Petersfield Infant School **Art** Long term map

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| **Year R** | **Educational programme from Statutory Framework, p10, Sept 2021**  **Expressive Arts and Design**  The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. | | |
| **Autumn** | **Spring** | **Summer** |
| **Related early learning Goals – End of year expectations (ARE)**  **(Statutory framework, p15, Sept 2021)**  **Expressive Arts and Design**  **ELG: 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;  • Make use of props and materials when role playing characters in narratives and stories. | | |
| **Knowledge (guidance from Development Matters, p123, Sept 2021)**  Children will:  •Know the names of colours  •Know colours can be mixed together to make new colours  •Know how to make a basic collage  **Skills (guidance from Development Matters, p123, Sept 2021)**  Children will:  •To begin to mix primary colours to make a secondary colour  •Large scale weaving  •Independently choose materials to express their ideas  •Stick materials together to make a collage  •Begin to notice features in the natural world  •Begin to define colours, shapes, textures and smells in their own work | **Knowledge (guidance from Development Matters, p123, Sept 2021)**  Children will  •Know they can add detail to their drawings (Drawing Club)  •Know how to use a water colours  •Know some artists paint pictures  •Know that some artists create sculptures  **Skills: (guidance from Development Matters, p123, Sept 2021)**  •Develop their independence when using different art materials & media  •Will begin to draw with increasing complexity and detail – observational drawing  •Will use junk modelling or malleable materials to create a sculpture  •Experiment with colour, design, texture and function  •Use natural material for transient art | **Knowledge: (guidance from Development Matters, p123, Sept 2021)**  Children will  •Know which are the best resources to represent their ideas  •Know that you can work with other people to develop creative ideas  **Skills: (guidance from Development Matters, p123, Sept 2021)**  •Explore use and refine the use of artistic effects to express their ideas and feelings with more independenceReturn to and build on their previous learning – refining their ideas and developing their ability to represent them  •Create collaboratively – sharing ideas, resources and skills |

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|  | **Autumn 1** | **Spring 1** | **Summer 1** |
| **Year 1** | **Colour and Shape**    **Artists:** Mondrian and Kandinsky  **Painting -** Know the names of the primary colours – red, blue & yellow.  Mix two primary colours makes a secondary colour  Add white to a colour makes it lighter  Add black to a colour makes it darker  **Collage -** Create a collage  **Print Making** - Create a simple stencil print  **ICT & Art -** Use a ‘Paint’ package to create Kandinsky style patterns  Create shapes, use colour fill tool & lines  digitally mark make | **Responding to an Artic World**  **Iris and Isaac by Catherine Rayner**  **Artist, Craftsperson**  **Designer:** Barbara Davis Rae & Catherine Rayner  **Drawing** - Mark make using a variety of materials & coloured paper  **Painting** – Colour mix to make cold colours. Experiment with wax resist and salt to explore surface patterns & effects.  **Textiles** – Textile wrapping using cold coloured treads & textiles  **Art and ICT** – Using an art app paint a picture of the Artic, print and stick into Art Journal. | **Art - The Environment**  **Pine Cone', 2007, Junko Mori. Image © The Goldsmiths' Company | National  Museum of ScotlandIMG_0376**  **Artist, Craftsperson**  **Designer:** Andy Goldsworthy and Junko Mori  **Painting –** Mixing shades of green using different blues and yellows.  - Using brushstrokes in different ways.  **Textiles –** Learning about warp and weft and how to thread over and under using paper & textiles, using a card base & plastic strips  **Sculpture -** Create a ground pattern in the style of Goldsworthy using natural materials. Manipulating clay and add other materials to create a natural form in the style of Junko Mori |
| **Year 2** | **Angels**  **‘An Angel Just Like Me’**  **Mary Hoffman.**    **Artist, Craftsperson Designer:** Brian Wildsmith & Fra **Drawing -** Further develop mark making using a variety of marks to create specific textiles & portraits.  Observational drawing  Use a range of pencils & pens to give different effects - thick or thin marks, solid or broken marks or repeated marks to make patterns. Know names of marks/lines made – zig-zag, wavy etc.  **Sculpture -** pleat & fold paper. Use pleated/folded/fringed paper to add detail | **Uganda**  **African Art**    **Artist, Craftsperson Designer: African artists & William Morris**  **Drawing** – Mark making using a pencil to create simple patterns.  **Painting** – Make prints using paint and a variety of objects to create patterns  **Printing –** Printingvarious objects onto paper and fabric.  **Art and ICT**- Make a repeating pattern using an art app. | **Brilliant Beaches**  **Unit to Follow** |