



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 season Bake cake, make birthday cards and presents. Make, sculpt and paint clay Diwali divas	Colour mixing Paint characters, castle and beanstalk Paint own giant	Make sea life collages, painting and beach role-play Junk modelling and painting
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.	Detailed drawings of plants and things that grow. Using collage to create pictures of plants
Year 1	pattern, texture, line, shape, primary and secondary colours Christmas crafts.	Vincent Van Gough four seasons (seasonal art) The sunflower (oil pastels)	Cubism - Mondrain - looking at primary colours and colour moods
Skills	<ul style="list-style-type: none"> Know the names of the primary and secondary colours Know how to use pencils to create lines of different thickness in drawings Know how to use pencils to create lines of different thickness in drawings Know how to cut, roll and coil materials 	<ul style="list-style-type: none"> Describe what can be seen and give an opinion about the work of an artist Ask questions about a piece of art 	<ul style="list-style-type: none"> Know how to create moods in artwork Know how to create repeating pattern in print
Year 2	Continued from Y1 repeating patterns and line mark making Colouring skills	Sculpting and drawing patterns The Dream (St Helens) Still life - sculpture - future flower	Andy Goldsworthy- materials.
Skills	<ul style="list-style-type: none"> Know how to create a printed piece of art by pressing, rolling, rubbing and stamping Know how to mix paint to create all the secondary colours Know how to create brown with paint Know how to create tints with paint by adding white Know how to create tones with paint by adding black 	<ul style="list-style-type: none"> Know how to use clay Suggest how artists have used colour, pattern and shape Know how to use charcoal, pencil and pastel to create art Suggest how artists used colour, pattern and shape 	<ul style="list-style-type: none"> Know how to create a piece of art in response to the work of another artist
Year 3	Cave paintings and line drawings	Andy Warhol Apply block colour	Historical periods - looking at style, patterns, objects - crayon/block colour/relief.
Skills	<ul style="list-style-type: none"> Recognise when art is from different historical periods Know how to use different grades of pencil to shade and to show different tones and textures Know how to create a background using a wash 	<ul style="list-style-type: none"> Know how to compare the work of different artists Know how to identify the techniques used by different artists Know how to use IT to create art which includes their own work and that of others 	<ul style="list-style-type: none"> Know how to use digital images and combine with other media Recognise when art is from different cultures
Year 4	facial expressions/body language	Sketching famous Roman landmarks using a variety of sketching techniques and materials.	Looking at and creating art in the style of Vincent Van Gough.
Skills	<ul style="list-style-type: none"> Know how to integrate digital images into artwork Know how to show facial expressions and body language in sketches and paintings Know how to use line, tone, shape and colour to represent figures and forms in movement 	<ul style="list-style-type: none"> Know how to use marks and lines to show texture in art 	<ul style="list-style-type: none"> Experiment with the styles used by other artists Know how different artists developed their specific techniques Explain some of the features of art from historical periods
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.	Water – colour planets Learn how to mix colours to improve.	Study Georgia O’Keeffe- recreate paintings. Observe, record and review their work. Sketching – castle designs. Research designs.
Skills	Range of materials used	Use of different materials	Research the work of an artist and use their work to replicate a style Experiment with shading to create mood and feeling
Year 6	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for	Learn about great artists, architects and designers in history: Studying symbolism in art.	Researching Banksy and using this to create ASPIRE art in own choice of media.

	example, pencil, charcoal, paint, clay] – looking at Japanese paintings which show representations of water.		
Skills	<p>Explain why different tools have been used to create art</p> <p>Explain why chosen specific techniques have been used</p>	<p>•Know how to use feedback to make amendments and improvement to art</p> <p>•Explain the style of art used and how it has been influenced by a famous artist</p>	<p>•Understand why art can be very abstract and what message the artist is trying to convey</p> <p>•Understand what a specific artist is trying to achieve in any given situation</p> <p>•Know which media to use to create maximum impact</p> <p>•Know how to overprint to create different patterns</p>
Year 7	<p>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</p> <p>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</p>	<p>Foundation Skills – 3D Gargoyle project Colour theory/ Modelling skills/drawing and design</p> <p>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.</p> <p>Assessment: Progress to date holistic overview</p> <p>Foundation Skills – 3D Gargoyle project Colour theory/ Modelling skills/drawing and design</p> <p>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.</p> <p>Assessment: 3D model final piece</p>	<p>Foundation Skills –Observational drawing project</p> <p>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</p> <p>Foundation Skills – Observational drawing project</p> <p>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.</p> <p>Assessment: Observational drawing final piece</p>
Knowledge	<p>Students then develop their understanding of the formal elements through Research, Techniques & Observations</p> <p>Students develop their understanding of colour theory, colour wheel, colour mixing and colour groups through research, Materials & Techniques & drawing.</p>	<p>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</p> <p>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</p>	<p>Students develop their knowledge formal elements, understanding how tone is applied to 3D objects. Understanding proportions through observational drawing.</p> <p>Students develop their knowledge of observational drawings and understanding how to use different processes and techniques relating to Artists work.</p>
Year 8	<p>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.</p> <p>Construction Project: Students develop skills in constructing and using 3D techniques within their work. Construction & proportion and scale will be the focus.</p>	<p>Construction Project: Students develop skills in constructing and using 3D techniques within their work. Construction & proportion, painting, tone to finish will be the focus.</p> <p>Extension: Printmaking Project – Students will practice 2 different printing processes.</p> <ul style="list-style-type: none"> • Mono print • Lino • Collograph • Etching <p>Extending from their 3D design they can produce multiple prints and backgrounds to print onto.</p>	<p>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.</p> <p>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.</p>
Knowledge	<p>-How to use various tones of pencil and line to create artwork.</p> <p>-How to design, plan and produce a 3D model geometry and symmetry.</p> <p>-How to use various tones of pencil and line to create artwork.</p> <p>-How to design, plan and produce a 3D model geometry and symmetry.</p>	<p>-How to use various tones of pencil and line to create artwork. How to design, plan and produce a 3D model geometry and symmetry.</p> <p>-How to create 2 types of prints using 2 different print processes.</p>	<p>-How to creatively use perspective, geometry and symmetry.</p> <p>-How to creatively use pattern, geometry and symmetry.</p>
Year 9	<p>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.</p> <p>Coursework base line assessment (Component 1):</p>	<p>Coursework Project 1 3D (Component 1): Students will begin a new project based on producing a 3D outcome.</p> <ol style="list-style-type: none"> 1. AO1 research/ investigating. 2. AO3 – recording observations. 3. AO2 refining and developing/ experimenting <p>Coursework Project 1 3D (Component 1):</p>	<p>Coursework Project 1 3D (Component 1): Students will develop their ideas through continuing to develop and refine their skills and ideas.</p> <p>AO3 – recording observations. AO2 refining and developing/ experimenting</p> <p>Coursework Project 1 3D (Component 1):</p>

	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.	Students will build on their understanding of the assessment objectives whilst continuing to develop and refine their skills and ideas .	Students will develop their coursework project and work towards producing a final outcome. AO2 refining and developing/ experimenting AO4 – personal response/ final piece
Year 10	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
Year 11	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, whilst also familiarising them with the timescale and structure of component 2 exam project. AO2 refining and developing/ experimenting 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, whilst also familiarising them with the timescale and structure of component 2 exam project. AO4 – personal response/ final piece	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 AO1 research/ investigating. AO3 – recording observations AO2 refining and developing/ experimenting Component 2: Externally Set Task: Students complete their AO1-AO3 preparation work before sitting the 10hour final exam. AO1 research/ investigating. AO3 – recording observations AO2 refining and developing/ experimenting AO4 – personal response/ final piece	Completion of component 1: Students to complete coursework portfolio/ mount and present work. All work assessed and moderated.

Aspire for Excellence