

Art – Concept Map 

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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. |
| **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. |
| **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. |
| **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. * Shape and model materials for a purpose. * Manipulate materials in different ways: rolling, pinching and kneading. * Apply simple decorative techniques. * Use tools correctly. | * 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. | * 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. |
| **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. |
| **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 texture and pattern with a wide range of media. * Create texture and pattern with drawing tools. * Create art work from natural materials. * 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. |
| **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. |
| **Vocabulary** | Colour names: primary and secondary colours  Light/Dark  Art  Artist  Design  Print  cut  stick  make  shade |  |  |  |
| **Art History** | * Name of Artist/DOB+D * Materials they used/how * Inspiration | * Name of Artist/DOB+D * 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? |