use to create a range of experimental studies and artworks, recapping prior learning relating to subject specific terms, the elements of art &amp; key concepts to allow pupils to be confident in using and understanding the qualities of paints with improved brush control. Pupils will both experiment with using non-traditional painting tools and develop their brush control skills, in addition to successfully utilising complex colour mixing relating to colour theory, hues, tints and shades.</p>		<p align="center"><b><u>Abstract Expressionism</u></b></p> <p>In this unit, learning will be focused on post-war American abstract expressionism – its cultural and historical impact, its influences and further influence. Pupils will study a range of works by key artists from the period, including Lee Krasner, Mark Rothko, Jackson Pollock and Willem De Kooning, analysing their works. Pupils will create their own pieces in response to these artists. Knowledge from the painting scheme will be recapped and heavily utilised, in addition to knowledge relating to the elements/key concepts of art and abstraction as pupils create a range of works showcasing the breadth of visual styles within this movement.</p>		<p align="center"><b><u>Exploring Self</u></b></p> <p>After exploring the self-expressive works of the American abstract expressionists, pupils will explore the theme of 'self' in a range of artworks in this unit, culminating in final outcomes that represents self, exploring both abstract and figurative elements. Works will be informed through a study of artists work who investigate the same theme, including Mary Abbot, Grayson Perry, Jack Savitsky and Keith Haring, in addition to recapping on prior learning from the elements of art, key concepts, exploring people and painting schemes of work.</p>	

Year 4					
Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<p align="center"><b><u>Collage</u></b></p> <p>In this unit, Pupils will engage with a thorough practice of utilising collage in various ways and learning about techniques, styles, relevant artists, and its cultural/historical significance. Pupils will create collage pieces in response to the work of Kurt Schwitters, Henri Matisse, Howardena Pindell and Anne Ryan. Pupils will learn about use of ephemera, drawing with scissors, and creating multi-layered abstract collages. Pupils will become confident in selecting and experimenting with appropriate materials, considering their material qualities, and considering prior learning related to key concepts, elements of art, abstraction, and</p>		<p align="center"><b><u>Minimalism</u></b></p> <p>In this unit, pupils will explore and investigate the minimalist movement. Pupils will look at and analyse the works of Agnes Martin, Frank Stella and Etel Adnan. Pupils will gain secure knowledge in the hallmarks of minimalist artworks and will create their own minimalist inspired pieces using collage, sketching, and painting. In this unit, pupils will continue their considered use of the elements of art and practical techniques previously learnt, as well as being encouraged to evaluate and self-assess their pieces.</p>		<p align="center"><b><u>Reimagining Place: Flattened Landscapes</u></b></p> <p>In this unit, pupils will take a thematic approach to their study and creation of artworks, exploring the prompt 'Flattened landscapes'. Pupils will create multiple stylised artworks using a range of media and techniques, including sketching, collage, and painting. In this unit, pupils will be learning about and analysing the works of Lois Dodd, Clementine Hunter, Richard Diebenkorn and Charles Guilloux to inspire their own creative practice and allow them to explore a varied selection of styles, from Folk art, to contemporary painting, and mid-century abstract painting. Pupils will continue to evaluate their own and their peers' work, too.</p>	

representation. Pupils will be encouraged to practice their evaluation skills to continually self-assess their outcomes.		
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Year 5					
Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<p align="center"><b><u>Printmaking</u></b></p> <p>In this unit, Pupils will engage with a thorough practice of learning about, and using, multiple forms of printmaking to allow them to gain the knowledge and practical skills to improve the quality of their outcomes later in the year. Pupils will learn about the cultural and historical aspects of printmaking and discuss and analyse works made using printmaking by Bearnice Sydney, Tracey Emin and Kathe Kollowitz. Pupils will experiment with monoprinting, creating abstract prints using sponge surfaces, experimental works using non-traditional materials, and make their own polyboard prints. They will recap learning related to key concepts/elements of art, art analysis and composition/scale throughout. Pupils will build on their evaluation skills to continually self- assess their outcomes.</p>		<p align="center"><b><u>Pop Art: Commerce &amp; Consumerism</u></b></p> <p>In this unit, pupils will explore and investigate the Pop Art movement. Pupils will look at and analyse the works of James Rosenquist, Pauline Boty, Andy Warhol, and Claes Oldenburg. Pupils will gain secure knowledge of the history of Pop Art and the recognisable features across Pop Art artworks. Pupils will create their own Pop Art inspired pieces in a range of visual styles using printmaking, collage, sketching, sculpture and painting. In this unit, pupils will continue their considered use of the elements of art and practical techniques previously learnt, as well as being encouraged to evaluate and self-assess their pieces.</p>		<p align="center"><b><u>Joy! Playfulness in 20<sup>th</sup> Century Art</u></b></p> <p>After learning about the entertaining world of Pop Art, Year 5 explore notions of joy and playfulness within this unit. This unit is focused on playfulness within 20th century art, and uses the work of Alexander Calder, Henri Matisse, and Joan Miro as case studies. In this unit, students will learn more deeply about how shape, colour, content and material within an artwork can affect the viewer and their emotional reaction to a piece. Pupils will create joyful artworks in response to the three artists using a range of media and techniques, including clay modelling, sculpture, collage, charcoal drawing, and painting.</p>	

Year 6					
Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<p align="center"><b><u>Mixed Media</u></b></p> <p>In this unit, students will learn about and experiment with mixed media. Pupils will recap learning relating to each of the materials and techniques they have previously used and continue practice of these techniques to create experimental and formal outcomes, to boost the quality of their artworks throughout the year. Pupils will learn about artists who have worked</p>		<p align="center"><b><u>Dada – Pushing Boundaries</u></b></p> <p>In this unit, pupils will explore and investigate the Dada movement. Pupils will look at and analyse the works of Jean (Hans) Arp, Marcel Duchamp and Hannah Hoch, in addition to reading and making their own Dada poetry. Pupils will gain secure knowledge in the history of Dada, its cultural and historical impact, and the recognisable features</p>		<p align="center"><b><u>Wordplay: Text Within Art</u></b></p> <p>In this unit, pupils in Year 6 will learn about and explore text within art. The pupils will learn about how words and letterforms are used within artworks as a visual element reduced to its aesthetic quality, in addition to conveying messages, feelings and ideas. In this unit, pupils will learn about and analyse the work of Barbara Kruger, Bob &amp; Roberta Smith, Jasper Johns and Ed</p>	

using mixed media, analysing their works, and taking inspiration from their practice. Pupils will be taught how to experiment with and consider how materials interact with one another and evaluate the success of their works. Learning related to key concepts/elements within art, and themes previously explored, will be recapped, and considered within outcomes.

across Dada artworks. Pupils will create their own Dada inspired pieces in a range of visual styles and media to create experimental Dada poetry, photomontages, and mixed media works. In this unit, pupils will continue their considered use of the elements of art and practical techniques previously learnt, as well as being encouraged to evaluate and self-assess their pieces.

Ruscha. Pupils will experiment with a range of materials across practical tasks and outcomes, including sketching and drawing, photomontage, collage, and painting, to create studies that explore the theme. Throughout the unit, pupils will be given the opportunity to reflect upon, assess and evaluate their works.

#### Enrichment Opportunities:

- Year 1 & 2 mural project (Summer 2 Y1, Autumn 1 Y2)
- Year 3 & 4 art exhibition in Autumn 2
- Year 5 & 6 art exhibition in Autumn 2
- Small group visits to the Old Speech Room Gallery (OSRG) at Harrow school
- Making and Submitting artworks to numerous national art competitions throughout the year, such as the Royal Academy Young Artists' Summer Show