


| Meadow Park School - Curriculum Map 2025-2026 | | | | | |  |
|--|------------|---|--|---|--|--|
| Key Stage | Year Group | Subject | Teacher | Programme of Study | | |
| 2 | 5-6 | Art & Design | C Morris/ L Smith | Primary National Curriculum | | |
| Autumn a | | Autumn b | Spring a | Spring b | Summer a | Summer b |
| Topic(s) | | Topic(s) | Topic(s) | Topic(s) | Topic(s) | Topic(s) |
| Chinese Art | | Landscape Art | Frida Kahlo | Sculpting Vases | Street Art | Express Yourself |
| Assessment Tasks | | Assessment Tasks | Assessment Tasks | Assessment Tasks | Assessment Task | Assessment Tasks |
| Explore the themes, styles and colours of traditional Chinese art | | Explore perspective | Self-portraits of Frida Kahlo | Develop control of tools and techniques | Stylised graffiti lettering | Create wire models to express body language |
| Recreate porcelain of the Ming dynasty | | Create landscape artwork | Explore expressing emotion through artwork | Make a clay vase | Develop techniques for creating street art | Explore how artists express themselves |
| Personal Development | | Personal Development | Personal Development | Personal Development | Personal Development | Personal Development |
| Exploring art from other cultures | | Exploring different landscapes and the feelings they evoke | Exploring women's rights and individuality | Exploring different senses and how it links to wellbeing | Discussing the legality around graffiti - debate | Exploring artists express themselves and developing this themselves |
| Reading & Writing | | Reading & Writing | Reading & Writing | Reading & Writing | Reading & Writing | Reading & Writing |
| Reading facts and placing on a timeline | | Researching famous artists and writing key facts | Reading 'Little People, Big Dreams' Frida Kahlo book | Following step-by-step instructions when making clay vases | Reading blogs from graffiti artists | Expressing feelings in written form |
| Speaking & Listening | | Speaking & Listening | Speaking & Listening | Speaking & Listening | Speaking & Listening | Speaking & Listening |
| I can discuss traditional Chinese artwork and say what I think and feel about it I can explain what the Terracotta Army is and why it is famous | | I can explain how artists use linear and atmospheric perspective in their artwork I can comment on abstract landscapes and explain what I feel about them I can discuss landscape artwork by famous artists, saying what I think and feel about them | I can describe who Frida Kahlo is and give a brief summary of her work I can give my opinion of a painting or artist, giving reasons for my ideas I can describe the aspects of the surrealist movement I can express my opinion of surrealism in paintings | I can describe and assess vases made by designers I can gather ideas for use in my own work I can identify ways in which I could improve my work I can evaluate and adjust my designs | I can take part in a discussion about graffiti and if it is an art form or not I can use my sketchbook to create designs for street art in a specific area I can discuss the messages that are portrayed in some pieces of art | I can respond and comment on different pieces of artwork I can discuss and comment on Kandinsky's colour theory I can discuss and give my opinions on Chuck Close's painting techniques |
| Numeracy & Mathematical Reasoning | | Numeracy & Mathematical Reasoning | Numeracy & Mathematical Reasoning | Numeracy & Mathematical Reasoning | Numeracy & Mathematical Reasoning | Numeracy & Mathematical Reasoning |
| Exploring the dynasties on a timeline and understanding years | | Exploring distance and perspective | Identifying symmetry in some artist portraits | Exploring different 3D objects and their uses | Exploring the number of graffiti art found in cities | Examining reflection and symmetry in self-portraits |
| Creative Media | | Creative Media | Creative Media | Creative Media | Creative Media | Creative Media |
| Pastels Pencils and fine-tip black pens Salt dough Matchsticks, water, clay tools, paints, varnish Paper, card, a variety of brushes Watercolour paints or ink Black watercolour paint or ink Clay and clay tools Silver or bronze paint White plates and porcelain paints/pens | | Variety of art materials, e.g. paints, pastels, coloured pencils, etc. Watercolour paper Watercolour paints Brushes and painting palettes Rock salt, clingfilm, bubble wrap, kitchen roll Watercolours, oil pastels, poster paints, colouring pencils Variety of art materials, e.g. fine line pens, coloured pencils, felt tips, pastels, etc. Variety of types of paper, e.g. coloured paper, newspaper, magazines, tissue paper, etc. Variety of art materials, e.g. pastels, watercolours, poster paints, paper for collage, coloured pencils, pens, etc. | Mirrors/printed photographs of the children Sketching and painting resources Plain paper | A selection of vases Plain paper or sketchbooks Access to the internet or non-fiction books Plain paper or sketchbooks Playdough or plasticine Clay tools (rolling pins, knives, cocktail sticks) Vase Designs Clay Clay boards Tools (rolling pins, knives, cocktail sticks, etc) Clay vases Plain paper or sketchbooks Resources for decorating vases: Paints, varnish, fabric, string, wool, sequins. Finished vases Small cards or sticky notes | Pencils, pens, ready-mixed paints, brushes, paint pots Felts, pencils, paints, chalks, wool, string, clay Pencils, felts, paints, polystyrene tiles, PVA glue Card, paper, pencils, glue, craft knives, cutting mats, metal rulers (optional) Paint, brushes, paper, card, masking tape, wood/ply/OSB board (optional), marker pens or felts, cutting mats, craft knives, alphabet stencils (optional) | Colouring pencils or felt tips Mirrors Colouring pencils/ felt tips Paint Paintbrushes Paper plates Pipe cleaners (teaching input) Modelling wire Wire cutters/scissors Coloured Card A4 photograph of each child Plain paper Colouring pencils/ felt tips Felt tips Digital photographs of the children • Computers or tablets Paint/ ink pads String/wool Glue |