

Art and Design Long Term Coverage Map

EYFS Development Matters Subject Content	<p>Purpose of study 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 Medias 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.</p> <p>Aims The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Attainment targets By the end of each key stage, pupils are expected to know, apply and understand the matters, Medias and processes specified in the relevant programme of study.</p>	
Early Learning Goal This involves supporting children to explore and play with a wide range of media and materials. It involves providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.	KS1 National Curriculum Subject Content	KS2 National Curriculum Subject Content
<p>ELG 16 Exploring and using media and materials:</p> <ul style="list-style-type: none"> • Children sing songs, make music and dance, and experiment with ways of changing them • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>ELG 17 Being imaginative:</p> <ul style="list-style-type: none"> • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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.

Art and Design Key Concepts

These key concepts are the 'big ideas' which run as threads through the curriculum. The same key concepts are explored and revisited in each unit of work in every year group. This enables pupils to build on prior knowledge, deepen their contextual knowledge and always working towards the bigger picture of achievement at the end of each year group or phase.

Artistic Process

This concept involves understanding how ideas develop through an artistic process

Creating, Performing, Responding, and Connecting

Master technique

Visual Element

This concept involves Master a Media set so that ideas may be communicated.

Line, colour, value, shape, form, space, and texture.

Take inspiration from the greats

This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.

Aspirations for the future

Pupils develop an understanding of how subjects and specific Medias are linked to future jobs. Here are some of the jobs you could aspire to do in the future as an Artist:

Wardrobe master

Artist

Curator

Author and illustrator

Furniture designer

Fashion designer

Art Directors / Art Gallery Dealer

Interior Designer

Craft and Fine Art

Floral Designer

Graphic Designer / Advertising Designer

Set & Exhibit Designers

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Media: Painting Expressionism		Media: Collage/Drawing Paper, Rock and Scissors		Media: Sculpture Growth	
	<p>NC: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>		<p>NC: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>NC: 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.</p>		<p>NC: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>NC: 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.</p>	
Key Concepts	<p>Artistic process – Ensure the names of primary colours are known and begin to introduce the mixing of colours to form new colours. Find and show variations of colour – different shades of blue, green, purple and to evaluate this, use language such as light/dark.</p> <p>Master technique in mixing colour to produce light and dark tones (colour, value and tone) and choose thin/thick brushes as appropriate</p> <p>Take inspiration from the greats: Artist – Claude Monet 'Water Lilies'</p>		<p>Artistic process – To investigate using a range of papers and understand how colours can create mood</p> <p>Master technique of using different textured papers and work on surface such as ink, oils pastels to create (line, shape, and texture)</p> <p>Take inspiration from the greats: Artist – Jo Hummel</p>		<p>Artistic process- To explore particular materials and using appropriate techniques such as assembling and connecting to develop their ideas, experiences and imagination</p> <p>Master technique on making a simple join and to construct a free standing model (shape, space and form)</p> <p>Take inspiration from the greats: Artist – Gustav Klimt 'Tree of life'</p>	
Year 2	Media: Drawing Observational Drawing		Media: Printing London landscape		Media: Painting Floral	
	<p>NC: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>NC: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>		<p>NC: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>NC: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>		<p>NC: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space</p> <p>NC: 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.</p>	
Key Concepts	<p>Artistic process - To control types of mark making with a range of media</p> <p>Master technique on shading, thick, thin lines from observation (line, shape, and form)</p> <p>Take inspiration from the greats: Artist – Ellsworth Kelly and Laxmi Hussain</p>		<p>Artistic process - To produce simple sketch drawing such as mono printing</p> <p>Master technique on demonstrating how impressed ink can be used to produce a drawing with a clear printed image (line and shape)</p> <p>Take inspiration from the greats: Artists – Timna Tarr, David Hockney, Federico Herrero London Architectural Buildings</p>		<p>Artistic process- To know how to use primary colours to make secondary colours</p> <p>Begin to describe colours by linking them to objects for example 'raspberry and pink', 'sunshine and yellow'. Show that several tones of a primary colour are possible by mixing the colour with different amounts of white, as well as darkening a colour without the use of black.</p> <p>Master technique in using watercolours to create different tones from primary/secondary colours and explore shades and tints and understand the use of consistency (colour, value, and tone)</p> <p>Take inspiration from the greats: Artists – Elizabeth Blackadder</p>	

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Media: Collage Cubism		Media: Printing Fossils	Media: Sculpture Clouds	Media: Painting Wilderness (Flowers)	
	<p>NC: to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>NC: to improve their mastery of art and design techniques.</p> <p>NC: about great artists, architects, and designers in history.</p>		<p>NC: to create sketch books to record their observations and use them to review and revisit ideas.</p>	<p>NC: to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>NC: to improve their mastery of art and design techniques.</p> <p>NC: and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p>	<p>NC: to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>NC: to improve their mastery of art and design techniques, including drawing.</p> <p>NC: about great artists, architects, and designers in history.</p>	
Key Concepts	<p>Artistic process – To refine their work with precision using materials and techniques being developed with a purpose to create effect</p> <p>Master technique of overlapping, tearing, and understand composition (form, texture, and shape)</p> <p>Take inspiration from the greats: Artist Pablo Picasso</p>		<p>Artistic process - Replicating an image from observation or imagination with precision</p> <p>Artistic process – To know the use of mark making to create textural surface</p> <p>Master technique of using one colour layer and explore replicating the same image (line, shape, and texture)</p> <p>Take inspiration from the greats: Artist Julie Dodd, Bridget Riley, Andy Warhol, Damien Hirst</p> <p>Range of printing techniques from Mono printing, Lino printing, Screen printing, and Etching</p>	<p>Artistic process of cutting, making, with joining and constructing shapes to create forms</p> <p>Master technique on how to create structure to make shapes and explore using different materials and experiment in creating expression through texture (shape, form, texture, and colour)</p> <p>Take inspiration from the greats: Artist – Rana Begum</p>	<p>Artistic process- Introduce different types of brushes for specific purposes Show the difference between primary and secondary colours through colour wheels and the use of fluorescent colours</p> <p>Master technique of using a range of brushes/tools to create different effects such as blending, layering and smoothing (colour, texture, and value)</p> <p>Take inspiration from the greats: Artists - Georgia O Keeffe, and Orlanda Broom</p>	
Year 4	Media: Painting Repeated object		Media: Textiles Surrealist		Media: Sculpture Movements	
	<p>NC: to develop their techniques, including their control and their use of materials, with creativity</p> <p>NC: to create sketch books to record their observations</p>		<p>NC: to create sketch books to record their observations and use them to review and revisit ideas</p> <p>NC: to improve their mastery of art and design techniques</p>		<p>NC: to create sketch books to record their observations and use them to review and revisit ideas</p> <p>NC: to improve their mastery of art and design techniques</p>	
Key Concepts	<p>Artistic process- To create different effects and textures with varied brushes, mixing colours effectively, to create shades and tone</p> <p>Artistic process- Begin to compare colours to a commercial colour chart to extend knowledge of variation of colour. Advise and question suitable equipment for the task e.g size of paintbrush</p> <p>Master technique on accuracy and effects of colour mixing, and continue to explore using different brushes to create artwork in the style of the artist (colour, tone, value, and texture)</p> <p>Master technique on how to mix and match colours to those in a piece of art and work with one colour against various backgrounds (colour, tone, value, and texture)</p> <p>Take inspiration from the greats: Artist – Wayne Thiebaud</p>		<p>Artistic process – Use sketchbooks to collect visual images and record exploration and experiment with trying out ideas</p> <ul style="list-style-type: none"> - Use a variety of techniques, e.g. printing, dyeing, and stitching to create different textural effects - Apply decoration using different grades of threads and needles <p>Master technique in creating composition of abstract shapes (colour, line, and shape)</p> <p>Take inspiration from the greats: Artist Eduardo Polozzi</p>		<p>Artistic process - To create recognisable form and explore using a range of materials</p> <p>Master technique in joining and construction to creating an effect including paint to add effect of the mood (shape, form, texture, and space)</p> <p>Take inspiration from the greats: Artist – Alberto Giacometti and Antony Gormley</p>	

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Media: Sculpture Cells		Media: Drawing Greek Columns		Media: Painting Perspective of London	
	<p>NC: to develop their techniques, including their control and their use of materials, with creativity, experimentation.</p> <p>NC: to create sketch books to record their observations and use them to review and revisit ideas.</p>		<p>NC: to develop their techniques, including their control and their use of materials, with creativity, experimentation.</p> <p>NC: to create sketch books to record their observations and use them to review and revisit ideas.</p>		<p>NC: to develop their techniques, including their control and their use of materials, with creativity, experimentation</p> <p>NC: to create sketch books to record their observations and use them to review and revisit ideas</p>	
Threshold Concept	<p>Artistic process - To explore other means of 2D or 3D structure and apply knowledge of joining and constructing To research work of an artist and explore their own ideas in their designing process</p> <p>Master technique in designing and using materials to create patterns (colour, texture, shapes, and space)</p> <p>Take inspiration from the greats: Artist – Klari</p>		<p>Artistic process - Drawing accuracy with appropriate effects such as blend, smudge, and tone</p> <p>Master technique of using different materials to create an effect and apply knowledge of scale and proportion (line, shape, and value)</p> <p>Take inspiration from the greats: Architectural Greek Columns</p>		<p>Artistic process – Consider colour for purpose for example choosing certain colours to express mood and atmosphere by demonstrating mixing techniques</p> <p>Master technique of showing light/dark effects, textures, tones, accuracy and master their own style (colour, value, shape, texture)</p> <p>Take inspiration from the greats: Artist – Sarah Fosse</p>	
Year 6	Media: Sculpture Cocoon/ Pods		Media: Textile Human heart		Media: Collage /Drawing/Painting (Mixed Media) Modern World	
	<p>NC: to develop their techniques, including their control and their use of materials, with creativity, experimentation.</p> <p>NC: to create sketch books to record their observations and use them to review and revisit ideas.</p>		<p>NC: to develop their techniques, including their control and their use of materials, with creativity, experimentation.</p> <p>NC: to create sketch books to record their observations and use them to review and revisit ideas.</p>		<p>NC: to develop their techniques, including their control and their use of materials, with creativity, experimentation.</p> <p>NC: to create sketch books to record their observations and use them to review and revisit ideas.</p>	
Threshold Concept	<p>Artistic process – To plan and design their own ideas, knowledge of tools and materials to use to create 3D sculpture</p> <p>Master technique in joining, constructing and in selecting their choice of materials to expand their ideas (colour, form, shape, space and texture)</p> <p>Take inspiration from the greats: Artists - Fiona Campell, Nancy Eisenfeld, Judith Scott, Magdalena Abakanowicz ‘Embryology’, Rachel Kneebone</p>		<p>Artistic process – To use a range of fabrics to create the desired effect and to demonstrate their knowledge of using other mediums</p> <p>Master technique by experimenting with overlapping, layering, effects using colour and texture, and add decoration (colour, shape, and texture)</p> <p>Take inspiration from the greats: Artist – Valentina Stefanescu and Anne Wolf</p>		<p>Artistic process - To use a range of mix media such as paint, printing, to create and arrange accurately and use of key vocabulary to demonstrate knowledge</p> <ul style="list-style-type: none"> - To create their own style using a range of different mediums for a purpose to create perspective and composition (Composition and effect) - To use a range of paint (watercolours, acrylic) to create complementary and contrasting colours, create mood and effect with types of marks made <p>Master technique of using hue, tint, tone, shades and mood with purpose of textures and effects by experimenting with a range of materials (colour, value, shape, space, texture)</p> <p>Take inspiration from the greats: Artists – Pilar Rius, Eileen Ager, Hannah Hoch</p>	