

## Ingoldmells Academy Long-Term Map: Art and Design

<p>Nursery Knowledge</p>	<p>Notices and is interested in the effects of making movements which leave marks.</p> <p>Experiments with blocks, colours and marks.</p> <p>Beginning to use representation to communicate e.g. drawing a line and saying "that's me"</p>	<p>Explores colour and how colours can be changed.</p> <p>Beginning to be interested in and describe the texture of things.</p> <p>Children will use pencils to draw closed shapes such as squares and rectangles.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</p>	<p>Realises tools can be used for a purpose.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Children will explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc.</p> <p>Captures experiences and responses with a range of media such as music, dance and paint and other materials and words.</p>
<p>Featured artist</p>	<p>Jackson Pollock</p>	<p>Piet Mondrian</p>	<p>Andy Goldsworthy</p>
<p>Reception Knowledge</p>	<p><b><u>Art and Design - Drawing: Marvellous marks</u></b></p> <ul style="list-style-type: none"> <li>- To investigate the marks and patterns made by different textures</li> <li>- To explore mark making with felt tips</li> <li>- To explore mark making with chalk</li> <li>- To explore mark making using pencils</li> <li>- To create a simple observational drawing</li> <li>- To use a variety of colours and materials to create a self-portrait</li> </ul>	<p><b><u>Art and Design - Painting and mixed media: Paint my world</u></b></p> <ul style="list-style-type: none"> <li>- To explore paint through finger painting</li> <li>- To create natural paintbrushes using found objects</li> <li>- To respond to music through the medium of painting</li> <li>- To make child-led collages using mixed media</li> <li>- To create landscape collages inspired by the work of Megan Coyle</li> <li>- To create a large piece of group artwork based around fireworks</li> </ul>	<p><b><u>Art and Design - Sculpture and 3D: Creation station</u></b></p> <ul style="list-style-type: none"> <li>- To explore clay and it's properties</li> <li>- To explore playdough and it's properties</li> <li>- To create natural 3D landscape pictures using found objects</li> <li>- To create inspiration and conversation about sculpture are and artists</li> <li>- To make a 3D clay sculpture using the designs created last lesson</li> </ul>
<p>Featured artist</p>		<p>Megan Coyle</p>	<p>Beth Cavener Julie Wilson</p>
<p>Vocabulary</p>	<p>Artist Bumpy Chalk Circle Colours Curved Drawing Feeling Felt tips Mark making Observational drawing Observe Oil pastel Paint Pattern Ridged Rough/Smooth Rubbing Self-portrait Short/long Soft /Hard Straight/Squiggly Texture Thick/Thin</p>	<p>Collage Create Dab Design Flick Glide Glistening Glossy Landscape Permanent Shiny Silky Slimy Slippery Smooth Splat/Splatter Squelchy Stick/Sticky Sweep Swirl Swish Tear Temporary</p>	<p>3D art Bend Clay Chop Collage Cut Evaluate Flatten Join Landscape Pinch Plan Poke Pull Push, Reflect Roll Sculpture Squash Squelchy Stretch Twist Wet</p>

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	Wavy Wax crayons Zig-zag	Transient art Wipe	
Year 1/2 Knowledge	<b><u>Art and design - Painting and mixed media: Colour splash</u></b>  - To investigate how to mix secondary colours - To apply knowledge of colour mixing when painting - To explore colour when printing - To experiment with paint mixing to make a range of secondary colours - To apply their painting skills when working in the style of an artist	<b><u>Art and design – Painting and mixed media: Life in colour</u></b>  - To develop knowledge of colour - To know how texture can be created with paint - To use paint to explore texture and pattern - To compose a collage, choosing and arranging materials for effect - To evaluate and improve artwork	<b><u>Art and design - Craft and design: Map it out</u></b>  - To investigate maps as a stimulus for drawing - To learn and apply the steps of the felt-making process - To experiment with a craft technique to develop an idea - To develop ideas and apply craft skills when printmaking - To present artwork and evaluate it against a design brief
Featured artist	<b>Clarice Cliff</b> <b>Jasper Johns</b>	<b>Romare Bearden</b>	Josef Albers Matthew Cusick Eduardo Paolozzi Maggie Scott Kim Soon-Im Susan Stockwell
Vocabulary	Imaginary Inspired Landmarks Shape Texture Pattern Felt Fibre Viewfinder Abstract Composition Mosaic Stained glass Overlap Gallery Curator Design Design brief Evaluate	Mixing Primary colour Secondary colour Texture Collage Overlap Detail Surface	Hue Shade Primary colour Secondary colour Pattern Mix Blend Print Shape Kaleidoscope Texture Space Thick
Year 3/4 Knowledge	<b><u>Art and Design - Painting and mixed: Light and Dark</u></b>  - To investigate different ways of applying colour - To use tints and shades to give a three-dimensional effect when painting - To explore how paint can create very different effects - To consider a proportion and composition when planning a still-life painting - To apply knowledge of colour mixing and painting techniques to create a finished piece	<b><u>Art and Design – Sculpture and 3D: Ancient Egyptian Scrolls</u></b>  - To investigate the style, pattern and characteristics of Ancient Egyptian art. - To apply design skills inspired by the style of an ancient civilisation - To apply understanding of ancient techniques to construct a new material - To apply drawing and painting skills in the style of an ancient civilisation - To apply an understanding of Egyptian art to develop a contemporary response	<b><u>Art and Design- Craft and Design: Fabric of Nature</u></b>  - To understand starting points in a design process - To explore magnification and mark making to develop new imagery - To explore using a textile technique to develop patterns - To learn how to create a repeating pattern - To understand how art is made for different purposes
Featured artist	Audrey Flack <b>Clara Peeters</b>		Ruth Daniels Senanayake Megan Carter <b>William Morris</b>

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Vocabulary	Portrait Landscape Shadow Tint Shade Texture Contrasting Vivid Muted Formal Patterned Abstract Detailed Figurative Three dimensional (3D) Grid Technique Mark-making Composition Dabbing paint Stippling paint Paint wash Pointillism	Ancient Audience Civilisation Composition Convey Egyptian Design Fold Imagery Layout Material Papyrus Scale Scroll Technique Zine	Rainforest Inspiration Imagery Colour palette Mood board Theme Design Designer Texture Develop Pattern Batik Repeat Repeating Organic Symmetrical Craft Craftsperson Industry
Year 5 Knowledge	<b><u>Art and design - Sculpture and 3D: Interactive installation</u></b>  - To identify and compare features of art installations - To investigate the effect of space and scale when creating 3D art - To problem solve when constructing 3D artworks - To plan an installation that communicates an idea - To apply their knowledge of installation art and develop ideas into a finished piece	<b><u>Art and design - Drawing: I need space</u></b>  - To explore the purpose and effect of imagery - To understand and explore decision making in a creative process - To develop ideas through printmaking - To test and develop ideas using sketchbooks - To apply understanding of drawing processes to revisit and improve ideas	<b><u>Art and design - Painting and mixed media: Portraits</u></b>  - To explore how a drawing can be developed - To combine materials for effect - To identify the features of self-portraits - To develop ideas towards an outcome by experimenting with materials and techniques - To apply knowledge and skills to create a mixed-media self-portrait
Featured artist	<b>Cai Guo-Qiang</b>	<b>Teis Albers</b> Karen Rose	<b>Chila Kumari Singh Burman</b> Njideka Akunyili Crosby Vincent van Gogh Frida Kahlo Maggie Scott
Vocabulary	Installation art Mixed media Scaled down Special effects Three dimensional Performance art Stencil Atmosphere Props Culture Revolution Concept Elements Interactive	Retro-futurism Futuristic Imagery Culture Cold War Propaganda Space race Purpose Stimulus Decision Process Collagraphy Collagraph Printing plate Composition Printmaking	Continuous line drawing Self-portrait Paint wash Collage Composition Carbon paper Transfer Printmaking Monoprint Mixed media Multi media Justify Atmosphere Art medium
Year 6 Knowledge	<b><u>Art and design - Craft and Design: Photo Opportunity</u></b>	<b><u>Art and design - Drawing: Make my voice heard</u></b>	<b><u>Art and design - Sculpture and 3D: Making memories</u></b>

## Ingoldmells Academy Long-Term Map: Art and Design

	<b>Revisit the meaning of architects and what they do</b> <ul style="list-style-type: none"> <li>- To apply an understanding of composition to create an effective photomontage advertising poster</li> <li>- To apply understanding of abstract art through photography</li> <li>- To demonstrate an understanding of design choices made for effect using digital photography techniques</li> <li>- To apply an understanding of photography to design and recreate a famous painting</li> <li>- To demonstrate observation and proportion to create art in a photorealistic style</li> </ul>	<b>Revisit How to use charcoal</b> <ul style="list-style-type: none"> <li>- To explore expressive design techniques</li> <li>- To consider how symbolism in art can convey meaning</li> <li>- To apply understanding of the drawing technique chiaroscuro</li> <li>- To evaluate the context and intention of street art</li> <li>- To apply an understanding of impact and effect to create a powerful image</li> </ul>	<ul style="list-style-type: none"> <li>- To analyse how art can explore the concept of self</li> <li>- To explore sculptural techniques</li> <li>- To use creative experience to develop ideas and plan a sculpture</li> <li>- To apply understanding of materials and techniques to work in 3D</li> <li>- To problem solve, evaluate and refine artwork to achieve a chosen outcome</li> </ul>
Featured artist	<b>Derek O Boateng</b> <b>Chuck Close</b> Albrecht Durer <b>Hannah Hoch</b> Graham Holland Edvard Munch <b>Chris Plowman</b> Edward Weston	<b>Dan Fenelon</b> Diego Rivera Leonardo Da Vinci	Judith Scott Yinka Shinobare Nicola Anthony <b>Louise Nevelson</b> <b>Joseph Cornell</b>
Vocabulary	Photomontage Composition Cityscape Monochrome Saturation Emulate Pose Photorealistic Proportion	Maya Mayan Imagery Expressive Character traits Symbolic Interpretation Aesthetic Representative Tone Chiaroscuro Technique Graffiti Guerilla Mural Street art Commissioned Tonal Composition Impact	Expression Self Identity Attribute Symbolic Literal Assemblage Manipulate Relief Composition Juxtaposition Embedded Tradition Pitfall Representation Originality Collection

## Art &amp; Design Coverage - 2023-2024

	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
Rec	X	X	X	
Year 1/2		X X		X
Year 3/4		X	X	X
Year 5	X	X	X	
Year 6	X		X	X

## Art &amp; Design Coverage - 2024-2025

	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design

## Ingoldmells Academy Long-Term Map: Art and Design

Rec	X	X	X	
Year 1/2	X		X X	
Year 3/4	X X	X	X	
Year 5	X	X	X	
Year 6	X		X	X

## Art and Design - National Curriculum Coverage

Development Matters 2021 Statements	EYFS		
	Drawing: Marvellous masks	Painting: Paint my World	Sculpture: Creation station
<b>Early Years Outcomes: Prime Areas</b>			
<b>Physical development</b>			
<ul style="list-style-type: none"> <li>Develop small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul>	√	√	√
<ul style="list-style-type: none"> <li>Develop overall body-strength, balance, co-ordination and agility.</li> </ul>	√		√
<ul style="list-style-type: none"> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	√		√
<b>ELG: Fine Motor Skills</b> > Use a range of small tools, including scissors, paint brushes and cutlery.	√	√	√
<b>ELG: Begin to show accuracy and care when drawing</b>	√	√	√
<b>Early Years Outcomes: Specific Areas</b>			
<b>Expressive Arts and Design</b>			
<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> </ul>	√	√	√
<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>		√	
<ul style="list-style-type: none"> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>		√	
<ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul>			√
<b>ELG: Creating with materials</b> > Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	√	√	√
<b>ELG: Creating with materials</b> > Share their creations, explaining the process they have used.		√	√
<b>Characteristics of Effective Learning</b>			
<ul style="list-style-type: none"> <li>Playing and exploring</li> </ul>	√	√	√

National Curriculum Objectives – KS1	Year 1/2 - 2023 – 2024			Year 1/2 - 2024 – 2025		
	Craft and design – Map it out	Painting and mixed media – Colour splash	Painting and mixed media – Life in colour	Drawing – Make your mark	Sculpture and 3D: Paper play	Sculpture and 3D: Clay houses
<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> </ul>	√	√	√	√	√	√

## Ingoldmells Academy Long-Term Map: Art and Design

• 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	√	√	√	√	√	√
• 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	√	√	√	√	√	√

National Curriculum Objectives – Lower KS2	Year 3/4 - 2023 – 2024			Year 3/4 - 2024 – 2025		
	Sculpture and 3D Installation – Mega Materials	Painting and mixed media – Light and dark	Craft and design – Fabric of nature	Painting and mixed media – Prehistoric art	Drawing – Growing artists	Drawing – Power prints
• 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.	√	√	√	√		
• 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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National Curriculum Objectives – Upper KS2	Year 5			Year 6		
	Sculpture and 3D – Interactive installation	Drawing – I need space	Painting and mixed media - Portraits	Craft and design - Photography	Drawing – Make my voice heard	Sculpture and 3D – Making memories
<ul style="list-style-type: none"> <li>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.</li> </ul>	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> <li>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]</li> </ul>	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> <li>About great artists, architects and designers in history.</li> </ul>	✓	✓	✓	✓	✓	✓