

Art and Design Overview
Key Knowledge, Skills and Vocabulary
Year A

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 Me! Celebrations	Amazing Discoveries, Amazing People	Romans – Helpful Invaders?	How Mysterious were the Maya?
		Drawing	Landscapes	Colour
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	Pupils should be taught: - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - describing the differences and similarities between different practices and disciplines, and making links to their own work.	Pupils should be taught to: - 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 - about great artists, architects and designers in history	Pupils should be taught to: - 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 - about great artists, architects and designers in history
Artist Focus	Picasso (portraits)	Picasso (line drawing)	Erin Hanson Constable	Yves Klein James McNeill Whistler
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 line and drawing skills -Fine motor skills - children should know how different media create different effects when drawing. How the original drawn line can be manipulated and changed to create texture.	-using colour and position to create depth and perspective. -foreground, background, middle ground.	-Know tertiary colours -Know how to create colour intensity -Understand the basis of monochromatic work and how to create it.
Key Skills		-Use drawing to develop and share ideas.	- understand perspective and scale	-Build on previous work with colour by exploring intensity

	<ul style="list-style-type: none"> -Use templates and stencils with pencils -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 	<ul style="list-style-type: none"> -Work from observation (draw from photo) -Begin to control lines to create simple drawings -Add details to line drawings. -draw using a variety of media - pastel, charcoal, oil pastel - 	<ul style="list-style-type: none"> -confidently find the horizon (memory year ½) -begin to notice in studied paintings how artists show perspective using colour 	<ul style="list-style-type: none"> -Develop watercolour and acrylic techniques -Explore using limited colour palettes -Investigate working on canvas experiment with colour in creating an effect - - linking colour with emotion
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>Line, shade, tone, trace, texture,</p>	<p>Perspective, wash,</p>	<p>Colour intensity, monochromatic, tertiary, mixing, blending,</p>
Sequence of Lessons	<p>Led by children's interests and AFL. Sequenced to build upon prior knowledge with a clear end point.</p>	<ul style="list-style-type: none"> Can I evaluate the work of an artist? Can I experiment with line? Can I experiment with a variety of drawing media? Can I draw from observation? Can I add details to a line drawing? Can I create an artwork with oil pastels? 	<ul style="list-style-type: none"> Can I evaluate the work of an artist? Can I identify the horizon? Can I identify the background and foreground? Can I use colour to create foreground and background? Can I create a landscape within my local environment? 	<ul style="list-style-type: none"> Can I evaluate the work of an artist? Can I create tertiary colours? Can I explore colour intensity? Can I explore monochromatic colours? Can I plan my art work using a limited palette? Can I apply my learnt skills to a piece of art?

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Autumn 2	Marvellous Me! Celebrations	Where Are We?	How Can I Find My Way?	How Amazing are the Americas?
		Landscapes	Painting	Painting
National Curriculum Objectives	<p>Development Matters</p> <p>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>Pupils should be taught to:</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn 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.</p>	<p>Pupils should be taught:</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To know about great artists, architects and designers in history.</p>	<p>Pupils should be taught to:</p> <p>- create sketch books to record their observations and use them to review and revisit ideas</p> <p>- improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials</p> <p>- about great artists, architects and designers in history</p>
Artist Focus	John Dyer (fireworks) (Cornish artist)	Dora Carrington	Monet Trudi Drewett (Cornish artist)	Seuret Signac
Key Knowledge	<ul style="list-style-type: none"> -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) 	<ul style="list-style-type: none"> -Explain landscapes and how they are different to other artworks. -Begin to understand the horizon. -Notice the sky/back ground does not just stop, the colour continues with no white space. 	<ul style="list-style-type: none"> -Know that different paints benefit from different papers. -Know that different tools are used for different paints and to create different strokes. -Understand that paint can be applied in a variety of ways - watercolour to create washes 	<ul style="list-style-type: none"> - Understand that painting can take many forms. Children will have already explored usual brush strokes previously.
Key Skills	<ul style="list-style-type: none"> Use stencils with paints and sponges -Print - outlines -Paint – different brushes, different surfaces 	<ul style="list-style-type: none"> -Finding the horizon both in real life and in art works. -Matching colour using known colour palette 	<ul style="list-style-type: none"> Use sketchbooks to record drawings from observation Develop artistic/visual vocabulary to discuss work Begin to suggest improvements to own work 	<ul style="list-style-type: none"> -Improve quality of sketchbook with mixed media work and annotations. -Develop artistic/visual vocabulary when talking about own work and that of others.

	<p>-Malleable materials – roll and shape by hand Use oil pastels</p> <p>-Model with construction kits Junk model – join with tape/glue and embellish</p>		<p>Experiment with a wider range of materials</p> <p>Draw using a variety of tools and surfaces</p> <p>Present work in a variety of ways</p> <p>Include increased detail within work</p>	<p>Use oil paints and notice the difference between watercolour and oil paint.</p> <p>Explore stippling to show light and dark.</p> <p>Explore blending using stippling.</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>horizon, meet, merge, landscape vs portrait,</p>	<p>initial sketch, paint, texture, finish, tools, media, variegated, wet on wet, gradient</p>	<p>Pointillism, stippling, blending,</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>Can I evaluate the work of an artist?</p> <p>Can I explain what a landscape is and its key features?</p> <p>Can I explain the horizon in a variety of settings?</p> <p>Can I create a painting with a horizon?</p> <p>Can I move the horizon to create different images?</p> <p>Can I create a piece with a horizon using mixed media?</p>	<p>Can I evaluate the work of an artist?</p> <p>Can I experiment with paper texture?</p> <p>Can I experiment with other tools for applying paint?</p> <p>Can I chose my own media to work with?</p> <p>Can I apply my knowledge to create my own work?</p>	<p>Can I evaluate the work of an artist?</p> <p>Can I explore the pointillism movement?</p> <p>Can I explore stippling to create areas of light and dark?</p> <p>Can I explore different media with stippling?</p> <p>Can I blend colours using stippling?</p> <p>Can I create my own art work using stippling with my own choice of media?</p>

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Spring 1	Our Wonderful World Let's Go On An Adventure	Lights of London?	What did the Anglo-Saxons do for us?	Were the Vikings Victorious?
		Abstract	Textiles	Drawing
National Curriculum Objectives	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	Pupils should be taught to: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn 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.	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	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) - about great artists, architects and designers in history
Artist Focus	Georgia O'Keefe	Piet Mondrian Jackson Pollock	Karen Wyeth	Leonardo da Vinci Stephen Wiltshire
Key Knowledge	-Use fabrics to weave. -Plans what they will create and what they will need to do so. -Makes up own stories. -Print – water colours - colour mixing -Malleable materials – imprint,use mark makers -Transient art – glueless collage/loose parts -Collage – cut andstick	- understand the meaning of abstract vs realism -begin to understand that abstract can still have meaning. -Understand that 'meaning' can be open to interpretation of others. -understand some abstract art is planned and some is random. Understand even in some random art some things are controlled - paint colour/type etc.	-Research embroidery designs from around the world, including the Bayeux Tapestry and why history is depicted in this way. -Know how to make felt Know how to layer felt.	-Know about the importance of accurate observational drawing -Experiment with sketching animals and plants -Use pen and ink to add line and tone to drawings of animals, plants or landscapes
Key Skills	-Observational drawing	-use paint where the brush does not touch the paper. Explore how different paints can create different patterns	-Develop sketch books -Develop artistic/visual vocabulary to discuss work -Make felt	-Use first hand observations using different viewpoints, developing more abstract representations

		<p>-look at how the brush can create different patterns without touching the paper.</p> <p>-express what paintings might mean to them and how this is different to others opinions.</p>	<p>-Develop individual and group collages, working on a range of scales</p> <p>- Use a range of stimulus for collage work, trying to think of more abstract ways of showing views</p> <p>-work as a group to create collaborative art</p>	<p>-Introduce perspective, fore/back and middle ground</p> <p>-Investigate proportions</p> <p>-Use a range of mediums on a range of backgrounds</p> <p>-Work indoors and outdoors</p> <p>-Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</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>Abstract, random vs planned, mood, feelings</p>	<p>Dye, felt, wool, material, textile</p>	<p>Tone, 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 clear end point.</p>	<p>Can I evaluate the work of an artist?</p> <p>Can I explain abstract art and give my opinion on it?</p> <p>Can I discuss aspects of abstract art I can control and aspects I can not?</p> <p>Can I explore marks made where the brush does not touch the paper?</p> <p>Can I explore my choice of colour and how this changes the feeling of abstract art?</p> <p>Can I create my own abstract art piece of work using a technique I have learned?</p>	<p>Can I evaluate the work of an artist?</p> <p>Can I use felting techniques?</p> <p>Can I plan my own Anglo Saxon frieze?</p> <p>Can I create individual pieces for collage?</p> <p>Can I attach pieces to create my art work?</p> <p>Can I finish my piece embroidery highlights?</p>	<p>Can I evaluate the work of an artist?</p> <p>Can I sketch using a variety of media?</p> <p>Can I explore light and dark?</p> <p>Can I use observational skills?</p> <p>Can I use pen and ink to add line and tone?</p> <p>Can I investigate perspective?</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	Does it Rain in Kenya?	Why do People Live Near Volcanoes?	Does Alaska need Saving?
		Colour	Abstract	Environmental Art
National Curriculum Objectives	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	Pupils should be taught to: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn 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.	Pupils should be taught: -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 -To know about great artists, architects and designers in history.	Pupils should be taught: -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 -To know about great artists, architects and designers in history.
Artist Focus	Vincent Van Gogh	Enfant Précoce Patrick Heron	Joan Mitchell Sir Frank Bowling	Agnes Dienes Olafur Eliasson
Key Knowledge	-Observational drawings of plants - sunflowers -Paint – wax resist -Print – 3D shapes -Junk model – flanges and hinges	Colour wheel to include only primary and secondary colours. Know warm and cool colours	- know that abstract art does not follow the art of realism -know that colour can express emotion but everyone feels the link differently -know that different tools can create different outcomes	-focus on how art can be used to express an opinion about the world around us. -look various artworks that express a political point of view -discuss how art can influence others
Key Skills		-Work from observation -Recognise and name primary and secondary colours. -Mix colours to make secondary colours. -Share colour charts to compare variations of the same colour. -Recognise cold and warm colours -Explore the relationship between mood and colour.	-experiment freely with tools including hands -experiment with variety of paint, noting the difference in results. -apply secondary layer to art work using alternative media - pastels, oils, charcoal	-form opinions about the world around them and express what they believe to be unjust or unfair. -debate the power of art to change the world -explain why art can sometimes have the greatest impact on the environment. -create art based on their own ideas for impact.

				-children to understand the power of colour in conveying a message.
Key Vocabulary	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint	Observe, Opinion, Colour, Primary, Secondary, Mix, Cold and warm colours, Mood , Artist, Artwork, Describe	Abstract, stimulus, emotion, layer, media	Opinion, environment, climate change, debate, discuss,
Sequence of Lessons	Led by children's interests and AFL. Sequenced to build upon prior knowledge with a clear end point.	Can I evaluate the work of an artist? Can I explore primary and secondary colours? Can I explain warm and cold colours? Can I explore the relationship between colour and mood? Can I create an artwork using knowledge of colour? - could link to warm	Can I evaluate the work of an artist? Can I experiment with a variety of tools? Can I explore different paint mediums and their results? Can I use stimulus for my art? Can I experiment with adding layers using other media to my art? Can I create my own abstract art?	Can I evaluate the work of an artist? Can I explore the power of art? Can I discuss my own feelings about the environment? Can I explore ways to convey a message? Can I plan my own protest art? Can I create my own protest art?

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Summer 1	The Great Outdoors Fun at the Seaside	Do I Know the History on My Doorstep?	Who Had the Power?	Crime and Punishment- Who Done It?
		Sculpture	Sculpture	Portraits
National Curriculum Objectives	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	Pupils should be taught 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.	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 by creating a sculpture with a range of materials - about great artists, architects and designers in history	Pupils should be taught: -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 -To know about great artists, architects and designers in history.
Artist Focus	Andy Goldsworthy	Niki de St Phalle (playground sculptures)	Barabara Hepworth Henry Moore	Emilio Villalba Armin Mersmann
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. Explore working with paint on different surfaces and in different ways i.e., coloured, sized, and shaped paper.	Know the difference between 2D and 3D – making links to sculpture. Know how to construct small simple structures. Experiment with different materials Know famous sculptors and their pieces	-To know about a variety of great sculptures -To know how to use a range of materials to create a sculpture	Children to know that portraits are not always a true representation of a person. Know that emotions can be expressed through portraits.
Key Skills	Explore working with paint on different surfaces and in different ways i.e., coloured, sized, and shaped paper. Symmetrical printing - butterflies as inspiration.	Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures. Investigate a range of different materials and experiment with how they can be connected together to form simple structures Look at sculptures and try to recreate them using everyday objects/range of materials	-Develop sketch books -Begin to experiment with a wider range of materials -Develop artistic/visual vocabulary to discuss work -Develop confidence with clay adding greater detail and texture -Add colour once clay is dried -Investigate ways of joining clay – scratch, slip and blend	Focus on individual facial features. Children to learn techniques for drawing/painting./shading eyes. Children to look at emotions expressed through the eyes. Children to create a variety of eye shapes - human and animal

		<p>Begin to form own 3D pieces</p> <p>Consider covering these with papier-mâché</p> <p>Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</p> <p>Look at sculptures by known artists and natural objects as starting points for own work</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>mould, sculpt, shape, bend, twist, roll, pinching, scratching, coiling.</p>	<p>Clay, texture, detail, scratch and slip, structure, bone dry, slab, leather hard, malleable, sculpture, joining, texture, scale</p>	<p>Sketch, tone, texture, emotion, light, dark, shape, blend</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>Can I evaluate the work of an artist? Can I explore clay techniques? Can I explore paper mache techniques? Can I evaluate my work and design my sculpture? Can I create my own sculpture using my chosen technique?</p>	<p>Can I evaluate the work of an artist? Can I experiment with clay techniques, creating pattern, detail and texture? Can I investigate methods of joining clay? Can I design a sculpture? Can I create a sculpture including applying colour?</p>	<p>Can I evaluate the work of an artist? Can I explore shading with variety of pencils? Can I experiment with eye shapes and colours? Can I change emotions through eyes? Can I create light, shade and highlights using sketching? Can I create an 'eye portrait'?</p>

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Summer 2	The Great Outdoors Fun at the Seaside	Fire and Ice	Is Iceland a Frozen land?	What Journey Does a River Take?
		Painting	Environmental Art	Abstract
National Curriculum Objectives	<p>Development Matters</p> <p>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>Pupils should be taught to:</p> <ul style="list-style-type: none"> -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. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> -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 -To know about great artists, architects and designers in history. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> -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 -To know about great artists, architects and designers in history.
Artist Focus	Sandy Brown (Cornish artist)	Gustav Klimt (oil) Turner (watercolour)	Thirza Schalapp	Kandinsky Sonia Delaunay
Key Knowledge	Malleable materials – pottery/sculpture Junk model – moving parts	<p>Understand how different paints create different outcomes.</p> <p>Learn how to clean and take care of paints/brushes depending on the paint used.</p> <p>Know how to mix colours using different paints.</p>	<p>Be able to discuss concerns facing the world.</p> <p>Discuss how materials are used up within the world</p> <p>Know that materials are finite</p>	<p>explore how artists use music to influence their art in abstract</p> <p>acquire knowledge and skills to experiment, invent and create their own works of art, craft and design.</p> <p>to understand the nature of abstract art.</p> <p>discuss how abstract art can be used as representation.</p>
Key Skills		<p>Develop artistic/visual vocabulary to discuss work</p> <p>Begin to suggest improvements to own work</p> <p>Experiment with a wider range of materials</p> <p>Draw using a variety of tools and surfaces</p>	<p>Create art from found objects.</p> <p>Apply knowledge of shape and colour to create an artwork from found objects.</p> <p>Work within a group to create a collaborative piece</p>	<p>Use a variety of brushes and experiment with ways of marking with them</p> <p>Present work in a variety of ways</p> <p>Develop artistic/visual vocabulary to discuss work</p> <p>to explore movement and create art based on it.</p>

		Present work in a variety of ways		
Key Vocabulary	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint	Watercolour, acrylic paint, oil paint Thin brush, thick brush	Environment, resources, recycling, message,	Emotion, colour, movement, random, music, sound, synthesis
Sequence of Lessons	Led by children's interests and AFL. Sequenced to build upon prior knowledge with a clear end point.	Can I evaluate the work of an artist? Can I explain painting? Can I explore paint texture including changing the texture? Can I explore different brushes? Can I create my own painting?	Can I explore the work of an artist? Can I discuss the impact of resources on our world? Can I use art to highlight a message? Can I collect objects to create art? Can I work with others to create ideas? Can I create art using found (unnatural) objects?	Can I evaluate the work of an artist? Can I explore music and how it makes me feel? Can I express these emotions through movement? Can I express emotions through the use of paint on the larger scale? Can I create my own piece of art based on music of my choice?