Thrive Curriculum Map Art

Year	Autumn	Spring	Summer
	Knowledge acquired		
1	**All About Me** Explore the work of Keith Haring Pupils will study Haring's use of bold lines, bright colours, and symbolic figures to express movement and emotion. Create a personal collage figure Pupils will design and make a figure that represents themselves using colour, pattern, and symbolic shapes. Understand visual language in art Pupils will learn how artists use symbols, mark-making, and movement to communicate ideas and identity.	**Castles – Turrets and Tiaras** **Castles - Turrets and Tiaras** Explore textures and materials Pupils will experiment with different textures using recycled and mixed media to build castle walls and decorative elements. Study the artist Michelle Reader Pupils will learn about Michelle Reader's use of recycled materials and imaginative sculpture, using her work to inspire their own castle components. Create collaborative and individual artworks Pupils will work together to build a large castle structure and individually design crowns, shields (in foil), and fabric flags.	**Living Things** **Living Things** Explore the work of Georgia O'Keeffe Pupils will study her large-scale flower paintings and how she used colour, shape, and texture to represent nature. Understand the parts of a flower Pupils will learn about petals, stems, leaves, and the centre of a flower through visual and tactile exploration. Create a collaborative tactile flower collage Pupils will use different materials to build petals and flower centres, practising layout and composition before displaying their work in a class gallery.
	Skills acquired		
	Pupils will develop skills in colour choice, pattern-making, and mark-making to express personality and emotion in their artwork. Pupils will learn to recognise symbols and understand how movement in art can be shown through line, shape, and composition. Pupils will develop skills in texture creation, collage, and 3D construction, using a variety of materials to build and decorate. Pupils will learn to recognise symbols, use pattern and colour, and show movement in art through expressive design choices.		

	Pupils will develop skills in texture use, layout planning, and collage construction, using materials to represent flower parts. Pupils will learn to recognise living vs non-living things, explore symbolism in art, and understand how movement and form can be shown through shape and design.		
	Key Assessments taking place Understanding of body shapes and movement through simplified forms. Use of bold colors and outlines to express personality. Collage skills: cutting, arranging, and gluing. Personal expression: choosing poses or symbols that represent themselves. 3D construction skills using recycled materials. Creativity in design: combining textures and shapes. Understanding symbolism (e.g., shield designs). Inspiration from Michelle Reader's eco-art: using found objects meaningfully. Observation of natural forms: focusing on shape and detail. Use of texture and layering to create depth. Color blending and selection to reflect O'Keeffe's style. Scale and composition: working on a large format.		
Year 2	Autumn	Spring	Summer
	Knowledge acquired		
	Pirates	**Space – To infinity and beyond** Pupils will explore a range of sensory materials and processes to represent	**World War 2 Dig for Victory** Pupils will explore a variety of sensory materials and processes to create individual

Pupils will explore and respond to sensory materials to create pirate-themed artwork that contributes to a group installation. Pupils will make individual artistic choices (e.g., textures, colours, placement) to represent pirate symbols and ideas. Pupils will recognise and share their contributions within a collaborative pirate display, celebrating personal achievement. Artist study Howard Hodgkin	elements of space (stars, planets, rockets, galaxies). Pupils will make individual creative choices and contribute their work to a collaborative galaxy installation. Pupils will recognise and celebrate their role in a shared artwork, demonstrating personal achievement and group belonging. Artist study Yayoi Kusama	contributions for a collaborative "Victory Garden" artwork. Pupils will make creative choices (e.g., textures, colours, placement) to represent wartime ideas such as vegetables, rationing, and posters. Pupils will recognise and celebrate their role in the final shared installation, building confidence and a sense of belonging. Artist study Henry Moore

Skills acquired

- Developing fine and gross motor control through sticking, pressing, and handling different textures.
- Making and expressing choices in creative activities (e.g., selecting materials, colours, or positions).
- Awareness of pirate-related symbols, objects, and vocabulary (flag, treasure, ship, parrot, map).
- Understanding that art can represent ideas (pirates, treasure, sea) through textures, colours, and shapes rather than drawing.
- Developing motor control through pressing, sticking, swirling, and handling different textures.
- Making and expressing creative choices using colours, textures, and shapes.
- Understanding that textures, colours, and shapes can represent ideas from space (e.g., stars are shiny, planets are round, black holes are dark).
- Awareness of space-related vocabulary and symbols (planet, star, moon, rocket, galaxy, infinity).
- Developing fine and gross motor skills through pressing, sticking, layering, and handling different materials.
- Making and expressing creative choices when selecting textures, shapes, and colours.

	• Awareness that art can represent historical themes (WWII "Dig for Victory") through textures, colours, and symbols. • Understanding and use of key wartime vocabulary and concepts (war, garden, grow, vegetables, ration, victory).		
	Key Assessments taking place 1. **Engagement with Sensory Materials** a. Can the pupil explore soil, fabric, foil, or textured materials when prompted? b. Evidence: photos, TA observation notes. 2. **Choice-Making in Materials** a. Does the pupil make a choice between 2–3 textures/colours (e.g., orange vs green for vegetables)? b. Evidence: record which choices are made, note independence level. **3. Motor Control in Art-Making** 4. **Engagement with Sensory Materials** a. Can the pupil explore soil, fabric, foil, or textured materials when prompted? b. Evidence: photos, TA observation notes. 5. **Choice-Making in Materials** a. Does the pupil make a choice between 2–3 textures/colours (e.g., orange vs green for vegetables)? b. Evidence: record which choices are made, note independence level. **6. Motor Control in Art-Making**		
Year 3	Autumn	Spring	Summer
	Knowledge acquired		
	Victorians 10 things the Victorians did for us. Pupils will explore and respond to Victorian design by using sensory materials, textures, and patterns inspired by William Morris.	**Dinosaurs and Volcanoes** Pupils will explore and respond to dinosaur-themed materials using sensory and tactile processes to create individual fossil contributions.	**Flight** Pupils will explore and respond to flight through tactile and sensory materials, creating individual collage wings inspired by Henri Matisse and the story of Icarus.

	Pupils will make individual creative choices (colours, textures, shapes) to design their own fabric square for a collaborative wall hanging. Pupils will recognise and celebrate their personal contribution within a shared Victorian-inspired artwork.	Pupils will make choices about textures, shapes, and colours to design and decorate their own plaster fossil. Pupils will recognise and celebrate their contribution within a shared fossil display, fostering a sense of achievement and participation. Pupils will explore and respond to volcano-related materials using tactile and sensory processes to create individual 3D volcanoes. Pupils will make choices about textures, shapes, and colours to design their papier-mâché volcano and glitter lava painting. Pupils will recognise and celebrate their contribution within a shared volcanic display, fostering achievement and participation. Artist study Charles R. Knight.	Pupils will make creative choices about colours, textures, and shapes to design and layer their wings. Pupils will recognise and celebrate their contribution within a shared “flight” display, fostering a sense of achievement and participation.
	Skills acquired • Developing fine and gross motor control through pressing, stamping, sticking, layering, and handling different fabrics and textures. • Making and expressing creative decisions when choosing materials, patterns, and placement. • Awareness that art can reflect history and design movements (Victorian patterns, William Morris, nature-inspired designs).		

- Understanding and use of key Victorian art vocabulary (Victorian, pattern, design, leaf, flower, fabric, print, texture, repeat, wallpaper)
- Developing fine and gross motor skills through pressing, shaping, and handling clay, plaster, and painting tools.
- Making and expressing creative decisions when choosing textures, shapes, and colours for their fossil.
- Awareness that art can represent real-life objects and historical concepts (dinosaurs, fossils) using texture and form rather than drawing.
- Understanding and use of dinosaur-related vocabulary (dinosaur, fossil, bones, egg, footprint, rock, clay, plaster, dig, skeleton).
- Developing fine and gross motor skills through tearing, mushing, pressing, shaping, and painting materials.
- Making and expressing creative decisions when selecting textures, shapes, and colours for the volcano and lava artwork.
- Awareness that art can represent natural phenomena (volcanoes, lava) using texture, form, and colour rather than drawing.
- Understanding and use of key volcano-related vocabulary (volcano, lava, eruption, magma, mountain, ash, crater, pulp, glitter, paint).
- Developing fine and gross motor skills through tearing, gluing, layering, and handling paper and other collage materials.
- Making and expressing creative decisions when selecting textures, shapes, and colours for their wings.
- Awareness that art can represent stories, historical myths, and natural phenomena (Icarus, flight) using texture, form, and colour rather than drawing.
- Understanding and use of key flight-related and artistic vocabulary (flight, wings, Icarus, sky, feather, sun, colour, pattern, paper, collage).

Key Assessments taking place

- **Engagement with Materials**
    a. Can the pupil explore materials (paper pulp, feathers, clay, fabric, paint) when prompted?
    b. **Evidence:** Observation notes, photos.
- **Choice-Making in Materials**
    a. Does the pupil make a choice between 2–3 textures, colours, or tools?
    b. **Evidence:** TA record of selected materials.
- **Motor Skills & Handling**
    a. Can the pupil tear, press, mush, layer, or stick materials with minimal support?

b. **Evidence:** Observation checklist or photo of process.

- **Recognition of Key Vocabulary**
  a. Does the pupil respond to or identify key words (e.g., volcano, wings, fossil)?
  b. **Evidence:** Tick sheets, verbal or non-verbal response.
- **Contribution to Individual Artwork**
  a. Can the pupil complete at least part of their own project (volcano, wing, fossil, fabric square)?
  b. **Evidence:** Finished piece, TA notes on independence.
- **Connection to Theme or Story**
  a. Does the pupil show awareness of the theme (Icarus story, dinosaurs, Victorian patterns, WWII Dig for Victory)?
  b. **Evidence:** Observation of attention, response to stimulus, pointing or selecting relevant materials.
- **Repetition & Memory of Process**
  a. Can the pupil repeat a process across sessions (pressing, gluing, layering)?
  b. **Evidence:** Portfolio photos or TA notes.
- **Interaction & Social Participation**
  a. Does the pupil engage with peers or adults during art-making (sharing, pointing, responding)?
  b. **Evidence:** Observation of communication and interaction.
- **Creative Expression**
  a. Can the pupil make choices to express personal preference in colours, textures, or placement?
  b. **Evidence:** TA record of choices, photos of individual artworks.
- Can the pupil recognise their own work in a group display or exhibition?
- **Evidence:** Observed pointing, smiling, clapping, or vocalising during celebration.
