Art & Design – Long Term curriculum mapping.

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|  | **Using materials** | **Key skills within art** | **Exploring and developing ideas.** | **Work of other artists** | **Vocabulary** |
| UKS2 |  | To improve mastery of art and design techniques.  Usde techniques to add effects eg shadow, reflection, hatching or cross-hatching.  Show movement or perception in their drawing.  Create a colour palette.  Use a range of paints – poster, watercolour, acrylic.  Plan and design a sculpture,  Use materials other than clay, to create a 3D sculpture.  Design and create printing blocks or tiles.  Create patterns in printing.  Develop mono and block printing. | Review and revisit ideas in their sketchbooks.  Respond to artwork and give feedback using the key art vocabulary.  Use IT as a source for ideas. | Comment on the wreck of famous artists and able to name their pieces of work.  Give detailed observations about an artist’s work based n techniques.  Know key facts about an artist’s life.  Henri Rousseau, David Hckney, Alfred Wallis ( and other Cornish artists), John Singer Sargeant, Man Ray, Diego Rivera, Andy Warhol. | Sketchbook, develop, refine, texture, shape, form, pattern..  Blend, smudge, hard, soft, portrait, mural, |
| LKS2 |  | Become proficient in drawing, painting, printing and textile techniques.  Experiment with line, tone and texture, using different hardnesses of pencil.  Use shading to show light and shadow.  Show an awareness of space in their drawing.  Mix colours using key language eg primary, secondary, tint, shade.  Used varied brush techniques to create shapes, textures, patterns and lines..  Use clay and other malleable materials .  Make printing blocks.  Use more than 1 colour to layer a print.  Make repeating patterns. | Use a sketchbook to record observations.  Adapt and refine ideas.  Use key vocabulary to show knowledge and understanding.  Respond positively to suggestions. | Know about great artists, designers and architects.  Use inspiration from famous artists to replicate a piece of work.  Express an opinion about a famous artist’s work, thinking about the techniques used.  Monet, Matisse, Van Gogh, Cezanne, Constable, Vivienne Westwood, Coco Chanel, | Line, pattern, texture, form, record, detail, question, observe, refine. Outline  Foreground,  background |
| KS1 | Use a range of materials creatively to design and make products. | Use drawing, painting and sculpture to develop and share ideas, experiences.  Sculpture within Forest School.  Use a variety of materials for sculpting.  Draw lines of varying thicknesses,  Use dots and lines to show pattern and texture.  Use different materials such as chalk or pastels.  Use key vocabulary to describe their work. | Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape form and shape.  Primary Colours – mixing colours together. Name primary colours.  Simple mixing of colours.  Add black and white to give different tones.  Experimentation. | Know about the work of a range of artists, craft makers and designers, describing similarities and differences between different practices and making links to their own work.  Andy Goldsworthy, Lowry, Monet, Van Gogh, Cezanne, local Cornish Artists. | different shape  same form  describe shade  effect time line  mix  texture,  line |
| EYFS | Create simple representations of people, events and objects. |  |  |  |  |
| All children  Art Aims | Produce creative work  Explore ideas  Record experiences. | Become proficient in drawing  Painting  Sculpture  Other art and craft. | Evaluate and analyse creative works using the language of art and craft. | Know about great artists, crafts makers and designers. |  |