

ART MEDIUM/LONG TERM MAPS

Art skills can be linked to any curriculum topic within the correct Year (A/B) and Term (Spr/Sum/Aut)

| | RECEPTION Children will... | YEAR ONE/ TWO Children will... | YEAR THREE/ FOUR Children will... | YEAR FIVE/ SIX Children will... |
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| YEAR A | <ul style="list-style-type: none"> Exploring what happens when they mix colours <i>(exploring different medias and how colour can enhance the purpose of their art.)</i> | <ul style="list-style-type: none"> to use a range of materials creatively to design and make products <i>(Explore different art forms and use of natural vs. man-made art resources to inspire art forms- pattern, sequence, printing, sculpture etc).</i> | <ul style="list-style-type: none"> Annotate their creative process | <ul style="list-style-type: none"> Annotate their creative process |
| AUTUMN | <ul style="list-style-type: none"> How different media can be combined to create new effects such as texture <i>(exploring a range of materials and ways to join new materials to create new pieces of work- look at how to make improvements etc.</i> | <ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <i>(Explore different art forms and use of natural vs. man-made art resources to inspire art forms- pattern, sequence, printing, sculpture etc).</i> | <ul style="list-style-type: none"> Evaluate their own work and that of others and identify areas for development | <ul style="list-style-type: none"> Evaluate their own work and that of others and identify areas for development |
| SPRING | | | <ul style="list-style-type: none"> explore and refine a range of techniques, materials, processes and media, including digital media, to draw, sculpt, model, design, paint and print | <ul style="list-style-type: none"> explore and refine a range of techniques, materials, processes and media, including digital media, to draw, sculpt, model, design, paint and print |
| SUMMER | <ul style="list-style-type: none"> Explore and investigate a celebrated artist and their style | <ul style="list-style-type: none"> Explore and investigate a | <ul style="list-style-type: none"> design and create images and artefacts, expressing ideas for clearly defined purposes | <ul style="list-style-type: none"> design and create images and artefacts, expressing ideas for clearly defined purposes |
| | | | <ul style="list-style-type: none"> DRAWING, begin to show facial | <ul style="list-style-type: none"> DRAWING, develop accuracy and drawing skills such as |

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| | | celebrated artist and their style | expression, body language, reflection, 3-dimensions and pattern to create tone and texture | shading, line and tone to represent figures, forms, reflections, 3-dimensions and perspective. |
| | | | <ul style="list-style-type: none"> • SKETCH BOOK, Use a sketch book to explore ideas and test materials and techniques, adapt their own work and improve original ideas | <ul style="list-style-type: none"> • SKETCH BOOK, Use a sketch book to explore ideas and test materials and techniques, adapt their own work and improve original ideas |
| YEAR B | <ul style="list-style-type: none"> • How to use simple tools such as scissors, paint brushes, glue sticks (<i>Use of tools to enhance work and alter in different ways, commenting on likes and dislikes</i>). • How to use simple techniques to shape materials (cutting, folding, joining) (<i>Explore a range of tools to create and enhance pieces of work</i>). • At least one celebrated artist | <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products (<i>Explore different art forms and use of natural vs. man-made art resources to inspire art forms- pattern, sequence, printing, sculpture etc</i>). • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (<i>Strongly linked to</i> | <ul style="list-style-type: none"> • Annotate their creative process • Evaluate their own work and that of others and identify areas for development • explore and refine a range of techniques, materials, processes and media, including digital media, to draw, sculpt, model, design, paint and print | <ul style="list-style-type: none"> • Annotate their creative process • Evaluate their own work and that of others and identify areas for development • PAINTING Colour mix using primary and secondary colours to create all of the colours, tints and shades they need, additionally developing an understanding of |
| AUTUMN | | | | |
| SPRING | | | | |

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| <p>SUMMER</p> | <p><i>(Exploring different techniques and art forms and the techniques used by each artist to give creative inspiration towards the final flourish)</i></p> | <p><i>artist exploration, see below)</i></p> <ul style="list-style-type: none"> • Explore and talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <i>(Exploring different techniques and art forms and the techniques used by each artist to give creative inspiration towards the final flourish, whilst giving opinions and comparisons about their work and be able to say what they would do to improve from evaluation).</i> | <ul style="list-style-type: none"> • design and create images and artefacts, expressing ideas for clearly defined purposes • PAINTING Colour mix using primary and secondary colours to create all of the colours, tints and shades they need • Work with printing, textiles, 3-D and collage to develop and create models and images • SKETCH BOOK, Use a sketch book to explore ideas and test materials and techniques, adapt their own work and improve original ideas | <p>complementary and contrasting colour</p> <ul style="list-style-type: none"> • Work with printing, textiles, 3-D and collage to develop and create models and images • SKETCH BOOK, Use a sketch book to explore ideas and test materials and techniques, adapt their own work and improve original ideas |
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