

Art and Design Overview
Key Knowledge, Skills and Vocabulary

Year B

What makes Tywardreath Curriculum unique? A clear focus on local, national and global communities, raising multi-cultural awareness, highlighting aspirational female role models, developing skills for life, promoting a respect for our environment, celebrating responsible citizens and providing opportunities to debate and reflect.

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Autumn 1	Marvellous Mel Celebrations	Explorers Through Time	Who are you going to call?	A Child's War
		Collage	Digital	Sculpture - modelling
National Curriculum Objectives	<u>Development Matters</u> To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it	-use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	-create sketch books to record their observations and use them to review and revisit ideas -improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)	-create sketch books to record their observations and use them to review and revisit ideas -improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
Artist Focus	Picasso (portraits)	Henri Matisse	Adam Ansel Henri Cartier-Bresson	Maya Lin Ian Rank-Broadly
Key Knowledge	-Choose colours for a purpose. -Makes marks using shape and pattern on a range of surfaces -Use props linked to situations (e.g. till in a shop, first aid kit in hospital) Use different materials (larger sizes), sparkly fabric, hessian, fur, ribbons, feathers to add to costumes and make their own (e.g. own masks, material as skirts or scarves) -Use templates and stencils with pencils	-Know what is meant by collage and how we can use different materials to create it. -Know what is meant by a natural material and explain how it contrasts to man made. -Know what is meant by texture and use words to explain it such as bumpy, rough, smooth. -know about the collage and paper cutting art	Know how cameras work and how to use them safely and carefully. Children to understand angles and perspective in order to create composition.	Explore a range of War memorials both old and modern Identify the symbolism found repeatedly on the memorials Know how art is used to commemorate Explore Be able to make considered suggestions when answering questions such as what is the point of art? (How art is used when words are too painful/insufficient)

Key Skills	<ul style="list-style-type: none"> -Wax crayon Rubbings -Print – fingers, stampers -Paint – setup and use -Malleable materials – use rolling pins and cutters -Use felt tip pens -Model with construction kits 	<p>Develop collages based on a simple drawing using paper and materials.</p> <p>Collect natural materials to create a temporary collage.</p> <p>Investigate a range of textures through rubbings.</p> <p>Develop tearing, cutting and layering paper to create different effects.</p>	<p>Using digital camera.</p> <p>Focusing and adjusting the camera</p> <p>Arranging the composition within the photo.</p> <p>Create photo montage and test theories of composition</p>	<ul style="list-style-type: none"> -Select and develop ideas confidently, using suitable materials confidently Improve quality of sketchbook with mixed media work and annotations Select own images and starting points for work Develop artistic/visual vocabulary when talking about own work and that of others Begin to explore possibilities, using and combining different styles and techniques -Design and create sculpture, both small and large scale Use wires to create malleable forms Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc)
Sequence of lessons	<p>Led by children’s interests and AFL. Sequenced to build upon prior knowledge with a clear end point.</p>	<p>Prior learning recap line drawings and colour mixing, previous artists</p> <p>Can I evaluate the work of an artist?</p> <p>Can I describe materials? SCIENCE</p> <p>Can I explain what a collage is?</p> <p>Can I make a temporary collage from natural materials?</p> <p>Can I develop a range of textures from rubbings, tearing and cutting to use in a collage?</p> <p>Can I create a collage using paper-cutting techniques?</p>	<p>Prior learning (digital art Y1/2) Artist from last year and taught skills</p> <p>Can I evaluate the work of an artist?</p> <p>Can I use photography software?</p> <p>Can I learn how to edit photographs?</p> <p>Can I create a composition for my photograph?</p> <p>Can I take and edit my photograph for my final piece?</p>	<p>Prior learning recap modelling skills from Y3+4</p> <p>Can I evaluate the work of an artist?</p> <p>Can I identify a range of war memorials and compare and contrast their common features?</p> <p>Can I experiment with Modroc and wire?</p> <p>Can I plan and create a modern memorial to commemorate a significant event?</p>
Key Vocabulary	<p>paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape,</p>	<p>Join, natural, man-made, form, recycled, textile, layer</p>	<p>Digital, camera, photograph, angle, perspective, lighting</p>	<p>Model, shape, materials (wax/bronze/clay/sand), cast, mould, internal/external structure</p>

	print, technique, pattern, artist, imprint			
	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Autumn 2	Marvellous Mel Celebrations	Where's Our Kingdom?	Where can we go?	Is there anybody out there?
		Digital	Printing	Printing
National Curriculum Objectives	<u>Development Matters</u> To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it	use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Pupils should be taught to: -create sketch books to record their observations and use them to review and revisit ideas -improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)	-create sketch books to record their observations and use them to review and revisit ideas -improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
Artist Focus	Yayoi Kusami, Mondrian	David Hockney - just the digital art	Hokusai	Angie Lewin
Key Knowledge	-Draw with precision around the outline of shapes. -Create a simple collage. -Creates our own products and begins to self-correct any mistakes. -Use different props for different characters to show their personalities (e.g. lady with necklace and handbag, other with backpack and binoculars)	Art can be created digitally Software allows us to use the same 'tools' as we do in other art lessons but on the ipad.	-Know how to make a printing block using string glued to a block --Know how to blend two colours when printing -Use knowledge from Geography about local area/land use to inspire a design	-Know and investigate a variety of printing techniques and artists who use the technique: -Experiment with natural materials from the school ground to use to print patterns -Use elements studied in Science to create a design for a print, choosing a printing technique studied of their choice
Key Skills	Use stencils with paints and sponges -Print - outlines -Paint – different brushes, different surfaces -Malleable materials – roll and shape by hand Use oil pastels	Safe use of ipad Use tools within painting software How to use variety of finishes and how the final piece can be printed and altered further if wanted.	-Use roller and ink printing. -Use simple block shapes -Blend two colours when printing -Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and	-Create polystyrene printing blocks to use with roller and ink -Build up layers of colours -Explore monoprinting -Design and create motifs to be turned into printing block images -Investigate techniques from paper printing to work on fabrics

	-Model with construction kits Junk model – join with tape/glue and embellish		form repeated patterns, tessellations and overlays -Form string roller prints to create continuous patterns	
Key Vocabulary	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint	Digital, software, brush, erase, remove, save	Inspiration, Printing Block, Block Shapes, Blend, Texture, Repeated Patterns, Tessellation, Overlay	Texture, Direction, Overlap, Rotate, Repeat, Sequence, Motif, Tessellation, Stamping, Symmetry
Sequence of lessons	Led by children’s interests and AFL. Sequenced to build upon prior knowledge with a clear end point.	Prior learning recap previous skills and artist taught Can I evaluate the work of an artist? Can I explore various paint software? Can I experiment with tools available on software? Can I plan my final piece using other previously taught knowledge? Can I create my final piece?	Prior learning recap previous skills and artist taught Can I evaluate the work of an artist? Can I explain the process of block printing? Can I create a printing block? Can I explore repeated design? Can I explore colour within design? Can I apply my skills and knowledge?	Prior learning recap previous skills and artist taught Can I evaluate the work of an artist? Can I design and create a motif? Can I practise the techniques of lino printing? Can I create my design? Can I explore colouring layering? Can I turn my artwork into a purposeful product?

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Spring 1	Our Wonderful World Let's Go On An Adventure	The Lights of London	Davy Shines the Light!	Ancient Egyptians – the original farmers?
		Printing	Drawing	Still life
National Curriculum Objectives	<u>Development Matters</u> To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it	Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	-create sketch books to record their observations and use them to review and revisit ideas -improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)	-create sketch books to record their observations and use them to review and revisit ideas -improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
Artist Focus	Vincent Van Gogh	Andy Warhol	Vincent Van Gogh	Michael Craig Martin
Key Knowledge	-Use fabrics to weave. -Plans what they will create and what they will need to do so. -Makes up own stories. -Print – watercolours - colour mixing -Malleable materials – imprint, use mark makers -Transient art – glueless collage/loose parts -Collage – cut and stick -Observational drawing	-Experiment with different materials to print with. -Use natural and man made materials and make comparisons. -After experiment, select appropriate printing materials for a specific look. -Know what it meant by marbling and how the ink floats to create artwork.	-Know how to draw and shade using chalks -Know how to draw and shade using pastels	Know that objects are often used to represent within still life.
Key Skills		-Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control -Develop controlled printing against outline /within cut out shapes -Use matchbox to print to explore possibilities - different sized matchboxes create different lines/shapes/patterns	-Develop shadows -Use of tracing -Draw using a variety of tools and surfaces (chalk, pastel) -Include increased detail within work -Use a variety of brushes and experiment with ways of marking with them	Focus on light, shadow and how the light may change during the time of observing and painting. Create a composition with meaning and imagery through the objects chosen. Choose objects for purpose and meaning.

		-Experiment with marbling, investigating how ink floats and changes with movement	-Begin to show an awareness of objects having a third dimension	
Key Vocabulary	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint	Print, sponge print, finger print, experiment, create, control, explore, patterns, texture, marbling.	Sketch, Outline, Thick Thin, Shade, Vertical, Horizontal Light, Dark, Observation, Pattern, Bold	Composition, imagery, still life, light, shadow, evaluate, media,
Sequence of Lessons	Led by children's interests and AFL. Sequenced to build upon prior knowledge with a clear end point.	<p>Prior learning recap previous skills and artist taught</p> <p>Can I evaluate the work of an artist? Can I experiment with printing techniques? Can I experience finger printing, sponge printing and block printing to form patterns? Can I experiment with different amounts of paint and print with increased control? Can I print within a defined area? Can I experiment with marbling techniques?</p>	<p>Prior learning recap previous skills and artist taught</p> <p>Can I evaluate the work of an artist? Can explore shading and pencil density? Can I use oil pastels? Can I use charcoal? Can I explore results of combining drawing medium? Can I combine my learnt techniques, choose the most effective and create my final piece?</p>	<p>Prior learning recap previous skills and artist taught</p> <p>Can I evaluate the work of an artist? Can I explore imagery in still life? Can I create a composition using objects chosen for a reason? Can I explore various media to capture my composition? Can I adapt my composition through evaluation? Can I chose my own media to create my final piece?</p>

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Spring 2	Our Wonderful World Let's Go On An Adventure	A Land Down Under!	How mighty are the mountains?	Who lives in Rio?
		Environmental Art	Portrait	Textiles
National Curriculum Objectives	<p>Development Matters To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it</p>	<p>Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>-create sketch books to record their observations and use them to review and revisit ideas -improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p>	<p>Pupils should be taught to: - create sketch books to record their observations and use them to review and revisit ideas - improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials - about great artists and designers in history</p>
Artist Focus	Vincent Van Gogh	David Nash	Frida Khalo	Alison King Alison Willoughby
Key Knowledge	<ul style="list-style-type: none"> -Observational drawings of plants - sunflowers -Paint – wax resist -Print – 3D shapes -Junk model – flanges and hinges 	<p>Know that nature has it's own beauty and how to be a responsible artist when using nature. Know that nature can be adapted and changed to produce art. Know that art can be collaborative Know that natural art is often transitory. Know which objects are natural and which are not</p>	<p>Know that portraits can reflect aspects of life/personality as well as what you look like.</p>	<ul style="list-style-type: none"> -Know about the construction methods; the difference between woven and embroidery -Create own weaving piece depicting a chosen scene
Key Skills		<ul style="list-style-type: none"> -Create art using natural objects- Collaborate to create group art - 	<p>Create portraits using icons and imagery relating to the individual</p>	<ul style="list-style-type: none"> -Weave using paintings as a stimulus / the natural world -Select and develop ideas confidently, using suitable materials confidently -Improve quality of sketchbook with mixed media work and annotations

				<ul style="list-style-type: none"> -Select own images and starting points for work -Develop artistic/visual vocabulary when talking about own work and that of others -Begin to explore possibilities, using and combining different styles and techniques
Key Vocabulary	<p>paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint</p>	<p>Nature, colour, light, transitory, environment,</p>	<p>Imagery, portrait, features, self portrait</p>	<p>materials, evaluate, design, compare and contrast, influences, embroidery, embellishment</p>
Sequence of Lessons	<p>Led by children's interests and AFL. Sequenced to build upon prior knowledge with a clear end point.</p>	<p>Prior learning recap previous skills and artist taught</p> <p>Can I evaluate the work of an artist? Can I explore the beauty of nature around us? Can I collect natural objects to us to create art work? Can I arrange natural objects within their own environment to create art? Can I use natural objects to create art out of their natural environment?</p>	<p>Prior learning recap previous skills and artist taught</p> <p>Can I evaluate the work of an artist? Can I explore imagery in portraits? Can I explore my own image? Can I create a self portrait? Can I add imagery to my self portrait?</p>	<p>Prior learning recap previous skills and artist taught</p> <p>Can I evaluate the work of an artist? Can I investigate a variety of weaving methods? Can I explore embroidery to embellish? Can I plan my textile work based on a stimulus? Can I create the first layer of my textile design? Can I finish my piece with added embroidery or embellishment?</p>

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Summer 1	The Great Outdoors Fun at the Seaside	The Unsinkable Ship?	What did the Greeks ever do for us?	Stone Age – Carving the way forward?
		Portrait	Still Life	Landscape
National Curriculum Objectives	<u>Development Matters</u> To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it	Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	-create sketch books to record their observations and use them to review and revisit ideas -improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)	-create sketch books to record their observations and use them to review and revisit ideas -improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
Artist Focus	Andy Goldsworthy	Johannes Vermeer	Cezanne	Peter Paul Reubens
Key Knowledge	Paint – using watercolour paints Transient art – natural loose parts Identify shades of colour and how to make different shades. Explore using different brush types.	Know what makes a portrait Know the key elements of facial features Know that portraits may also represent other aspects of a personality.	Know what still life is. Know that artists may want to express ideas, beliefs and imagery.	Understand perspective and how it can be changed.

Key Skills	<p>Explore working with paint on different surfaces and in different ways i.e., coloured, sized, and shaped paper.</p> <p>Symmetrical printing - butterflies as inspiration.</p>	<p>colour match to facial features practise face shapes</p>	<p>Understand how to arrange objects and create a composition taking into account. Take into account lighting with shadow, brightness and changing light</p>	<p>-Use first hand observations using different viewpoints, - Recap horizon, perspective fore and background. - middle ground -Investigate different perspectives -Use a range of mediums on a range of backgrounds -Work indoors and outdoors</p>
Key Vocabulary	<p>paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint</p>	<p>Portrait, self portrait, face shape, feature</p>	<p>Still life, composition, arrangement, light, shadow, dark</p>	<p>Sketch, Outline, Thick, Thin, Wavy, Shade, Vertical, Horizontal, Zig Zag, Diagonal, Curved, Smudged, Textures, Light, Dark, Scale, Distance, Focal Point, Near, Far, Composition, Observation, Pattern, Bold</p>
Sequence of Lessons	<p>Led by children's interests and AFL. Sequenced to build upon prior knowledge with a Peter Paul Reubens clear end point.</p>	<p>Prior learning recap previous skills and artist taught</p> <p>Can I evaluate the work of an artist? Can I explore my own self image? Can I colour match to the colours in my own self image? Can I explore face shapes? Can I explore feature shapes? Can I create a portrait of someone else?</p>	<p>Prior learning recap previous skills and artist taught</p> <p>Can I evaluate the work of an artist? Can I explain still life? Can I explore compositions? Can I create a composition? Can I create art from a still life composition? Can I add detail to my piece to take into account lighting?</p>	<p>Prior learning recap previous skills and artist taught</p> <p>Can I explore stone age art? Can I explore line techniques? Can I explore different perspectives? (above/below) Can I experiment with the effect of different media? Can I explore abstract representation? Can I create a piece from a different perspective?</p>

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Summer 2	The Great Outdoors Fun at the Seaside	My Ocean, Your Ocean, Our Ocean	Can we live anywhere?	Who are the Guardians of the Rainforest?
		Textiles	Working with Colour	Digital
National Curriculum Objectives	<u>Development Matters</u> To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it	Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Pupils should be taught to: -about great artists, architects and designers in history -create sketch books to record their observations and use them to review and revisit ideas 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 -create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
Artist Focus	Sandy Brown (Cornish artist)	Monika Correa David Collingwood	Georgia O'Keeffe Sue Read	Charlotte Caron Thandiwe Muriu

Key Knowledge	Malleable materials – pottery/sculpture Junk model – moving parts	Know what weaving entails. Know how to weave simply.	-Know about the work of each artist -Know how to lighten and darken watercolour paints with black and white -Know how to intensify a shade of colour	How digital camera takes an image and how to focus How to apply media to photograph for desired effect.
Key Skills		Know how to weave a simple in and out pattern using two colours/threads/fabrics.	-Mix and match colours (create palettes to match images) -Lighten and darken tones using black and white -Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves) -Experiment with watercolour, exploring intensity of colour to develop shades -Explore complementary and opposing colours in creating patterns	Know how to use digital camera and lighting for portraits Know how photographs can be adapted using physical media
Key Vocabulary	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint	Weave, pattern, over/under,	Primary, Secondary, Consistency, Thick, Thin, Wash, Opaque, Tones, Consistency, Subtle, Bold, Resist, Background, Layers, Gradient, Tint, Transparent, Translucent, Wash	Digital, photograph, manipulate, media, change, adapt, message
Sequence of lessons	Led by children's interests and AFL. Sequenced to build upon prior knowledge with a clear end point.	Prior learning recap previous skills and artist taught Can I evaluate the work of an artist? Can I create a simple weave with fabric? Can I choose fabrics that compliment each other? Can I weave other materials? Can I create my own woven piece?	Prior learning recap previous skills and artist taught Can I evaluate an artists work? Can I explain complementary and opposing colours? Can I use tint and shade? Can I experiment with colour wash techniques? Can I explore colour in abstract? Can I evaluate and apply my colour knowledge to my final piece?	Prior learning recap previous skills and artist taught Can I evaluate the work of an artist? Can I explore focus and lighting within photography? Can I take my photo for my final piece? Can I experiment with media to adapt my photo? Can I apply my chosen media to my final piece?

