



Art Learning Map



| Year | Autumn | Spring | Summer |
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| Nursery | Autumn collage linked to Literacy Creating self-portraits using, paint, dough and construction materials. Make Wintery paintings and collage linked to seasons Use conkers/leaves/stones to create some transient art Bonfire night splatter paintings | Paint Characters from traditional tales and create class art story Andy Goldsworthy pictures using natural objects Exploring leaf patterns and printings for the beanstalk | Make sea life collages using lots of different textured materials for paintings and beach role-play Marbling for space back grounds. Space scratch pictures using crayon and black paint. Shell printing/pattern making |
| Reception | Family collages and self-portraits – linking to PSHE. Observations of stars and fireworks looking at colours and colour mixing and texture. Create wooden spoon people linked to Halibut Jackson. <u>Pattern, shape and colour</u> | Create our own collages linked to land and sea based on the book Here We Are. Detailed drawings of plants and things that grow. Create collages of different plants they have observed in the outdoor environment. <u>Vincent Van Gogh</u> | Investigating animals print using various media. Developing drawing skills linked to their own experiences. <u>Mondrian cubism</u> |
| Year1 | Pattern, texture, line, shape, primary and secondary colours <i>*I can create a repeating pattern in print</i> <i>*I can cut, roll, and coil materials</i> <i>*I can name the primary and secondary colours</i> | Vincent Van Gogh four seasons (seasonal art) The sunflower (oil pastels) <i>*I can show how people feel in paintings and drawings</i> <i>*I can describe what I can see and give an opinion about the work of an artist</i> | Cubism - Mondrian - looking at primary colours and colour moods <i>*I can use pencils to create lines of different thickness in drawings</i> <i>*I can ask questions about a piece of work</i> |
| Year2 | <u>Exploring pattern, shape and colour</u> Continued from Y1 repeating patterns and line mark making Colouring skills and colour mixing <i>*I can mix paint to create all the secondary colours</i> <i>*I can create brown with paint</i> <i>*I can create tints by adding white</i> <i>*I can create tones by adding black</i> <i>*I can create a printed piece of art by pressing, rolling, rubbing, and stamping</i> | <u>Sculpting and sketching</u> Sculpting: The Dream St Helens Use of charcoal and different pencils <i>*I can choose and use three different grades of pencil when drawing</i> <i>*I can use charcoal, pencil, and pastel to create art</i> | <u>Andy Goldsworthy</u> Andy Goldsworthy- materials. <i>*I can suggest how artists have used colour, pattern, and shape</i> <i>*I can create a piece of art in response to the work of another artist.</i> |
| Year 3 | <u>Stone Age art</u> Cave paintings and line drawings <i>*I recognise when art is from different historical periods</i> <i>*I can create a background using a wash</i> <i>*I can use colour effectively</i> | <u>Andy Warhol</u> Andy Warhol- applying block colour <i>*I can compare the work of different artists</i> <i>*I can identify the techniques used by different artists</i> <i>*I can use IT to create art which includes their own work and that of others</i> | <u>Historical art</u> Historical periods - looking at style, patterns, objects - crayon/block colour/relief. <i>*I can use digital images and combine with other media</i> <i>*I can recognise when art is from different cultures</i> <i>*I can use different grades of pencil to shade and to show different tones and textures</i> |
| Year 4 | <u>Keith Haring</u> facial expressions/body language | <u>Sketching skills</u> Sketching famous Roman landmarks using a variety of sketching techniques and materials. | <u>Exploring Van Gogh</u> Looking at and creating art in the style of Vincent Van Gogh. |

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| <p>Year 5</p> | <p>Keith Haring. Use of iPad to take videos of children moving and use freeze frame</p> <p><i>*I can show facial expressions and body language</i> <i>*I can use line, tone, shape and colour to represent figure and forms in movement</i></p> <p><u>Viking Weaving</u></p> <p>Research Viking weaving/ uses of materials. Why/ how they made items. Create own weaves using a variety of materials. Create a Viking weave.</p> <p><i>*Focus practical task</i></p> | <p><i>*I can integrate digital images into my art</i> <i>*I can explain some of the features of art from historical periods</i></p> <p><u>Water colour planets</u></p> <p>Water- colour planets Learn how to mix colours to improve.</p> <p><i>*I can vary my use of shape and colour</i> <i>*I can explore the use of water colours</i> <i>*I can identify and draw objects and use marks and lines to produce texture</i></p> | <p><i>*I can experiment with the styles used by other artists</i> <i>*I can use marks and lines to show texture in my art</i></p> <p><u>Georgia O’Keeffe</u></p> <p>Study Georgia O’Keeffe- recreate paintings. Observe, record and review their work. Sketching – castle designs. Research designs.</p> <p><i>*I can research the work of an artist and use their work to replicate a style</i> <i>*I can successfully use shading and tone</i> <i>*I can use images which I have created/found and alter them where necessary to create art</i></p> |
| <p>Year 6</p> | <p><u>Perspective</u></p> <p>Explore use of the vanishing point Creating 3D buildings Mastering use of line</p> <p><i>*I can explain why I have used different tools to create art</i> <i>*I can use a range of e-resources to create art</i></p> <p><u>Tone, Line and Colour</u></p> <p>Children will learn how to proficiently apply tone with pencil and colour pencil. They will begin to understand how tone can be created using line and direction of line. They will utilise these skills to create a realistic observational drawing.</p> <p>Children will look at colour theory in more detail, learning about primary, secondary and tertiary colours and will be able to demonstrate how to mix them. They will look at the work of famous artists to explore the connotations of colour and be able to write about the impact colour can have on a piece of work using the language of art and design.</p> | <p><u>Symbolism</u></p> <p>Studying symbolism in art- Klimt Baghdad</p> <p><i>*I can explain the style of my work and how it has been influenced by a famous artist</i> <i>*I can use feedback to make amendments and improvements to my art</i></p> <p><u>Texture and Shape</u></p> <p>Children will explore ways contemporary and traditional artists have managed to create texture in their work, before experimenting with ways of creating texture in their own work, both actual (through paper manipulation) and visual (through surface rubbings and creating a simple texture plate for printmaking).</p> <p>In order to further understand application of shape children will research the work of Henri Matisse and compare it to the work of another artist who uses shape more discretely. The children will replenish fine motor and cutting skills when creating their own Matisse inspired collages.</p> | <p><u>Street art</u></p> <p>Street art- links to political art in reference to refugees</p> <p><i>*I can explain why I have chosen specific techniques to create my art</i></p> <p><u>Bird Project</u></p> <p>This final project allows students to explore, in depth the final elements of art: form and pattern. After completing research and analysis the children will take inspiration from contemporary artists Mark Hearld and Helen Wells to design and construct a 3D bird that will be used in a classroom installation. This mix media project will piece together what they have learnt prior and allow them to apply their knowledge of colour theory, texture and tone to their final outcome.</p> |
| <p>Year 7</p> <p>Year 8</p> | <p><u>Recapping the Formal Elements</u></p> <p>In a short booklet making project the students will cover and recap their knowledge on the formal elements of art, each page of the booklet will focus on a particular element. Within the sessions students will discuss how famous artists have mastered use of the formal elements, and be able to apply similar techniques to their own work.</p> <p>In an additional mini project student will learn about decorative surface pattern and will take inspiration from the likes of Gustav Klimt in order to create their own decorative bookmarks.</p> | <p><u>Creatures</u></p> <p>Throughout history creatures have been the subject of many great artworks. In this project students will explore that and create their own work in response using variety of mediums. The end goal being to create a mix media piece of work on a larger scale than perhaps students are used to.</p> | <p><u>The Art of Architecture</u></p> <p>In this project students will learn about significant architects; they will learn about the architectural periods before collaboratively designing and making their own “Mini City” inspired by the likes of Spanish artist Antoni Gaudi. Just like cities in the real world the children will design and making their own structures that appear to derive from different periods. Here will gain more independence with their imagination and creativity at the forefront of the design process.</p> |

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

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| <p align="center">Year 9</p> | <p><u>Ways of Drawing and Painting</u></p> <p>Drawing is fundamental to learning and expression in all aspects of art, craft and design however not all students understand the breadth of what a drawing could be. In this project students will learn that drawing can be precise, measured, scaled, accurate, or expressive, descriptive. Drawing is used to research, record and gather information whether that be from observation or from our own imagination.</p> | <p><u>Printmaking and Sculpting</u></p> <p>Printmaking: students will develop a clear understanding of print making as an artistic medium and create their own lino prints.</p> <p>Sculpting: students will look at construction and ways of creating 3D forms using clay.</p> | <p><u>Art as Activism</u></p> <p>For this project students will learn about how artists have used their work as a platform to highlight social injustice. Students will work towards creating a final piece that stands for a cause they believe in. Looking towards artists like Shepard Fairey for inspiration.</p> |
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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

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| <p align="center">Year 10</p> | <p><u>Introduction to GCSE Art (Unit 1)</u> <u>Matchbox Project</u></p> <p>In this project students will begin to understand how they are assessed in art, they will require creativity and imagination to transform a mundane object into something unique and interesting.</p> | <p><u>Workshops (Unit 1)</u></p> <p>During this period students will participate in artist workshops that explore a wide range of materials and mediums, as well as how they have been used by successful artists. This should prepare students for independence and allow them to find their specialism/preferred way of working.</p> | <p><u>Mock Exam (Unit 1)</u></p> <p>Project title will be provided by the class teacher, throughout the students will cover the four assessment objectives in art in one solid project.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> |
| <p align="center">Year 11</p> | <p><u>Independent Project (Unit 1 :60%)</u></p> <p>Project title will be provided by the class teacher, throughout the students will cover the four assessment objectives in art in one solid project.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> | <p><u>Externally Set Task (Unit 2: 40%)</u></p> <p>The project titles for which are set by our exam board (AQA) preparatory work will be completed in class and at home, however a final outcome for the project will be completed within a 10-hour exam period over 3 days. Again all students will meet the four assessment objectives.</p> | |