



Art Learning Map



Year	Autumn	Spring	Summer
Nursery	Autumn collage linked to Literacy Self portraits using mirrors for support. Make Wintery paintings and collage linked to seasons Bake cake, make birthday cards and presents. Make, sculpt and paint clay Diwali divas and rangoli patterns.	Colour mixing Seasonal pictures linked to weather. Paint characters, castle and beanstalk Paint own giant <u>The Window- paintings</u>	Make sea life collages, paintings and beach role-play Create animal patterns and collages. Shell printing Junk modelling and painting Space scratch pictures using crayon and black paint.
Reception	Family collages and self-portraits – linking to PSHE Observations of fireworks looking at colours and colour mixing and texture.	Looking at maps of different places and creating our own maps and treasure maps. Investigating animals print using various media. <u>The Window- drawings</u>	Detailed drawings of plants and things that grow. Developing drawing skills linked to their own experiences.
Year1	Pattern, texture, line, shape, primary and secondary colours	Vincent Van Gough four seasons (seasonal art) The sunflower (oil pastels)] <u>The Window- oil pastels</u>	Cubism - Mondrain - looking at primary colours and colour moods
Year2	Continued from Y1 repeating patterns and line mark making Colouring skills	Sculpting and drawing patterns. The Dream (St Helens) <u>The Window- sketches with added charcoal</u>	Andy Goldsworthy- materials.
Year 3	Cave paintings and line drawings	Andy Warhol Apply block colour <u>The Window- sketching skills including water colours</u>	Historical periods - looking at style, patterns, objects - crayon/block colour/relief.
Year 4	facial expressions/body language Keith Haring	Sketching famous Roman landmarks using a variety of sketching techniques and materials. <u>The Window- detailed sketches of landscape scene</u>	Looking at and creating art in the style of Vincent Van Gough.
Year 5	Research Viking weaving/ uses of materials. Why/ how they made items. Create own weaves using a variety of materials. Create a Viking weave. Identify characteristics of surrealism	Water- colour planets Learn how to mix colours to improve. <u>The Window- Water colour</u>	Study Georgia O'Keoffe- recreate paintings. Observe, record and review their work. Sketching – castle designs. Research designs. Street art- links to political art in reference to refugees
Year 6	Explore distortion and perspective in art Use value and indicate form and shape Combine different media, for example, photographs and drawing. Study artists: Maurits Cornelis Escher and Salvador Dali. Foundation Skills – Line, Tone, shape, colour and design Students develop their design skills through researching an artist/culture and experiment with media. This will be in the form of a base line. line, tone & form and mark making using a variety of art materials such as coloured pencil, tonal pencils, pen. Assessment: Progress to date holistic overview	Studying symbolism in art- Klimt <u>The Window- collages</u>	Foundation Skills –Observational drawing project
YR7	Foundation Skills – Line, Tone, shape, colour and design Students express their ability and interests through exploring foundation skills and processes. This will be in the form of a base line. line, tone & form and mark making using a variety of art materials such as coloured pencil, tonal pencils, pen, and oil pastel. Assessment: Observational drawing	Foundation Skills – 3D Gargoyle project Colour theory/ Modelling skills/drawing and design Students develop their skill in colour, form and tone by applying previous knowledge through a project by applying it in a design work formed by artist research. Students will begin learning how to construct form 2D/3D by developing their design into a 3D model. Assessment: Progress to date holistic overview	Foundation Skills –Observational drawing project Students develop their formal elements skills by learning how to apply shading and tone to their drawings to make them appear 3D and realistic. Students will draw a variety of 3D objects. Painting and oil pastel will be introduced so that students would have used a variety of materials across all 3 projects. 2 Artists will be explored in this project for students to be able to experiment with painting techniques. Assessment: Progress to date holistic overview
		Foundation Skills – 3D Gargoyle project Colour theory/ Modelling skills/drawing and design Students develop their skill in colour, form and tone by applying previous knowledge through a project by applying it in a design work formed by artist research. Students will begin learning how to construct form 2D/3D by developing their design into a 3D model.	Foundation Skills – Observational drawing project Painting and oil pastel will be introduced so that students would have used a variety of materials across all 3 projects. 2 Artists will be explored in this project for students to be able to experiment with painting techniques. Assessment: Observational drawing final piece

		Assessment: 3D model final piece	
Knowledge	Students then develop their understanding of the formal elements through Research, Techniques & Observations Students develop their understanding of colour theory, colour wheel, colour mixing and colour groups through research, Materials & Techniques & drawing.	Students develop their knowledge of colour mixing through understanding colours groups from the colour wheel. Using artists work and how they create 3D modelling through practical application Students develop their knowledge of colour mixing through understanding colours groups from the colour wheel. Using artists work and how they create 3D modelling through practical application	Students develop their knowledge formal elements, understanding how tone is applied to 3D objects. Understanding proportions through observational drawing. Students develop their knowledge of observational drawings and understanding how to use different processes and techniques relating to Artists work.
YR8	Construction Project: Students develop skills in composition, form, shape and tonal application. This will then inform the ability to use 3D processes. Research, designing, construction & proportion and scale will be the focus. Construction Project: Students develop skills in constructing and using 3D techniques within their work. Construction & proportion and scale will be the focus.	Construction Project: Students develop skills in constructing and using 3D techniques within their work. Construction & proportion, painting, tone to finish will be the focus. Extension: Printmaking Project – Students will practice 2 different printing processes. <ul style="list-style-type: none"> • Mono print • Lino • Collograph • Etching Extending from their 3D design they can produce multiple prints and backgrounds to print onto.	Perspective Project – Using previous knowledge from year 7 students will develop a project based on perspective. Students should learn 1 and 2 point perspective, research into at least one artist and develop a final A3 piece using colour pencil, pens and paint. They should cover foreshortening, 1 and 2 point perspective, foreground and background, and proportions. Perspective Project – Using previous knowledge from year 7 students will develop a project based on perspective. Students should learn 1 and 2 point perspective, research into at least one artist and develop a final A3 piece using colour pencil, pens and paint. They should cover foreshortening, 1 and 2 point perspective, foreground and background, and proportions.
Knowledge	-How to use various tones of pencil and line to create artwork. -How to design, plan and produce a 3D model geometry and symmetry. -How to use various tones of pencil and line to create artwork. -How to design, plan and produce a 3D model geometry and symmetry.	-How to use various tones of pencil and line to create artwork. How to design, plan and produce a 3D model geometry and symmetry. -How to create 2 types of prints using 2 different print processes.	-How to creatively use perspective, geometry and symmetry. -How to creatively use pattern, geometry and symmetry.

Year 9 will follow a new order of study agreed on by all secondary school within the MAT

YR9	Coursework base line assessment (Component 1): Students will develop their understanding of the assessment objectives whilst also developing their skill level. They will develop ideas from an Artist and experiment with a variety of Art materials and designs. This will be set as a baseline. Coursework base line assessment (Component 1): Students will develop their understanding of the assessment objectives whilst also developing their skill level. AO1 research/ investigating. AO2 refining and developing/ experimenting AO3 – recording observations.	Coursework Project 1 3D (Component 1): Students will begin a new project based on producing a 3D outcome. <ol style="list-style-type: none"> 1. AO1 research/ investigating. 2. AO3 – recording observations. 3. AO2 refining and developing/ experimenting Coursework Project 1 3D (Component 1): Students will build on their understanding of the assessment objectives whilst continuing to develop and refine their skills and ideas .	Coursework Project 1 3D (Component 1): Students will develop their ideas through continuing to develop and refine their skills and ideas . AO3 – recording observations. AO2 refining and developing/ experimenting Coursework Project 1 3D (Component 1): Students will develop their coursework project and work towards producing a final outcome. AO2 refining and developing/ experimenting AO4 – personal response/ final piece
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Year 10 & 11 will continue to follow the previous order of study to make sure they have covered all topics and are fully prepared for their GCSE exams

YR10	Coursework Project 2 (Component 1): Personal theme, opportunity for students to select their own theme as a starting point. Build on their knowledge of the assessment objectives whilst developing independent learning. AO1 research/ investigating. AO3 – recording observations. Coursework Project 2 (Component 1): Students will develop their ideas through AO3 – recording observations. AO2 refining and developing/ experimenting	Coursework Project 2 (Component 1): Students will develop their coursework project and work towards producing a final outcome. AO2 refining and developing/ experimenting Coursework Project 2 (Component 1): Students will develop their coursework project and work towards producing a final outcome. AO4 – personal response/ final piece	Mock Exam Coursework Project Students have the opportunity to choose from previous exam themes from which they will create a coursework project which can be submitted as part of their component 1. AO1 research/ investigating. AO3 – recording observations Mock Exam Coursework Project Students have the opportunity to choose from previous exam themes from which they will create a coursework project which can be submitted as part of their component 1. AO3 – recording observations AO2 refining and developing/ experimenting
YR11	Mock Exam Coursework Project Students have the opportunity to choose from previous exam themes from which they will create a coursework project which can be	Component 2: Externally Set Task: Students will receive the exam paper and choose 1 starting point, based on teacher guidance. The first three assessment objects form the exam preparatory studies	Completion of component 1: Students to complete coursework portfolio/ mount and present work. All work assessed and moderated.

	<p>submitted as part of their component 1, whilst also familiarising them with the timescale and structure of component 2 exam project.</p> <p>AO2 refining and developing/ experimenting</p> <p>Mock Exam Coursework Project</p> <p>Students have the opportunity to choose from previous exam themes from which they will create a coursework project which can be submitted as part of their component 1, whilst also familiarising them with the timescale and structure of component 2 exam project.</p> <p>AO4 – personal response/ final piece</p>	<p>AO1 research/ investigating. AO3 – recording observations AO2 refining and developing/ experimenting</p> <p>Component 2: Externally Set Task: Students complete their AO1-AO3 preparation work before sitting the 10hour final exam.</p> <p>AO1 research/ investigating. AO3 – recording observations AO2 refining and developing/ experimenting</p> <p>AO4 – personal response/ final piece</p>	
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