**Federation of Penny Acres and Wigley Primary Schools Art Long Term Map**

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| **Early Learning Goals** Children at the expected level of development will: |
| * Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. * Know some similarities and different between different religious and **cultural** communities in this country, drawing on their experiences and what has been read in class. * Explore the natural world around them, making observations and drawing pictures of animals and plants. * They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. * Use a range of small tools, including scissors, paint brushes and cutlery. * Begin to show accuracy and care when drawing. * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Share their creations, explaining the process they have used. * **Skills progression:** Opportunities for fine motor control are planned into morning activities and resourcing for continuous provision; these are developed as the children make progress. The art workshop is equipped with various materials and tools to support the children in their experimentations, and updated in lieu of planned teaching and learning opportunities.The class teacher alongside teaching assistants will support the children’s development of learnt techniques during their continuous provision sessions.During continuous provision, children have access to the outdoor area and are exposed to artwork from culturally diverse artists during topic-based provision. Through a combination of carefully planned for and spontaneous provocation in continuous provision, pupils learn to use their imagination in response to role play situations, storytelling and different materials/opportunities in art. Teacher Directed (planning and review sessions, in particular) provides scaffolding for thinking through ideas, uses and purposes of different media and materials. Children learn to express and represent their ideas more independently as the terms go on, practising key skills in design, technology and art. |
| **Key stage 1** Pupils should be taught: |
| * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * 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. |
| Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: |
| * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history. |

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| C:\Users\LGregory2\OneDrive\Documents\Desktop\Federation logo 7 (2).png | | | **National Curriculum Aim** | **Rec** | **Y1** | **Y2** | **End of KS Expectations** | **Y3** | **Y4** | **Y5** | **Y6** | **End of KS Expectations** |
| **Skills and Techniques** | **Drawing & Mark Making** | Produce creative work, exploring their ideas and recording their experiences  Become proficient in drawing, painting, sculpture and other art, craft and design techniques | | I can look closely at objects, including natural and manmade, and discuss them.  I can experiment with a wide range of mark making equipment.  I can name drawing tools.  I can experiment with, and name, different lines e.g. straight, curly, zigzag, waves, dotty. | I can experiment with a wide range of tools, material and surfaces including charcoal.   I can increase my control of line and using 2D geometric shapes when drawing.    I can explore different textures and experiment with mark - building on previous experience.    I can explore the concept of light and dark and know how to create both values.    I can draw for pleasure using my imagination and observations.   | I can use a wide range of tools and materials such as hard and soft pencils, wire, wool, straws, and feathers to create expressive drawings.    I can show greater skill and control when using the formal elements to draw e.g. simple lines and shapes to create forms.    I can control my pressure when using drawing implements to create lighter and darker tones and marks.    I can shade areas neatly without spaces or gaps.    I can continue to draw as a way of recording my personal experiences and feelings.   | **To have used a range of drawing media and materials including graphite sticks, charcoal crayons, coloured pencils and know the differences and similarities between them.**  **To be able to describe a range of surfaces, textures and forms.**  **To be able to know the difference between light and dark, how to create both values and control them to make tones.**  **To be able to shade tones neatly and accurately (without gaps) by controlling the pressure of their drawing materials.** | I can work in a range of drawing media and can select which one is most suitable for the task.    I can identify and draw 2D and 3D shapes in nature and the world around me.    I can effectively control drawing media to create dark and light tones.    I can continue to practice shading tones with no gaps, that are neat to the edges and blend them effectively.    I can rub out rough edges or refine them.    I can draw things that I can see (from nature, my environment, still life or photos),   | I can use a range of drawing media and materials with increased confidence and select which one is most suitable for the task.    I can accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources.    I can control line and shading with different media to create different shapes, forms and tones.    I can practice drawing quick, light lines (sketching) and more deliberate, measured lines.    I am becoming aware of proportion, scale and order.    I can draw to visualise my thoughts, feelings and memories.    I can use drawing to describe, copy and imagine other places, cultures and peoples past and present.   | I can independently select appropriate media for expression and purpose.    I can draw with an increasingly confident awareness of the 2D and 3D geometric shapes that comprise forms and objects.    I can control the amount of force and pressure when drawing to show I understand the difference between sketching and rendering more deliberate marks.    I can understand the concept of perspective.    I can draw for a range of purposes – thinking, designing, creating, realising, imagining etc.   | I can work in a range of media with increasing confidence and can select which materials to use, working to my own strengths and personal taste.    I can draw with increasing confidence, developing my own style.    I know how and when to sketch, and when to render more confident line, using a developing ability to skilfully control the outcomes.    I can describe form from several different light sources.    I can apply very basic one-point perspectives to my drawing.    I can describe a wide range of examples of how drawing is used in art e.g. graphic, realistic, technical, illustration, abstract, sculptural, digital etc.   | **To be able to confidently select and use a range of media and materials.**  **To have a developing personal style of drawing.**  **To be able to manipulate and control media to create sketches and more deliberate lines.**  **To show an awareness of basic perspective.**  **To be able to shade to create different shapes and forms from several different light sources.** |
| **Painting** | I can explore a variety of ways to apply paint e.g. fingers, brushes, combs.  I can use simple tools e.g. foam brushes, rollers etc.  I can use a variety of papers.  I can explore mixing primary colours to create secondary colours.  I can name primary and secondary colours. | I know different types of paint and their properties e.g. poster, powder, block.   I can develop my skills in mixing and measuring paint.   I can blend secondary colours in palettes and on paper.   I can develop my ability to apply paint skilfully.   I can paint on different surfaces such as cartridge paper, card, fabric, and 3D surfaces.    I can paint patterns.    I can add things to paint to make textures such as sand & grit.    I can paint thick and thin lines using different brushes.    I can make colours darker and lighter.   | I can use different types of paint and painting surfaces.    I can measure and mix the paint needed.    I can develop my colour mixing skills to make finer variations in secondary colours.    I can paint neatly and carefully without leaving gaps or messy edges.    I can experiment with painting on a range of surfaces such as paper, card, fabric and 3D surfaces.    I can create original patterns.    I can use different techniques to create texture such as spattering, stippling, dripping, pouring etc. to paint expressively.    I understand the importance of outlines and paint more sophisticated shapes.    I can say why light colours appear to be closer to us and dark objects look further away.   | **I can describe the properties and use different types of paint and painting surfaces.**  **I can mix the correct amount of colour including finer variations of secondary colour and make colours lighter/darker to make objects appear closer/further away.**  **I can paint neatly without leaving gaps or messy edges.**  **I can paint expressively using different techniques, patterns and textures.** | I know and have used different types of paint and painting surfaces.    I can mix secondary and tertiary colours to paint with.    I can develop my painting skills increasing control, precision, detail, lines and edges of shapes.    I can create more complex patterns and textures.    I know how to use colours, textures, lines and shapes imaginatively and appropriately to express ideas.    I can use light and dark colours effectively to show which objects are further away.   | Use different types of paint such as poster paint, powder, watercolour or acrylic for example. Know when to use these paints & name some of their properties.    I can make tints, tones and shades using white, grey and black.    I can paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface.    I can use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect.    Use line with greater confidence to highlight form and shape.    I have awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect.   | I know different types of paint media and surfaces and when to use them.    I can make and discuss hue, tint, tone, shade and mood    I can paint neatly and carefully, without leaving gaps or messy edges, yet paint in a more creative style when the painting demands.    I experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc.    I use line or shape to create original compositions and uses pattern & texture for purposeful effect.    I know how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white.   | I know know different types of paint media and when to use them to create desired effect.    I am familiar with different papers and surfaces to paint on and I am able to name them.    I can mix colours with care and sensitivity to show feeling and ideas.    I can confidently mix secondary and tertiary colours, and can control these to suit my own purpose.    I have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive  when required.    I understand how to apply pattern and texture with confidence to decorate or embellish paintings.    I can use line with confidence to represent own ideas and compositions.    I can show a more confident ability to create 3D form, depth and distance using colour and tone.   | **I have used, know the properties of and can decide when to use different types of paint media and surfaces.**  **I can mix secondary and tertiary colours confidently and control these to suit my purpose.**  **I carefully consider the formal elements of art when painting e.g. using pattern and texture, colour relationships, tone, form and line, and control these to suit my purpose.**  **I can control paint in different ways to produce original work e.g. precise and accurate or loose and instinctive when required.** |
| **Craft and Design** | I can handle, explore and manipulate a variety of materials, including fabric, threads, wool, clay, paper and card.  I can weave using fabrics or paper.  I can imprint into clay using different objects.  I can experiment with tools and create texture.  I can use clay, dough, paper and card to make 3D structures.  I can create simple repeating patterns.  I can print on a variety of surfaces.  I can discuss what printing is. | I can design and make something that I have invented or imagined.    I can enjoy handling, feeling and manipulating a range of materials.    I can construct using a range of media.    I can print and apply decoration to a 3D model.    I can use collage to select and cut colours, shapes, textures and images to suit my ideas and purposes.   | I can make simple plans for making and decide which tasks need to be done first.    I can show an awareness that natural and manmade materials can be used to create sculpture.    I can create models from imagination and direct observation.    I can join materials together and apply decorative techniques.    I can replicate patterns and textures in a 3D form,    I can use collage to select and cut colours, shapes, textures and images to suit my ideas and purposes.   | **I can plan and make something that I have seen, imagined or invented.**  **I can use a range of materials to create forms and correct things throughout the process.**  **I can create forms from my imagination and observation.**  **I can join materials together, apply decorative techniques, patterns and textures to a 3D form.**  **I can use wide variety of collage to suit my ideas and purposes.** | I can plan, mould and make constructions from different materials    I can show an awareness of how texture, form and shape can be transferred from 2D to 3D.    I can understand different methods of joining used in construction (such as making slip, wrapping and tying).    I can produce surface patterns using a range of processes.    I can develop my use of collage as an art form and explain my use of colours, shapes, textures and images.   | I can plan, mould and make constructions, adapting my work when necessary.    I can show an increased awareness of how texture, form and shape can be transferred from 2D to 3D.    I can use different methods of joining used in construction and explain why I am using them (such as slip and scoring, wrapping and tying).    I can produce and describe suitable surface patterns using a range of processes.    I can develop my use of collage as an art form and explain my use of colours, shapes, textures and images.   | I can plan, mould and make constructions, and independently recognise problems, adapting my work when necessary.    I can confidently transfer texture, form and shape from 2D to 3D    I can use suitable methods of joining and justify my decisions,    I can produce and describe suitable surface patterns using a range of processes.    I can further develop my use of collage as an art form and explain my use of colours, shapes, textures and images.   | I can independently plan, mould and make, adapt and evaluate constructions.    I can confidently transfer more complex texture, form and shape from 2D to 3D    I can successfully use suitable methods of joining and justify my decisions,    I can produce and describe more intricate surface patterns using a range of processes.    I can further develop my use of collage as an art form and explain my use of colours, shapes, textures and images.   | **I can plan, make and adapt something for a wide variety of purposes.**  **I can design and make complex forms in 3 dimensions to a good standard.**  **I can use different methods of joining.**  **I can produce and describe intricate surface patterns using a range of processes.**  **I can use collage as an art form to create original work.** |
| **Ideas and Knowledge** | **Generating and Developing Ideas** | evaluate and analyse creative works using the language of art, craft and design | | I can look at and discuss the work of a range of artists, craftsmen and designers. | I can draw events and things that have happened to me, things I know and love and things I have imagined.    I can generate an idea linked to a topic or theme.    I can make creative decisions about the content of my work.    I can orally describe my thoughts, ideas and intentions about my work.    I can select appropriate media to work with.    I can form opinions about the process of my work and say what went well and how I might improve it.    I can compare my art to others and recognise what is the same and what is different.   | I can use elements of the work of other artists and cultures to influence my own work and work from my own imagination; such as inventing or creating imaginary things or places.    I can discriminate between choices and express my thoughts about the art I want to make.    I can orally describe my own and the work of others, describing the formal elements of colour, line, shapes, textures and patterns.    I can talk about how I could improve my work and know that it is normal to feel anxious about the outcome.   | **I can generate ideas influenced by others, and my own imagination.**  **I can discriminate between choices and express my thoughts, ideas and intentions about the art I want to make.**  **I can describe my own and others’ artwork using the language of the formal elements.**  **I can suggest improvements I could make to my own artwork.** | I can record my ideas, thoughts, feelings, discoveries and the world around me.    I can make art from things I can see and translate them into new materials.    I can talk about my own and the work of others, confidently describing the formal elements of line, value, colour, shape, form, space, pattern and texture.    I can talk confidently about how I could improve my work and know that it is normal to feel anxious about the outcome.    I can offer critical advice to others understanding that all artists do this and give confidence and praise.   | I can record my ideas, thoughts, feelings, discoveries and the world around me.    I can make art from things I can see and translate them into new materials.    I can talk about my own and the work of others, confidently describing the formal elements of line, value, colour, shape, form, space, pattern and texture.    I can talk confidently about how I could improve my work and know that it is normal to feel anxious about the outcome.    I can offer critical advice to others understanding that all artists do this and give confidence and praise.   | I can take risks when trying out materials, investigate and explore the properties of materials.    I can produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.    I can try to fairly appraise my own work and understand how to improve it, I can accept the criticism of other pupils and know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.    I can make careful and considerate judgments about my own & others work without comparing my own work to that of others. I can use evaluation to understand what they need to do to improve & that all artists do this.   | I can use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media.    I can produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.    I can fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. I know that most artists struggle with this and that it is a vital part of the art process.    I understand that the making process is very difficult and so I know not to be too self-critical or compare my work to others at my own expense.   | **I can experiment with and make decisions about the media I use.**  **I can produce original and unique art in response to a range of sources of inspiration.**  **I can evaluate my own work fairly and appraise the work of others without comparison at my own expense.** |
| **Factual Knowledge** |  | I know the meanings of the words: colour, line, value, shape, texture and pattern.    I can recognise when I am using formal elements and describe how I am using them.    I can describe collections of colours.    I can discuss and use warm and cold colours.    I can describe when and how significant artworks I have studied were made.   | I know how to create more complex art using the properties of line, value, colour, texture, pattern, shape and form.    I can recognise when I am using formal elements and describe my intentions.    I can discuss the colour wheel and identify primary and secondary colours.    I can describe the content, feelings and emotions conveyed by significant artworks I have studied.   | **I know the meanings of and use the words line, tone, colour, texture, pattern, shape and form to describe art.**  **I can discuss the colour wheel and identify primary and secondary colours.**  **I have studied and can discuss the process, content and emotions of significant artworks.** | I can orally describe my work and the work of others, describing the formal elements of line, value, colour, shape, form, space, pattern and texture.    I can look at art for pleasure and purpose, talk about why I like it, and develop my use of the language of art  (formal elements).    I can discuss the colour wheel and identify primary, secondary and tertiary colours.    I can make copies of small areas of an artist’s work to study their techniques, colour, value, textures and patterns used etc.    I have studied significant works of art and can describe how and why the artist has produced the work.   | I can orally describe my work and the work of others, describing the formal elements of line, value, colour, shape, form, space, pattern and texture.    I can look at art for pleasure and purpose, talk about why I like it, and develop my use of the language of art (formal elements).    I can discuss the colour wheel and identify primary, secondary, tertiary and complementary colours,    I can make copies of small areas of an artist’s work to study their techniques, colour, value, textures and patterns used etc.    I have studied how other artists’ make art, including the work of other peoples and cultures, past and present.   | I have studied significant works of art and can describe the content (historical, social and cultural factors that affect the art), process (when and how it was made), formal elements (line, value, colour, shape, form, space, pattern and texture) and mood (what emotions does the work convey?) of the piece.    I can discuss the colour wheel and identify primary, secondary, tertiary, complementary and analogous/harmonious colours,    I can learn the techniques and processes used by an artist and use some these to create original work.   | I have studied significant works of art and can describe the content (historical, social and cultural factors that affect the art), process (when and how it was made), formal elements (line, value, colour, shape, form, space, pattern and texture) and mood (what emotions does the work convey?) of the piece.    I can discuss the colour wheel and confidently describe the relationships between primary, secondary, tertiary, complementary and analogous/harmonious colours,    I can learn the techniques and processes used by an artist and use some these to create original work.   | **I can study significant works of art using the method:**  ***Content* – Describe the art. What social, historical factors affect the work?**  ***Process* – When & how was the work made? What materials & techniques are used?**  ***Formal elements* – line, tone, colour, shape, form, composition, pattern, texture.**  ***Mood* – what emotions does the work convey?**  **I can discuss the relationships between the colours on the colour wheel including: primary, secondary, tertiary, complementary and harmonious/analogous colours.**  **I can produce original work using the same techniques and processes of artists I have studied.** |