

 Art – Concept Map 

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|  | Early Years | Year 1&2 | Year 3&4 | Year 5&6 |
| **Developing Ideas** | * Look at and talk about what they have produced.
* Describe simple techniques and materials used.
 | * To record simple media explorations in a sketch book.
* To use a sketch book to develop ideas.
* Collect textures and patterns and ideas to inform their work.
 | * Plan out future work in a sketch book – experimenting with ideas and different media.
* To use the sketchbook to develop and try out ideas.
* Collect materials and examples of work for use in their own work.
* Annotate ideas and create notes to indicate intentions.
 | * Use a sketchbook to plan out 2 – d and 3 – d pieces of work.
* Use the book to plan out the sequence and build up of the piece.
* Keep notes on how the piece will be developed – annotating work in the sketch book.
* Show that work has been adapted where necessary.
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| **Drawing** | * Be able to draw lines of different thickness using a pencil.
* To produce different patterns and textures.
 | * Experiment with a range of different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.
* Demonstrate control over several different media and types of marks being made.
* Understand tone through using graded pencils and techniques: hatching, scribbling, stippling and blending.
 | * Develop intricate patterns using different media.
* Use different grades of pencil and explain the effect of this.
* Draw for a sustained period of time.
* To be able to draw faces which indicate expression of feeling.
 | * Work in a sustained, independent way to create detailed drawings.
* Develop a piece of work using a key element: line, colour, texture…
* To explain why selected techniques have been chosen for effect.
* To develop techniques in drawing perspective.
* To observe carefully and draw objects/ images.
* Use drawing techniques to work from a variety of sources including observation, photographs and digital images.
* To use simple perspective in work, using a single focal point.
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| **Painting** | * Recognise the names of the primary colours, and when each one is being used.
* Mix and match colours to different artefacts or objects.
 | * Experiment with a range of tools and brushes of different widths: hands, rollers, pads.
* To be able to layer colours and add texture using different tools.
* To lighten and darken paint carefully.
* Mix colours predicting the result.
* Understand the colour wheel and mix primary and secondary colours.
* To control marks made with a range of media.
 | * Use a range of brushes to create different textures including colour, washes, thickened paint.
* mix colour, shade and tones with increasing confidence.
* Create a background using a wash.
* Develop a painting from a drawing.
 | * Plan purposeful work – controlling the types of marks made.
* Mix colours, shades and tones with confidence.
* Use mixed media to create pieces which experiment with atmosphere and light.
* Use materials with different consistency to create effects.
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| **3 – D** | * Cut shapes using scissors.
* Use different materials in a variety of ways.
* Build a sculpture using a variety of objects: recycled, natural and man made.
* Experiment in a variety of malleable media such as clay, papier mache, salt dough, Modroc.
* Manipulate materials in different ways: rolling, pinching and kneading.
* Use tools correctly.
 | * Shape and model materials for a purpose.
* Apply simple decorative techniques.
* Manipulate materials in different ways: running stitch and back stitch
* Use tools correctly: needles and thread
* Cut shapes using scissors.
 | * Learn to understand perspective, and objects having a 3rd dimension.
* Produce paintings and work with texture and pattern.
* Use a frame to construct a model from newspaper and/ or modrock.
* Use natural, recycled and man – made products to create sculptures.
* Demonstrate awareness of sculptures in the environment.
* Show the awareness of how time effects sculptures.
 | * Manipulate materials in different ways: rolling, pinching and kneading.
* Use slabbing, coiling and pinching to produce pieces from clay.
* Experience different ways of finishing pieces: polish, glaze, paint.
* Carve a piece confidently using the right tools.
* Use language appropriate to the skill and technique.
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| **Printmaking**  | * Enjoy taking rubbings of leaves, coins, brick.
* Make simple prints.
* Develop patterns.
* Enjoy using stencils to create pieces.
 | * Explore printing with a range of materials: hard and soft, smooth and rough.
* Identify print in the environment: books, wallpaper, clothes.
* Make simple prints using rollers and printing palettes.
* Experiment with over printing.
 | * Use different techniques to make a printed image.
* Explore mono and relief printing.
* Experiment with creating different effect using print.
* Create repeating patterns.
 | * Use tools in a safe way to create overlays.
* Experiment with overlaying using different colours and different media.
* Describe techniques and processes.
* Develop own style when producing work.
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| **Texture, pattern, colour, line and tone** | * Enjoy playing with and exploring fabrics.
* Show experience in weaving: twigs, paper. Material.
* Use appropriate language to describe colour and pattern.
 | * Look at an expanding range of patterns.
* Start to link colours to mood and feelings in art.
* Use printmaking to produce a repeating pattern.
* Create art work from natural materials.
 | * Create texture and pattern with a wide range of media.
* Create texture and pattern with drawing tools.
* Show awareness of different viewpoints of objects.
* Experiment with different grades of pencil.
 | * Include tones and texture, tints and shades in work.
* Develop the ability to make changes in shade and tone subtel, and understand how to develop this effect.
* Consider the use of colour and tone to create mood and atmosphere.
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| **Responding to Art** | * Look at and talk about what they have produced and how they did it.
* Describe simple art ideas and techniques.
 | * Look at and talk about own work and that of other artists.
* Express likes and dislikes.
* Explore the work of a range of artists, describing similarities and differences – make links to their own work.
* Reflect on their own work and explain the successes and challenges faced.
* Explain how a piece of art makes them feel – linking to emotions.
 | * Explore the work of a range of artists and craftspeople. Describe similarities and differences between their work and practices.
* Respond to art from different cultures and other periods of time.
 | * Recognise the art of key artists, and begin to place them in key art movements.
* Discuss and review their own and others work, expressing thoughts and feelings.
* Compare the styles and approaches of different artists.
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| **Vocabulary** | Colour names: primary and secondary coloursLight/DarkArtArtistDesignPrintcutstickmakeshade |  |  |  |
| **Art History** | * Name of Artist
* Materials they used/how
* Inspiration
 | * Name of Artist
* Era/ time period of Art
* Medium
* Materials they used/ how
* Inspiration
 | * Name of Artist/DOB+D
* Era/ time period of Art(use specific names e.g. renaissance)
* Medium
* Materials they used
* Methods they used
* Inspiration
 | * Name of Artist/DOB+D
* Era/ time period of Art(use specific names e.g. renaissance)
* Medium
* Materials they used
* Methods they used
* How has the method changed over time?
* Inspiration
* Which artist’s inspired them?
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