



Subject Learning Map



Year	Autumn	Spring	Summer
Nursery	<p><u>Autumn 1- Me and my marvellous world</u> <u>Autumn 2 – Celebrations</u></p> <ul style="list-style-type: none"> Autumn collage linked to Literacy Creating self-portraits using, paint, dough and construction materials. Make Wintery paintings and collage linked to seasons Use conkers/leaves/stones to create some transient art Bonfire night splatter paintings 	<p><u>Spring 1 – Winter & Traditional Tales</u> <u>Spring 2 – Growth and Change</u></p> <ul style="list-style-type: none"> Paint Characters from traditional tales and create class art story Andy Goldsworthy pictures using natural objects Exploring leaf patterns and printings for the beanstalk 	<p><u>Summer 1 – Animals</u> <u>Summer 2 – Journeys and Holidays</u></p> <ul style="list-style-type: none"> Make sea life collages using lots of different textured materials for paintings and beach role-play Shell printing/pattern making Marbling for space back grounds. Space scratch pictures using crayon and black paint.
Reception	<p><u>Autumn 1- The Family Home</u> <u>Autumn 2 – Celebrating Uniqueness</u></p> <ul style="list-style-type: none"> Family collages and self-portraits – linking to PSHE. Observations of stars and fireworks looking at colours and colour mixing and texture. Create wooden spoon people linked to Halibut Jackson. 	<p><u>Spring 1 – Our Superhero Talents</u> <u>Spring 2 – Things Are Growing</u></p> <ul style="list-style-type: none"> Create our own collages linked to land and sea based on the book Here We Are. Detailed drawings of plants and things that grow. Create collages of different plants they have observed in the outdoor environment. 	<p><u>Summer 1 – Amazing Animals</u> <u>Summer 2 – On The Move</u></p> <ul style="list-style-type: none"> Investigating animals print using various media. Developing drawing skills linked to their own experiences.
Year1	<p><u>Painting and mixed media: Colour splash</u> <u>Linked to Van Gogh</u></p> <ul style="list-style-type: none"> Investigating how to mix secondary colours. Exploring colour through printing Working in the style of Van Gogh 	<p><u>Drawing: Make your mark</u></p> <ul style="list-style-type: none"> Exploring line and waves Mark making Observational drawings 	<p><u>Sculpture and 3D: Paper play</u></p> <ul style="list-style-type: none"> 3D structures 3D drawings Paper shaping skills
Year2	<p><u>Drawing: tell a story</u></p> <ul style="list-style-type: none"> Charcoal mark making Creating texture Observational drawings used to tell stories 	<p><u>Painting and mixed media: life in colour</u></p> <ul style="list-style-type: none"> Colour mixing Using texture in paint Creating collages 	<p><u>Sculpture and clay: 3D houses</u></p> <ul style="list-style-type: none"> Exploring using clay Creating a 3D clay model
Year 3	<p><u>Painting and mixed media: Prehistoric painting</u></p> <ul style="list-style-type: none"> Exploring prehistoric art Exploring a range of painting techniques Developing use of charcoal 	<p><u>Craft and design: Ancient Egyptian scrolls</u></p> <ul style="list-style-type: none"> Creating scrolls in the style of Ancient Egypt Learning Egyptian painting skills Understanding Egyptian art 	<p><u>Drawing: Growing artists</u></p> <ul style="list-style-type: none"> Recognising how artists use shape and tone in drawings Develop observational skills with more detail Understand how to create abstract drawings
Year 4	<p><u>Drawing: Drawing prints</u></p>	<p><u>Painting and mixed media: Light and dark</u></p>	<p><u>Sculpture and 3D: Mega materials</u></p>

	<ul style="list-style-type: none"> To explore proportion and tone through drawing To use mixed media to create artwork Develop shading for comparing and contrasting Develop drawings into prints 	<ul style="list-style-type: none"> Investigate tints and shades Develop how to create three dimensional paintings Develop proportional skills with painting 	<ul style="list-style-type: none"> Explore using wire sculptures Investigate complex techniques to shape materials Create a sculpture from recycled materials
Year 5	<p><u>Drawing: I need space</u></p> <ul style="list-style-type: none"> To explore imagery Develop printing processes Experiment drawing processes within sketchbooks 	<p><u>Painting and mixed media: Portraits</u></p> <ul style="list-style-type: none"> Explore self-portraits features Combine materials for effect To use mixed media to create a self-portrait 	<p><u>Sculpture and 3D: Interactive installation</u></p> <ul style="list-style-type: none"> Explore installation art Investigate the space and scale of 3D art To plan and create an interactive installation
Year 6	<p><u>Painting & mixed media: Artist study</u></p> <ul style="list-style-type: none"> Understand and analyse a range of artists Interpret meanings of art work and how they portray messages To use a range of painting techniques to convey a meaning within a final piece 	<p><u>Drawing: Make my voice heard</u></p> <ul style="list-style-type: none"> Expressive artwork through mark making and symbolism Understand the technique of chiaroscuro Evaluate intentions of street art Create a powerful image 	<p><u>Sculpture and 3D: Making memories</u></p> <ul style="list-style-type: none"> Explore the concept of 'self' Develop sculptural techniques Understand how a range of materials work in 3D Problem solve, evaluate and refine own artwork
YR7	<p><u>Shape and Colour</u> Children will learn how to proficiently apply tone with pencil and colour pencil. They will begin to understand how tone can be created using line and direction of line. They will utilise these skills to create two- and three-dimensional shape drawings with accuracy. Student's will explore the work of Wassily Kandinsky and take inspiration from his use of layering to create their own shape banks.</p>	<p><u>Shape and Colour</u> In the second part of this project student's will explore basic colour connotations and explore the work of Yayoi Kusama as a comparison to Kandinsky, we will also touch upon how artists often inform the work of fashion designers, as an end product students will create their own wearable badge inspired by shape, colour and Kusama.</p> <p><u>Pattern and Texture</u> In HT4 students will explore texture and experiment with some of the different ways artists create texture and why. For example texture rubbings and mark making activities, these skills will directly link to the work of Mark Hearld and the work completed in HT5-6.</p>	<p><u>Pattern and Texture</u> This final project allows students to explore, in depth the final elements of art: form and pattern. After completing research and analysis the children will take inspiration from contemporary artists Mark Hearld and Helen Wells to design and construct a 3D bird that will be used in a classroom installation. This mix media project will piece together what they have learnt prior and allow them to apply their knowledge of colour theory, texture and tone to their final outcome.</p>
YR8	<p><u>Insects and Illustration</u> In this project students will recap the formal elements learnt in Y7 through the study of insects, their symmetrical nature and take inspiration from a range of artist's who use the same subject matter. Students will take a graphic design approach in the first term and experiment with a looser way of working in HT3-4.</p>	<p><u>Insects and Illustration</u> The aim of this project is that by the end students will be able to make their own larger scale piece that showcases understanding of composition, symmetry and layering as well as intricate pattern inspired by artist Rosalind Monks.</p> <p><u>Mixed Media</u> Students will be introduced to the concept of mixed media art by exploring the work of Frank Stella and the process of collage.</p>	<p><u>Mixed Media</u> During half term 5 and 6 students will use the mixed media techniques explored to plan and develop their own box frame and collaged insert.</p>
YR9	<p><u>Sweets and Treats</u> In this project students will re-address the formal elements of art. Predominantly this project will be based on observations using a variety of media and taking inspiration from the likes of Joel Penkman and others, who create realistic works based on food. This project will be treated like a GCSE project exploring the concept of research, experiment, observe, record and produce a final outcome. In order to give students a feel for what GCSE art is like during their options process.</p>	<p><u>Sweets and Treats</u> Year 9 only have art once a fortnight and so the same theme will be developed throughout the course of the year. After plenty of teacher led experimentation students will be able to develop their own ideas and create a personal response to Sweets and Treats taking inspiration from artists explored.</p>	<p><u>Sweets and Treats</u> In the last term there will be a focus on developing 2D ideas into three dimensional forms. The only 3D practice students will have completed is not yet extensive and it is vital that students understand 3D as a way of working prior to GCSE and this project will support that. Students will be introduced to new techniques using air drying clay to sculpt.</p>

Year 10 & 11 will continue to follow the previous order of study to make sure they have covered all topics and are fully prepared for their GCSE exams

<p>YR10</p>	<p><u>Natural Forms</u> Students will begin GCSE art in a structured way so that they are guided through each assessment objective. Understanding how to complete artist research, how to experiment with a range of new media, how to create successful observations and plan effectively.</p>	<p><u>Natural Forms</u> The second part of the project will have more of a focus on developing refined work in order to fulfil assessment objective 4. Students will inherit more independence and the term will end with a series of mini skills workshops that will equip students to complete a mock exam project in the summer term.</p>	<p><u>Mock Exam (Unit 1)</u> Project title will be provided by the class teacher, throughout the students will cover the four assessment objectives in art in one solid project.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>
<p>YR11</p>	<p><u>Independent Project (Unit 1 :60%)</u> Project title will be provided by the class teacher, throughout the students will cover the four assessment objectives in art in one solid project.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p><u>Externally Set Task (Unit 2: 40%)</u> The project titles for which are set by our exam board (AQA) preparatory work will be completed in class and at home, however a final outcome for the project will be completed within a 10-hour exam period over 3 days. Again, all students will meet the four assessment objectives.</p>	

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