

# Mundeford Community Infants School



## LONG TERM SUBJECT MAP – ART AND DESIGN

### Aims of an Artist leaving our school

Design and produce creative work using a range of materials, exploring their ideas and recording their experiences

Know about the work of significant historical, cultural and local artists, craft makers and designers

Develop proficiency in drawing, painting, sculpture and other art, craft and design techniques

Reflect, evaluate and develop their work using specific vocabulary related to art and design

### The National Curriculum says:

#### EYFS

**Early Learning Goal:** Creating with Materials Children at the expected level of development will: - 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.

#### KS1

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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 color, 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

## Sequence of Learning – When and how do we facilitate this learning for Artists in our school?

It is assumed that all children will have acquired the essential knowledge stated for each year group before progressing to the next phase of learning in year groups and term by term.

Themes	Reception <b>Key learning</b>	Y1 <b>Key learning</b> <i>Prior learning</i>	Y2 <b>Key learning</b> <i>Prior learning</i>
Colour/paint and oil pastels	<p>Name <b>primary</b> and <b>secondary colours</b> while <b>painting diva pots</b></p> <p>Explore <b>colour mixing</b> to understand that mixing primary colours creates secondary colours (Me and My Community Aut 1)</p> <p>Explore radial form through firework and Rangoli <b>pattern</b> in pastels and <b>felt tips</b> (Celebrations Aut 2)</p> <p>Explore the work of Warhol through Pop Art using <b>paint</b> through a range of techniques. Understand that Warhol was significant as one of the pioneers of pop art. (<b>paintbrushes, rollers</b> and printing materials) to make a shield (Medieval Mayhem Spr 1)</p> <p>Explore the work of the artist Kandinsky to consolidate naming <b>primary</b> and <b>secondary colours</b>. Understand that Kandinsky was significant as one of the first abstract artists. (Spr 2)</p> <p><b>Colour mixing</b> to make orange for <b>thin brush</b> painting for penguins (Spr 2)</p>	<p><b>Tint and shade – adding white and black</b> to different <b>primary and secondary colours</b> (Sum2) – make fruit and vegetables for final composition</p> <p><b>Colour mixing</b> on paper <b>inspired</b> by the <b>artist</b> Pollock (Sum2).</p> <p><b>Feathering and blending of oil pastels</b> with leaves (Spr 2 Dinosaur Rumpus)</p> <p><b>Tone – adding grey</b> to different <b>primary and secondary colours</b> to paint seascapes (Sum1). Explore the work of Hokusai.</p>	<p><b>Tint, tone and shade – adding white, grey and black</b> to different <b>secondary colours</b> – to replicate stone and water for Christchurch (Aut1)</p> <p><b>Print repeating patterns inspired</b> by cultural art (eg. African/aboriginal) on a variety of surfaces (Art Beat Sum 2)</p>

<p>Pattern</p>	<p>Look at and replicate animal patterns in a <b>repeating patterns</b> – (animal adventures Sum1)</p> <p>Decorate diva pots in <b>primary &amp; secondary colours (Aut 2)</b></p> <p>Explore radial form through firework and Rangoli <b>pattern</b> in pastels and <b>felt tips</b> (Celebrations Aut 2)</p>	<p><b>Printing patterns</b> to make dinosaur scales (Spr2)</p> <p><b>Printing patterns</b> to make waves inspired by the work of Hokusai. Why was Hokusai significant? (links to printing – woodblock print) (Sum 1)</p> <p>Decorate coil pots with a <b>repeating pattern</b> – Mudeford Bake Off (Sum2)</p>	<p><b>Recreate man-made patterns</b> of stonework – Christchurch (Aut1)</p> <p>Explore and replicate <b>Patterns</b> found in <b>nature</b> eg tree trunks and shells – Budding Botanist</p> <p>Decorate clay bowl with <b>pattern inspired</b> by the <b>artist</b> Van Gogh (Budding Botanists Sum1) Use <b>natural</b> media replicating work of Goldsworthy (Budding Botanists Sum1)</p> <p><b>Print repeating patterns inspired</b> by cultural art (eg. African/aboriginal) on a variety of surfaces (Sum 2) Art Beat</p>
<p>Texture – collage and weaving</p>	<p>Paper <b>weaving</b> for basket (Spr 2)</p> <p>Group <b>collage</b>s using tissue paper – flat not sticking up – animal adventures (Sum1)</p>	<p>Create own paper <b>prints</b> to cut out to <b>collage</b> scales for dinosaurs (Spr 2)</p>	<p><b>Weaving</b> using <b>printed</b> including papers and <b>fabrics (Sum2)</b></p> <p><b>Print repeating patterns inspired</b> by cultural art (eg. African/aboriginal) on a variety of surfaces (Sum 2) Art Beat</p>
<p>Form/Sculpture – clay</p>	<p>Make Diva pots (Aut 2), penguins (Spr 2) – <b>pinch, rolling, flattening</b></p>	<p>Make a coil pot –Mudeford Bake Off (Sum2) <b>pinch, rolling, flattening</b></p>	<p>Make a coil bowl with <b>relief detail</b> (ideas taken from the work of <b>Van Gogh</b>) – (Budding Botanists Sum1) <b>pinch, rolling, flattening</b></p> <p>Use <b>natural</b> media replicating work of <b>Goldsworthy</b> (Sum2)</p> <p>Explore the work of Sculpter Alberto Giacometti (famous for his figurative work depicting everyday life – draw similarities and differences between his work and that of Lowry) through the manipulation of foil as a second media for form (Sum 2)</p>

<p>Drawing</p> <p>Line Shape space</p>	<p>Exploring mark making using <b>pencils</b>, coloured pencils, crayons, <b>felt tips</b>, pastels &amp; chalks (<b>thin, thick, straight, wavy, zig zag</b>) (Aut 1)</p> <p>Austin’s Butterfly for observational drawing, including step by step adult directed drawing – static whole body <b>drawing</b> (Aut1), plants (Spr), mini-beasts (Sum 1)</p> <p>Explore radial form through firework and Rangoli <b>patterns</b> in pastels and felt tips (Aut 2) Celebrations</p> <p>Explore Rangoli <b>patterns</b> creating their own pieces with chalk (Aut 2) Celebrations</p> <p>Explore Pop Art using <b>paint</b> through a range of techniques (<b>paintbrushes, rollers</b> and printing materials) to make a shield (Spr 1) Medieval Mayhem</p>	<p>Perspective <b>drawing</b> of <b>landscapes/seascapes</b> in <b>pencil</b> (Sum1) Why was Hokusai significant? (links to printing – woodblock print)</p> <p>Experiment with making a circle look like sphere in <b>chalk and charcoal</b> to draw fruit and vegetables. (Sum2)</p> <p><b>Drawing</b> leaves in <b>oil pastel</b> (Spr 2)</p> <p><b>Drawing</b> whole body static drawing of themselves in preparation for body part labelling (Sum1)</p>	<p><b>Observational</b> and abstract drawing of <b>portraits</b> inspired by the work of Picasso (Sum2)</p> <p>Dynamic drawing of people in action inspired by the work of <b>Lowry</b> (understand that Lowry is famous for depicting scenes of everyday life using stylised <b>figure painting</b> depicting movement) (Sum2)</p> <p><b>Observational</b> &amp; perspective drawing of historical landmarks in Christchurch (Aut1)</p> <p><b>Print repeating patterns inspired</b> by cultural art (eg. African/aboriginal) on a variety of surfaces (Sum 2) Art Beat</p>
<p>Artists or style of art</p>	<p>Kandinsky – Abstract Art</p> <p>Warhol – Pop Art</p> <p>To explore: <i>Henri Rousseau – Surprised (Tiger in a Tropical Storm) painting</i></p> <p><i>Tony DiTerlizzi American illustrator</i></p>	<p>Hokusai – Printing</p> <p>One more notable designer/craft maker with consideration for diversity in children’s experiences</p> <p>To explore: <i>Find pastel artist</i> <i>Jackson Pollock (1912) American expressionist artist</i> <i>Jessica Russo (current) american artist and educator – tint and shade</i> <i>David Roberts (1970) british book illustrator –The Troll.</i> <i>Axel Scheffer (1957) german book illustrator – Quentin Blake</i> <i>Original artwork for folktales</i></p>	<p>Lowry (1887) british – dynamic drawing of people in action.</p> <p>Goldsworthy (1956) british – sculpture</p> <p>Alberto Giacometti – sculpture</p> <p>Van Gogh (1853) dutch – decorating clay bowl</p> <p>Picasso (1912) spanish – portraits.</p> <p>To explore: <i>Links with secondary school art students.</i> <i>Local artists</i> <i>Cas Holmes (current) – textile artist</i> <i>Albertus Seba (1665) – still life artist</i> <i>Jessica Russo (current) american artist and educator – portraits</i> <i>Cultural art – African and aboriginal</i></p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Me and My Community	Celebrations	Medieval Mayhem	Around the World	Animal Adventures	Time for a story
Context	<p><b>Skill: Colour</b> Name <b>primary</b> and <b>secondary colours</b></p> <p>Explore <b>colour mixing</b> to understand that mixing <b>primary</b> colours creates secondary colours</p> <p><b>Skill: drawing</b> Exploring mark making (with correct tripod grip) using <b>pencils</b>, coloured pencils, crayons, <b>felt tips</b>, pastels &amp; chalks (<b>thin, thick, straight, wavy, zig zag</b>)</p> <p>Austin’s Butterfly for observational drawing, including step by step adult directed <b>drawing</b> – static whole body drawing.</p>	<p><b>Skill: colour, pattern, form and sculpture</b></p> <p>Name <b>primary</b> &amp; secondary colours while painting Diva pots.</p> <p>Make Diva pots <b>pinch, rolling, flattening</b></p> <p><b>Skill: colour, pattern, drawing</b> Explore radial form through firework and Rangoli <b>pattern</b> in chalk, pastels and <b>felt tips</b></p>	<p><b>Skill: colour (paint) &amp; drawing (line, shape, space)</b></p> <p>Explore the work of Warhol through Pop Art using <b>paint</b> through a range of techniques. Understand that Warhol was significant as one of the pioneers of pop art. (<b>paintbrushes, rollers</b> and printing materials) to make a shield (Medieval Mayhem Spr 1)</p>	<p><b>Skill: drawing</b> Austin’s Butterfly for observational drawing, including step by step adult directed drawing – plants.</p> <p><b>Skill – colour</b> Explore the work of the artist Kandinsky to consolidate naming <b>primary</b> and <b>secondary colours</b>. Understand that Kandinsky was significant as one of the first abstract artists. (Spr 2)</p> <p><b>Skill: colour, form and sculpture</b> Make penguins to consolidate skills in – <b>pinching, rolling, flattening</b></p> <p><b>Colour mixing</b> to make orange for <b>thin brush</b> painting for penguins. Decorate penguins with black, white and orange (using colour mixing to make orange) and fine paintbrush skills</p> <p><b>Skill – Texture</b> Paper <b>weaving</b> for basket</p>	<p><b>Skill: pattern</b></p> <p>Look at and replicate animal <b>patterns</b> in a repeating <b>patterns</b> – animal adventures.</p> <p><b>Skill - texture</b> Group <b>collages</b> using tissue paper – flat not sticking up – animal adventures.</p> <p><b>Skill: drawing</b> Austin’s Butterfly for observational <b>drawing</b>, including step by step adult directed drawing – mini-beasts.</p>	

Artists / Craft Makers / Designers Historical, cultural, art around the world			Warhol	Kandinsky Mondrian?		
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year One	The Troll Autumn and Harvest	Shake, Rattle and Roll Winter Wonderland	Destination Unknown	Dinosaur Rumpus Easter	Operation Planet Protectors	The Mudeford Bake Off Judaism
Context				<p><b>Skill: pattern &amp; texture</b> <b>Printing patterns</b> to make scales on dinosaurs. Create own paper <b>prints</b> to cut out to <b>collage</b> scales for dinosaurs</p> <p><b>Skill: colour (oil pastel)</b> <b>Feathering and blending of oil pastels</b> with leaves</p> <p><b>Skill: drawing</b> <b>Drawing</b> leaves in <b>oil pastel</b></p>	<p><b>Skill: drawing</b> Perspective <b>drawing</b> of <b>landscapes/seascapes</b> in <b>pencil</b></p> <p><b>Skill: colour (paint) and pattern</b> <b>Tone – adding white and black</b> to different <b>primary and secondary colours</b> to paint seascapes. <b>Printing patterns</b> to make waves inspired by the work of Hokusai. Why was he significant? (Sum 1)</p> <p><b>Skill: drawing</b> <b>Drawing</b> whole body static drawing of themselves in preparation for body part labelling</p>	<p><b>Skill: colour (paint)</b> <b>Tint and shade – adding white and black</b> to different <b>primary and secondary colours</b> – make fruit and vegetables for final composition</p> <p><b>Colour mixing</b> on paper <b>inspired</b> by the <b>artist</b> Pollock</p> <p><b>Skill: drawing</b> Experiment with making a circle look like sphere in <b>chalk and charcoal</b> to draw fruit and vegetables.</p> <p><b>Skill: form, pattern</b> Make a coil pot out of clay and decorate with a repeating <b>pattern</b>. <b>pinch, rolling, flattening</b> (Bake off)</p>

<p>Retrieval opportuniites</p>	<p><b>Skill: colour</b> Explore using pencils, coloured pencils, crayons to create a palette of autumn colours</p> <p><b>Skill: drawing</b> Explore the work of some illustrators (eg some of the original artwork of the troll in the early publications of the Norwegian Folk Story by Peter Christen Asbjørnsen and Jørgen Moe, Original Billy Goats Gruff Story and make comparisons with the troll by David Roberts in the Julia Donaldson Story 'The Troll' and Quentin Blake experiment using black ink and watercolours to create their own illustration of a Troll.</p>	<p><b>Skill: colour (oil pastel)</b> Create a Christmas card using feathering and blending skills</p> <p><b>Skill: drawing and colour (pencils and oil pastels)</b> Explore the work of artists associated with 'seasonal change' to create own interpretations (eg 'Autumn Landscape 1885 by Vincent van Gough' ) using feathering and blending skills</p>		<p><b>Skill: pattern</b> Revisit learning in replicating animal patterns using pencils, coloured pencils, crayons to create dinosaur scale patterns.</p> <p><b>Skill: drawing</b> Use the process of 'Austin's Butterfly' (3 opportunities with feedback) to make an observational drawing of a fossil.</p> <p><b>Skill: pattern &amp; texture</b> Printing <i>patterns</i> to make scales on dinosaurs. Create own paper prints to cut out to <i>collage</i> scales for dinosaurs</p>	<p><b>Skill: texture</b> Use recycled materials to make a sunflower or different animal groups</p>	<p><b>Skill: drawing</b> Use the process of 'Austin's Butterfly' (3 opportunities with feedback) to make an observational drawing of food</p>
<p>Artists / Craft Makers / Designers Historical, cultural, art around the world</p>					<p>Hokusai</p>	



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Two	Creepy Christchurch	Pirate Island Christmas	Food Glorious Food	Brilliant Britain Easter	Budding Botanists	Art Beat Islam
Context	<p><b>Skill: colour (paint)</b> <i>Tint, tone and shade</i> – adding white, grey and black to different <i>secondary colours</i> – to replicate stone and water for Christchurch</p> <p><b>Skill: pattern</b> Recreate Man-made <i>patterns</i> of stonework – Christchurch</p> <p><b>Skill: drawing</b> <i>Observational</i> &amp; perspective drawing of historical landmarks in Christchurch</p>				<p><b>Skill: pattern (drawing)</b> Explore and replicate <i>Patterns</i> found in <i>nature</i> eg tree trunks and shells – Budding Botanist</p> <p><b>Skill: colour, pattern, and form</b> Make a coil pot with <i>relief detail pinch, rolling, flattening</i> then decorate with <i>pattern inspired</i> by the <i>artist Van Gogh</i></p> <p>Use <i>natural</i> media replicating work of <i>Goldsworthy</i> (Budding Botanists Sum1)</p>	<p><b>Skill: texture</b> <i>Weaving</i> using <i>printed materials</i> including papers and <i>fabrics</i></p> <p><b>Skill: drawing</b> <i>Observational</i> and abstract drawing of <i>portraits</i> inspired by the work of <i>Picasso</i> Dynamic drawing of people in action inspired by the work of <i>Lowry</i> (understand that Lowry is famous for depicting scenes of everyday life using stylised <i>figure painting</i> depicting movement) (Sum2)</p> <p><b>Skill: pattern, colour, texture, drawing</b> <i>Print repeating patterns inspired</i> by cultural art (eg. African/aboriginal) on a variety of surfaces</p> <p><b>Skill: form</b> Explore the work of Sculpter Alberto Giacometti (famous for his figurative work depicting everyday life – draw similarities and differences between his work and that of Lowry) through the</p>

						manipulation of foil as a second media for form (Sum 2)
Retrieval opportunities	<p><b>Skill: Colour (paint, pastel)</b> Rehearse skills in mixing primary and secondary colours with black and white to revisit tint and shade, tone in blues/greens and grey</p>	<p><b>Skill: Colour (paint, pastel)</b> <b>Drawing (Line, Shape Space)</b> <b>Texture – collage and weaving</b> Rehearse colour mixing and line to recreate firework pictures with reflection in pastels or paint</p> <p><b>Skill: pattern (drawing), colour (colour pencils)</b> <b>Texture – collage and weaving</b> Explore and replicate animal patterns found in nature for camouflage. Experiment with collaging an animals hiding in its habitat</p> <p>Apply pinching , rolling and flattening skills in clay to create pinecone Christmas decoration</p> <p>Use own paper prints for collage for Christmas cards</p>	<p><b>Skill: Colour (paint, pastel)</b> <b>Drawing (Line, Shape Space)</b> <b>Texture – collage and weaving</b> Explore and experiment with replicating the work of Archimboldo and the work of still life (fruit and veg) artists</p> <p>Use the Austin’s butterfly approach to rehearse observational drawing skills for fruit and vegetables</p>	APPLICATION OF ART SKILLS FOR AN EASTER CARD THAT INCLUDES CHRISTIAN SYMBOLS (CROSS AND EGG)	<p><b>Skill: drawing</b> Revisit Drawing leaves in oil pastel from year one Autumn project</p>	<p><b>ARTISTS</b></p> <p>Van Gogh (1853) dutch – decorating clay bowl</p> <p>Goldsworthy (1956) british – sculpture</p> <p>Cultural art – African and aboriginal</p> <p>Lowry (1887) british – dynamic drawing of people in action.</p> <p>Picasso (1912) spanish – portraits.</p>
Artists Historical, cultural, art around the world					Goldsworthy Van Gogh	Picasso Lowry