Key Stage 4 Aspire Curriculum Map Art

Year	Autumn	Spring	Summer
	Knowledge acquired		
1	**Alice in Wonderland** Pupils will explore tactile materials to create individual Wonderland-inspired masks and 3D mushrooms, inspired by the imaginative style of Salvador Dalí. Pupils will make choices about materials, colours, textures, and shapes to represent their favourite Alice in Wonderland characters or objects, using creativity inspired by Dalí's surreal approach. Pupils will share, display, and reflect on their completed masks and mushrooms, demonstrating engagement and recognition of their own work, influenced by the artistic ideas of Salvador Dalí.	**Wizard of Oz** Pupils will explore the story of The Wizard of Oz, focusing on key characters, settings, and themes such as courage, friendship, and imagination. Pupils will learn how recycled and junk materials can be used creatively to build a collaborative model of the Emerald City. Pupils will be introduced to the artist Michelle Reader, who uses found and recycled objects to create sculptures, and will reflect on how art can be made from everyday materials.	**Charlotte's Web** Pupils will explore the story of Charlotte's Web, focusing on friendship, kindness, and life on the farm. Pupils will learn about the artist Ann Carrington, who uses everyday objects to create textured and sculptural artworks. Pupils will design and build a collaborative farm scene using recycled and junk materials, inspired by the characters and settings in the story.
	Skills acquired		
	• Manipulating Materials: Pupils can press, shape, layer, and attach various tactile materials to create masks and 3D forms.		

- Creative Decision-Making: Pupils can select textures, colours, and decorations to personalise their artwork.
- Pupils understand key vocabulary related to Alice in Wonderland and the art projects (e.g., mask, mushroom, cap, stem, texture, character names).
- Pupils recognise that combining different materials and textures, as seen in Dalí's surreal works, can create visual and tactile effects in artwork.
- Collaboration and Communication: Pupils will work in small groups to plan, build, and present parts of the Emerald City, sharing ideas and listening to others.
- Creative Thinking and Making: Pupils will use problem-solving skills to transform junk materials into imaginative structures without drawing.
- Pupils will understand the concept of recycling and reuse in art and design, and how materials can be repurposed creatively.
- Pupils will gain knowledge of narrative structure and character through the story of *The Wizard of Oz*, linking storytelling to visual and physical expression.
- Collaboration and Communication: Pupils will work together to plan and build parts of the farm, sharing ideas and listening to others.
- Creative Making and Problem Solving: Pupils will use tactile materials to represent animals, buildings, and features of the farm creatively.
- Pupils will understand how artists like Ann Carrington use found objects to create meaningful art.
- Pupils will learn key themes and characters from *Charlotte's Web*, linking storytelling to visual and physical expression.

Key Assessments taking place

- The pupil explores and manipulates materials such as clay, papier-mâché, feathers, glitter, and tissue.
- The pupil shapes 3D forms for mushrooms or masks using hands or guided support.
- The pupil applies paint, glue, or decorations to enhance their artwork.
- The pupil makes choices about colours and textures for mushrooms or masks.
- The pupil layers materials to add depth or decoration.
- The pupil makes colour choices to represent characters, scenes, or the rainbow.
- The pupil creates textures using sponges, tissue, or layered materials.
- The pupil layers materials or colours to build a scene or structure.

	• The pupil maintains focus and actively participates in the activity. • The pupil decides where to place decorations, colours, or shapes. • The pupil follows guided steps in sequence to complete their artwork. • The pupil shares and discusses their finished work with others. • The pupil explores materials such as clay, string, textured paper, and paint. • The pupil shapes clay or attaches 3D elements for characters or webs. • The pupil applies paint, glue, or collage materials appropriately. • The pupil chooses colours to represent characters, backgrounds, or the forest. • The pupil creates textures for natural elements such as webs, grass, or animals. • The pupil layers materials to create a visually interesting scene.		
Year 2	Autumn	Spring	Summer
	Knowledge acquired		
	Secret Garden Pupils will explore *The Secret Garden* story through sensory and creative painting, inspired by the artist Claude Monet. Pupils will experiment with colours, textures, and patterns using sponges, rollers, leaves, and other tools to build their own garden artwork. Pupils will develop confidence to make artistic choices (colour, tool, texture) and	**Alex Ryder** Inspiration & Exploration – Pupils explore the Alex Rider books and Shepard Fairey's art style. Creation & Expression – Pupils create a poster using collage, stencils, and bold colours. Reflection & Sharing – Pupils evaluate their work and present it to the class.	**The Lion Witch and the wardrobe** Pupils will explore *The Lion, the Witch and the Wardrobe* story through sensory clay work, making individual tiles representing winter and spring. Pupils will be inspired by Antony Gormley, focusing on shape, texture, and form rather than drawing details.

	celebrate their achievements by sharing their finished painting in a class display.		Pupils will develop confidence in making choices about materials, textures, and colours, and share their finished artwork in a class display.

Skills acquired

- Applying paint using sponges, rollers, fingers, and natural objects to create textures and patterns.
- Layering colours and adding decorations (glitter, sequins, tissue) to enhance detail and interest.
- Knowing that Claude Monet used dabs of colour, layers, and textures to paint gardens instead of detailed drawings.
- Understanding that different tools and materials (brushes, leaves, sponges, glitter) can create different effects and textures in painting.
- Creative Skills – Using collage, stencils, layering, and colour contrast to produce artwork.
- Communication Skills – Explaining choices, describing favourite elements, and sharing ideas.
- Visual Art Knowledge – Understanding Shepard Fairey's style: bold shapes, colour contrast, and graphic design.
- Thematic Knowledge – Understanding spy/missions themes from Alex Rider and translating them into visual symbols.
- Pressing, rolling, shaping, and adding textures to clay.
- Painting or decorating clay surfaces to enhance colour and effect.
- Understanding that Antony Gormley focuses on simple forms and textures in sculpture.
- Recognising that different materials (clay, paint, glitter) create different textures and visual effects.

Key Assessments taking place

- Pupils will be assessed on their ability to select and use images, symbols, and colours to represent a spy/mission theme.
- Pupils will be assessed on their use of creative techniques such as stenciling, layering, and collage in their poster.
- Pupils will be assessed on their ability to talk about their artwork, explaining choices and reflecting on what they like or would change.

	Autumn	Spring	Summer

Year 3			
	Knowledge acquired		
	A Bear Called Paddington Inspiration & Exploration – Pupils explore Paddington Bear stories and Quentin Blake's illustration style. Creation & Expression – Pupils create their own illustrations using accessible techniques: collage, shapes, colour, and texture. Reflection & Sharing – Pupils evaluate their work, talk about their choices, and present their illustrations to peers.	**Stuart Little** Inspiration & Exploration – Pupils explore Stuart Little's story and Romare Bearden's collage art. Creation & Expression – Pupils create a collage of New York City with Stuart Little using cut-outs, printed images, and simple shapes. Reflection & Sharing – Pupils evaluate their work and present their collages to the class.	**The Extraordinary Life of Katherine Johnson** Pupils will explore Katherine Johnson's life and NASA work through a tactile plaster Moon crater project. Pupils will be inspired by Louise Nevelson, focusing on shape, texture, and 3D form rather than drawing. Pupils will develop confidence making artistic choices about layering, texture, and decoration, and celebrate their finished work in a class display.
	Skills acquired		
	• Creative Skills – Using collage techniques, layering, arranging shapes, and applying colour contrast. • Communication Skills – Explaining artwork choices, describing favourite elements, and reflecting on their creative process. • Visual Art Knowledge – Understanding Romare Bearden's collage style: bold colours, urban themes, layering, and composition. • Thematic Knowledge – Understanding the setting of New York City and translating Stuart Little's story into visual symbols and imagery. • Pressing, shaping, layering, and texturing modroc to create a 3D surface. • Painting and decorating 3D forms to enhance colour, depth, and visual interest. • Understanding that Louise Nevelson uses 3D forms, shapes, and textures in her art. • Recognising that different materials (modroc, paint, glitter) create different textures and visual effects.		

	• Creative Skills – Using collage, layering, arranging shapes, and choosing colours to illustrate a character and setting. • Communication Skills – Explaining artwork choices, describing favourite elements, and reflecting on the creative process. • Visual Art Knowledge – Understanding Quentin Blake's style: expressive line, playful shapes, and use of colour. • Thematic Knowledge – Understanding Paddington Bear's character, key features (hat, coat, suitcase), and translating these into visual representations.		
	Key Assessments taking place		
	1. Pupils will be assessed on their ability to select and use images, shapes, and colours to create a New York City collage that represents the story of Stuart Little. 2. Pupils will be assessed on their use of collage techniques, including cutting, layering, and arranging elements effectively. 3. Pupils will be assessed on their ability to talk about their collage, explaining their choices and reflecting on what they like or would change. 4. Pupils will be assessed on their ability to select and combine shapes, colours, and textures to create an illustration of Paddington Bear. 5. Pupils will be assessed on their use of illustration techniques such as layering, collage, and colour application. 6. Pupils will be assessed on their ability to talk about their illustration, explaining their choices and reflecting on what they like or would change.		
Ye	Autumn	Spring	Summer

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4	**Kensuki's Kingdom** Exploration of natural materials to create tactile 3D art. Observation and replication of patterns and textures inspired by Andy Goldsworthy. Linking literature to art: connecting *Kensuke's Kingdom* themes to cardbaord sculpture.	**George's Marvelous Medicine** Artist Knowledge – Understand Tony Cragg's life, style, and use of recycled objects in sculpture. Creative Design – Plan, sketch, and develop a sculpture inspired by a story. Making & Reflecting – Build a sculpture using assemblage techniques and evaluate the final work.	**A Midsummer Night's Dream** Students will learn about Yayoi Kusama and her use of dots and repetition in art. Students will plan and develop a fairy-themed collage inspired by the story. Students will construct the collage using dot techniques and evaluate their final artwork.
	Skills acquired		
	• Planning and creating a 3D sculpture using different materials. • Evaluating and describing artwork using key words for texture, pattern, and materials. • Understanding island features and natural materials. • Recognising patterns, textures, and temporary art in nature. • Practical Skills – Cutting, joining, stacking, and decorating 3D objects safely. • Analytical Skills – Observing and reflecting on artist work and evaluating your own sculpture • Art Terminology – Sculpture, assemblage, abstract, texture, form, balance, repetition. • Story & Narrative – Understanding key events from *George's Marvellous Medicine* to inspire artwork. • Students will develop practical skills such as cutting, layering, dotting, and adding texture. They will also develop analytical skills by observing artist work, planning ideas, and reflecting on their outcomes. • Students will learn art terminology including collage, pattern, repetition, abstract, and texture. They will also learn to connect characters and scenes from *A Midsummer Night's Dream* to their artwork.		

Key Assessments taking place
• Completion of title page (student's name and project title) • Completion of artist page (Andy Goldsworthy inspiration, materials, patterns) • Table or collage showing planned island layout • Matching materials to island features • Practising patterns with stones and leaves • Making mini trees, huts, figures • Exploring textures (rough, soft, smooth) • Construction of the 3D island base and features • Adding trees, hut, water, cave, beach, rocks • Incorporating figures and patterns • Using key words to describe the sculpture • Explaining what materials and patterns were used • Expressing likes, dislikes, and improvements • Artist Research Page – Pupils create annotated pages about Tony Cragg. • Design & Planning Sheet – Pupils produce sketches, materials lists, and a plan for their sculpture. • Final Sculpture & Evaluation – Completed sculpture, photographs, and written reflection using success criteria. • End-of-Term Quiz – Multiple-choice assessment on Tony Cragg, assemblage, and the story. • The key assessments will include an artist research page about Yayoi Kusama, a project plan with design sketches and materials, a page showing practise techniques, the final collage with reflection and annotations, and an end-of-term self-assessment using success criteria.