

Concept Map – Art

Concept	EYFS ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Media and Materials 	-Drawing: ourselves, characters from stories, dancing planets, Owl babies woodland scene -Mix media: mud owls on tree trunks, Christmas decoration, Rangoli pattern -Textiles : weaving Giant's eyes, weaving stars, butterflies -Paint: Natural paintbrushes -Sculpture: clay – Diva pots	Draw: nature, Land art - pattern, snakes eye Paint: dinosaur eye -Sculpture: Land Art – clay self-portraits, constructions Collage: Antarctica landscape Print: African Art	-Draw: rainforests -Paint: Aboriginal art -Sculpture: Dragon egg -Collage: Urban art Print: Fire of London	-Draw: landscape -Paint: art response -Sculpture: masks Draw: nature, Land art -pattern, snakes' eye Paint: snakes' eye	-Draw: Cyrillic letters -Paint: Kusama -Sculpture: terracotta army -Print: 2 overlays -Textiles: weaving	-Draw: perspective -Paint: WW2 Posters -Sculpture: Modroc figures -Print: 3 overlays -Collage: WW2Posters	-Draw: portraits -Paint: impressionism -Collage, 3D sculpture: landscape -Textiles: Batik
Colour Theory 	-Print: hapa zome butterfly -Drawing: Autumn colours and forest scenes -Paint: firework art, poppy, sunsets a Warm/ cool colours. -Sculpture: clay – Diva pots -Printing – patterns for Christmas paper -Paint – Jungle colours Jungle, warm and hot	Draw: nature, Land Art - pattern, snakes eye Paint: snakes' eye Collage: Antarctica landscape- cold colours Print: African Art- hot colours	-Draw: rainforests -Paint: Aboriginal art -Sculpture: Dragon egg -Collage: Urban art Print: Fire of London	-Paint: art response Draw: nature, Land art -pattern, snakes' eye Paint: snakes' eye - Mix –media Print – puppet show background	-Draw: Cyrillic letters -Paint: Kusama -Sculpture: terracotta army -Print: 2 overlays -Textiles: weaving	-Paint: WW2 Posters -Print: 3 overlays	-Draw: portraits -Paint: impressionism -Collage, 3D sculpture: landscape -Textiles: Batik
Texture 	-Owl babies woodland scene -Mix media: Owl babies woodland scene -Sculpture: clay – Diva pots, Ice sculptures -Print: sculpting fossils, Leaf, bark rubbing.	- Draw: nature, Land art - pattern, snakes' eye Paint: snakes' eye -Sculpture: Land Art – clay self-portraits, constructions Collage: Antarctica landscape Print: African Art	Draw: rainforests -Paint: Aboriginal art -Sculpture: Dragon egg -Collage: Urban art Print: Fire of London	-Draw: landscape -Paint: art response Draw: nature, Land art -pattern, snakes' eye Paint: snakes' eye -Textiles: puppets Mix –media Print – puppet show background	-Sculpture: terracotta army -Print: 2 overlays	-Draw: perspective -Sculpture: Modroc figures -Collage: WW2Posters	-Draw: portraits -Paint: impressionism -Collage: landscape
Techniques 	-Drawing: ourselves, characters from stories, sea creatures. -Paint: daffodils, butterflies and dragonflies. -Mix media: Owl babies woodland scene	Draw: nature, Land art - pattern, snakes' eye Paint: snakes' eye -Sculpture: Land Art – clay self-portraits, constructions Collage: Antarctica landscape	- Draw: rainforests -Paint: Aboriginal art -Sculpture: Dragon egg -Collage: Urban art Print: Fire of London	-Draw: landscape -Paint: art response Draw: nature, Land art -pattern, snakes' eye Paint: snakes' eye	-Draw: Cyrillic letters -Paint: Kusama -Sculpture: terracotta army -Print: 2 overlays	-Draw: perspective -Paint: WW2 Posters -Sculpture: Modroc figures -Print: 3 overlays -Collage: figures	--Draw: portraits -Paint: impressionism -Collage, 3D sculpture: landscape -Textiles: Batik



	-Sculpture: clay – Diva pots -Print – patterns for Christmas - paper, fossils, butterfly	Print: African Art		-Textiles: puppets Mix –media Print – puppet show background			
Moods 	-Sculpture: clay – Diva pots -Print – patterns for Christmas paper	-		-Draw: landscape -Paint: art response	-Sculpture: terracotta army	-Draw: perspective -Paint: landscape	-Draw: portraits -Paint: impressionism
Visual Language 	-Mix media: Rangoli pattern -Sculpture: Using clay – Diva pots -Print – patterns for Christmas paper, Leaf, bark rubbing, hapa zome butterfly -Mixed media - Costume making (pirates)	Draw: nature, Land art - pattern, snakes' eye Paint: snakes' eye -Sculpture: Land Art – clay self-portraits, constructions Textiles: weaving Collage: Antarctica landscape Print: African Art	Draw: rainforests Paint: Aboriginal art Sculpture: Dragon egg Collage: Urban art Print: Fire of London	-Draw: landscape -Paint: art response Draw: nature, Land art -pattern, snakes' eye Paint: snakes' eye -Textiles: puppets Mix –media Print – puppet show background	--Draw: Cyrillic letters -Paint: Kusama -Sculpture: terracotta army -Print: 2 overlays	-Draw: perspective -Paint: WW2 Posters -Sculpture: Modroc figures -Print: 3 overlays -Collage: WW2Posters	-Draw: portraits -Paint: impressionism -Collage, 3D sculpture: landscape -Textiles: Batik
Process 	-Sculpture: Using clay – Diva pots Print: sculpting fossils, hapa zome butterfly -Mixed media - Costume making (pirates)	Draw: nature, Land art - pattern, snakes' eye Paint: snakes' eye -Sculpture: Land Art – clay self-portraits, constructions Textiles: weaving Collage: Antarctica landscape Print: African Art	Draw: rainforests Paint: Aboriginal art Sculpture: Dragon egg Collage: Urban art Print: Fire of London	-Draw: landscape -Paint: art response -Sculpture: masks -Textiles: puppets Mix –media Print – puppet show background	--Draw: Cyrillic letters -Paint: Kusama -Sculpture: terracotta army -Print: 2 overlays	-Draw: perspective -Paint: WW2 Posters -Sculpture: Modroc figures -Print: 3 overlays -Collage: WW2Posters	-Draw: portraits -Paint: impressionism -Collage, 3D sculpture: landscape -Textiles: Batik
Artists 	-Drawing: cows - Shirley McArthur	Draw: Andy Goldsworthy Sculpture: Andy Goldsworthy Collage: Patrick Heron	Draw: John Dyer Lobo -Brazilian painter Paint: Aboriginal art	-Draw: Vincent van Gogh -landscape -Paint: Henry Rosseau and Franz Mark Print: Laura Boswell	Paint: Yayoi Kusama Print: Picasso, Jim Dine, David Hockney	Draw: Filippo Brunelleschi, Howard Miller Vincent van Gogh, Leonardo da Vinci - perspective Paint: WW2 Posters- Owen Miller, Paul Nash, Henry Moore Sculpture: Alberto Giacometti Print: Picasso, Jim Dine, Dale Devereaux-Baker	-Draw: Banksy, Van Gogh, Pablo Picasso, Matisse, Rembrandt) -Paint: Claude Monet impressionism -Collage – 3D sculpture: Maud Vantours

Styles and Periods 	-Sculpture: Using clay – Diva pots Rangoli pattern	Textiles: African art Sculpture: Modern Land Art	Paint: Aboriginal art Sculpture: Christian's legends -The saint George and the Dragon	Drawing: postimpressionism -Paint: postimpressionism and expressionism Sculpture and Print: Egyptian art	Draw: Anglo-Saxons Cyrillic letters Sculpture: Chinese art - terracotta army Print: Tudors Rose design	-Draw: different periods -Paint: WW2 Posters -Collage: WW2Posters	-Draw: different styles -Paint: impressionism Textiles: Batik
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Concept Curriculum Skills - Art

Concept	EYFS ELG	KS1 Curriculum Skills	LKS2 Curriculum Skills	UKS2 Curriculum Skills
Media and Materials 	ELG: Fine Motor Skills - Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing ELG: Creating with Materials - 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. - Make use of props and materials when role playing characters in narratives and stories. ELG: The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants;	Exploring mark making -To experiment when using different materials to draw: pencils, felt-tips, crayons, pastels, chalk. -Continue to control the types of marks made with the range of media -Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. -Use clay, Modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc... Artistic understanding -To understand that different surfaces may be used to produce an image. -Developing an understanding of the use of 'non-art' materials.	Extend the variety of different tools -To introduce to new media and materials: graphite, charcoal, different shades of pencils from HB to 6B -To improve the knowledge of media and materials. - Begin to choose appropriate media to work with. - Work in the style of a selected artist (not copying). Artistic understanding -To develop understanding through direct experience and manipulation of materials and processes.	Properties of the materials -To master the knowledge of media and materials and their properties -To develop an understanding of wax resist and control of different tools, wire, Modroc, wax. -Develop their own style using mixed media - Select material to create visual and tactile effects including decorations. Artistic understanding -To develop understanding through direct experience and manipulation of materials and processes. -To develop an understanding of the nature of materials and matching this to their designs.
Colour Theory 	ELG: The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants. ELG: Creating with Materials -Experimenting with and using primary colours - Naming - mixing (not formal) - Learn the names of different tools that bring	Exploring mixing of colour -To name the primary and secondary colours To identify cold and warm colours - To arranging objects to show understanding of colour and pattern in the style of an artist	Colour mixing and matching -To experiment with clours: e.g., blue leaves -To mix and match clours (light and dark tones) -To experiment with watercolours to reflect the style of an artist and show shades -tints.	Colour for purpose -To develop watercolour techniques and investigate working on fabrics. -To develop strokes, points, fine brush strokes -To create atmosphere and light effects using different colours. -Consider the use of colour for mood and atmosphere.



	<p>colour - Use a range of tools to make coloured marks on paper</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - Make comments about what they have heard and ask questions to clarify their understanding; 	<p>Artistic understanding</p> <ul style="list-style-type: none"> -To understand that colours can be used to create images. -To understanding that mixing colours can be done through adding small amounts of dark to light. -To understand the concept of hot and cold colours. 	<p>Artistic understanding</p> <ul style="list-style-type: none"> -To understand tone and colour mixing through practical experience. -To understand that colour can express feelings in Art. 	<p>Artistic understanding</p> <ul style="list-style-type: none"> -To understand tone and colour mixing through practical experience. -To understand that colour can express feelings in Art.
<p>Texture</p> 	<p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Handling, manipulating and enjoying using materials - Sensory experience - Simple collages - simple weaving 	<p>Creating effects</p> <ul style="list-style-type: none"> -To observe, copy, rub and collect texture, -To selects materials to create texture - To draw thin and thick lines to create texture in drawings -To identify and describe different textures. <p>Artistic understanding</p> <ul style="list-style-type: none"> -To understand that different surfaces may be used to produce different textures. -To understand that overlapping and overlaying can create effects -To start to explore other simple stitches. 	<p>Observation and design of textural art</p> <ul style="list-style-type: none"> -To analyse and describe texture within artist's work. -To create texture in drawings with wide range of drawings techniques: hatching, crosshatching. -To experiment with paint application to represent specific texture. <p>Artistic understanding</p> <ul style="list-style-type: none"> -To understand that different surfaces, materials may be used to produce different textures. 	<p>Observation and design of textural art</p> <ul style="list-style-type: none"> -to show texture using different types of pencils -To understand how artists manipulate materials to create texture. -Experiment with media to show interesting texture -overlapping layers in collage <p>Artistic understanding</p> <ul style="list-style-type: none"> - To select materials by texture according to their intentions. -To use brushwork to give an interesting surface to shapes within own paintings.
<p>Techniques</p> 	<p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> - 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; - Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 	<p>Explore different techniques</p> <ul style="list-style-type: none"> -Begin to explore different techniques involved in using colour, pattern, texture, line and shape -To apply different marks and lines in drawings -To use the techniques of pulling, pinching and smoothing clay or Modroc to produce forms in response to a piece of art. 	<p>Develop knowledge of different techniques</p> <ul style="list-style-type: none"> -Develop knowledge of drawing, painting, printing by continuing to use a variety of tools from KS1 -To introduce to new ways of making techniques through light, shadow, tone. - To investigate and explore a range of visual mark making inspired by Art from other cultures. - To explore different pencil positions, pressures, hatching and cross-hatching to produce a range of different light and dark tones. 	<p>Improve the mastery of art and design techniques</p> <ul style="list-style-type: none"> -Improve the mastery of art and design techniques including drawing, painting, sculpture with a range of new materials and new techniques: perspective drawing -To explore experimental collage techniques, processes, and annotating examples in sketchbooks to be used as reference in later work. -To use brushwork to give an interesting surface to shapes within own paintings. - Use different techniques for different purposes i.e. shading, hatching within their own work, understanding

	Begin to show accuracy and care when drawing	Artistic Understanding -To understanding that different mark makers can create different effects.	Artistic Understanding -To understanding that different techniques can create different effects.	which works well in their work and why. Artistic Understanding -To understand the importance of tone and proportion in portraits and realistic drawings.
Moods 	ELG: Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher. ELG: Fine Motor Skills - Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing ELG: Listening, Attention and Understanding - Make comments about what they have heard and ask questions to clarify them understanding. ELG: Speaking - Participate in small group, class and one-to-one discussions, offering them own ideas, using recently introduced vocabulary.	Exploring creating moods -To use colours and shapes to create different moods in art works. (cold warm colours, dark and light colours) Artistic Understanding - To understand that different marks can represent different moods and movements.	Exploring creating moods -To use different, shapes, shades and tones to create moods in drawing and paintings. Artistic Understanding -To understand methods and approaches used by different artists to produce images of the sky. -To understand how to read and communicate emotions and ideas through Art works from different cultures.	Developing creating moods -To design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods. -To apply knowledge of different techniques to express feelings in drawings, paintings, collage. Artistic Understanding -To understand how to read and communicate emotions and ideas through Art works from different cultures.
Visual Language 	ELG: People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; ELG: Speaking - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Use of Visual Art Language -To evaluate and analyse creative works using the language of art, craft and design. -To response to a piece of Art and be able to use appropriate vocabulary. Artistic Understanding -To understand that different images can represent different ideas and concepts.	Use of Visual Art Language -To evaluate and analyse creative works using the language of art, craft and design. Artistic Enquiry - To record and collect visual and other information to inform their ideas. -To use research and sketchbook work to explore designs.	Use of Visual Art Language -To evaluate and analyse creative works using the language of art, craft and design. Artistic Enquiry -To move away from stylisation in drawing – referring to size, scale, position, and proportion. -To explain the ideas behind in own images in the art sketchbook. -To record ideas and processes used in the development of their sculptures. -To collect visual information to help develop ideas.

<p>Process</p> 	<p>ELG: The Natural World</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants. <p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - Make comments about what they have heard and ask questions to clarify their understanding. <p>ELG: Speaking</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	<p>Process of creating the work of art</p> <ul style="list-style-type: none"> -To evaluate and analyse creative works using the language of art, craft and design. <p>Artistic Enquiry</p> <ul style="list-style-type: none"> -To create sketch books to record their observations and use them to review and revisit ideas. -To discuss own work and that of others. -To express own personal experience and ideas. 	<p>Process of creating the work of art</p> <ul style="list-style-type: none"> -To use sketch books to record their observations and use them to review and revisit ideas. <p>Artistic Enquiry</p> <ul style="list-style-type: none"> -To produce creative work, exploring their ideas and recording their experiences. -To evaluate and analyse creative works using the language of art, craft and design. -To recording and collecting visual and other information to inform their ideas. -To modify and adapt work as it progresses. -To understand the idea of repeat printing. 	<p>Process of creating the work of art</p> <ul style="list-style-type: none"> -To use sketch books to record their observations and use them to review and revisit ideas -To produce creative work, exploring their ideas and recording their experiences -To evaluate and analyse creative works using the language of art, craft and design. <p>Artistic Enquiry</p> <ul style="list-style-type: none"> -To combine processes already learned to produce an overlaid printed image. -To make detailed, analytical observational drawings. -To develop direct observational skills from variety of viewpoints. -To develop questioning and thinking skills through the practical development of the own work.
<p>Artists</p> 	<p>ELG: Past and Present</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; 	<p>Artistic Enquiry</p> <ul style="list-style-type: none"> -To discuss work of a range of artists, craft makers and designers. <p>Artistic Understanding</p> <ul style="list-style-type: none"> -To understand that artists, craftspeople and designers make different forms of creative works from all cultures and times, for different purpose. 	<p>Artistic Enquiry</p> <ul style="list-style-type: none"> -To discuss work of a range of artists, craft makers and designers -To make practical responses to the work of different artists. <p>Artistic Understanding</p> <ul style="list-style-type: none"> -To understand the historical and cultural development of their art forms. 	<p>Artistic Enquiry</p> <ul style="list-style-type: none"> -To discuss great artists, architects and designers in history. -To understand the historical and cultural development of their art forms. -To work in response to the work of famous artists. <p>Artistic Understanding</p> <ul style="list-style-type: none"> -To understand the historical and cultural development of their art forms.
<p>Styles and Periods</p> 	<p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <p>ELG: Past and Present</p>	<p>Artistic Enquiry</p> <ul style="list-style-type: none"> -To describe the differences and similarities between different practices and disciplines and making links to their own work. -To respond to the style of and art <p>Artistic understanding</p> <ul style="list-style-type: none"> -To understand that artists, craftspeople and designers make different forms of creative works from all cultures and times, for different purpose. 	<p>Artistic Enquiry</p> <ul style="list-style-type: none"> -To describe the differences and similarities between different practices and disciplines and making links to their own work. -To investigate designs developed in another culture and using this as a basis for their own work. <p>Artistic understanding</p> <ul style="list-style-type: none"> -To understand the historical and cultural development of their art forms. 	<p>Artistic Enquiry</p> <ul style="list-style-type: none"> -To increase awareness of different kinds of art, craft and design. -To developing understanding of a different sculptural material. -To investigate designs developed in another culture and using this as a basis for their own work. <p>Artistic understanding</p> <ul style="list-style-type: none"> -To understand the historical and cultural development of their art forms.

	- Talk about the lives of the people around them and their roles in society.		- To investigate and explore a range of visual mark making inspired by Art from other cultures. -To understand how to read and communicate emotions and ideas through Art works from different cultures.	-To understand how to read and communicate emotions and ideas through Art works from different cultures.
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