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| **Pendeen ART AND DESIGN (WITHIN EXPRESSIVE ARTS and DESIGN) SCOPE, CONTENT and SEQUENCING EYFS Year A** |
| Year Group: RYear A | Half term: Autumn 1 | SCOPE: Colour PicassoSelf Portrait | CONTENT / INTENT: Children are able to recognise and name colours.Children experiment with mixing colours and understand we can mix 2 primary colours to make a new colour eg red and blue make purple.Children are able to choose colours for a purpose and explore using colours in different ways  |
| **Prior Learning**Create closed shapes with continuous lines, and beginto use these shapes to represent objects.Draw with increasing complexity and detail, such asrepresenting a face with a circle and including detailsBegin to explore colour and colour-mixing. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**Recognise Cubism artwork by PicassoIdentify some obvious features of CubismExplore Cubism by moving facial features to change the picture | **Knowledge:**Name the primary colours as red green and blue Explore colour mixing to create different shades of coloursExplore colour mixing to create skin colours | **Knowledge:**Name the primary colours as red green and blueExplore mixing primary colours to make a variety of new colours | **Knowledge:**Children can name the features of a faceChildren explore moving pictures of facial features around a template of a face to change how the face looks | **Knowledge:**Children are able to mix colours to make new coloursChildren add facial features to their painted face in order to create a Picasso style face | **Knowledge:**Children are able to choose colours for a purpose and explore using colours in the style of Cubism | to develop a wide range of art and design techniques in using colourto use drawing, painting and sculpture to develop and share their ideas, experiences and imagination |
| **Books/Stories** | **Success Criteria**Children identify Cubism as Picasso’s artworkChildren explain Cubism means moving shapes around to change the pictureChildren move facial features around to create a Cubism picture | **Success Criteria** Children are able to mix colours for a purposeChildren create a skin colour shade to mix and paint a a face (without features) | **Success Criteria**Children use pipettes and brushes to mix and make new colours for a purposeChildren can name the colours | **Success Criteria**Children name facial features: eyes, eyebrows, nose, mouth, ears | **Success Criteria**Children understand and are able to explain they are creating a self portrait in the style of Pablo Picasso | **Success Criteria**Children use their skills and knowledge to create a self portrait with facial features in the ‘wrong’ place, explaining moving the features as ‘Cubism’ |
| **Vocabulary:** colour names, colour mixing, bright colours, dark colours, light colours, primary colours, mix, bold, block, outline, fill, Pablo Picasso, Cubism, shapes |

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| **Pendeen ART AND DESIGN (WITHIN EXPRESSIVE ARTS and DESIGN) SCOPE, CONTENT and SEQUENCING EYFS Year A** |
| Year Group: RYear A | Half term: Autumn 2 | SCOPE: Printing Orla Kiely Wrapping Paper | CONTENT / INTENT: Children explore shape and colour in the form of making patterns.Children are able to make patterns using a variety of printing tools. Children begin to recognise and make repeated patterns. |
| **Prior Learning**Explore different materials freely, to develop theirideas about how to use them and what to make.Create closed shapes with continuous lines, and beginto use these shapes to represent objects.Show different emotions in their drawings andpaintings, like happiness, sadness, fear etc. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**Explore artwork that uses printed 2D shapes as a repeated patternExplore the artwork of Enid Marx and compare to Orla Kielys work saying phrases like “I like how Enid Marx has used…”  | **Knowledge:**Children are able to use 3D objects from around the classroom to press in paint and create a repeated pattern, experimenting with colour and printing  | **Knowledge:**Children explore creating repeated patterns using stampsChildren are able to copy a simple repeated pattern e.g. red, green, red, greenChildren begin to create their own repeated pattern | **Knowledge:**Children select tools based on their preference of the picture or effect the stamp makesChildren explore using Winter themed stamps to make a repeated pattern onto brown paper | **Knowledge:**Children select tools based on their preference of the picture or effect the stamp makesChildren explore using Winter themed stamps to make a repeated pattern onto brown paper | **Knowledge:**Children are able to use skills and knowledge from prior lessons to create artwork using the style of Orla Kiely and Enid MarxChildren can explain what ‘printing’ means and how to create a printed picture | copy an original print;use a variety of materials, e.g. sponges, fruit, blocks;demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; |
| **Books/Stories**  | **Success Criteria**Children can identify artwork they have seen by both Orla Kiely and Enid MarxChildren express likes and dislikes about artwork | **Success Criteria** Children use familiar objects to create a repeated pattern e.g. the feet of a plastic dinosaurChildren learn how to change the picture using different pressure on the prints | **Success Criteria**Children name coloursChildren use stamps to copy a simple repeated patternChildren explore creating their own repeated pattern | **Success Criteria**Children explore using stamps and express their likes and dislikesChildren understand the pressure needed to make a clear picture | **Success Criteria**Children explore using stamps and express their likes and dislikesChildren understand the pressure needed to make a clear picture | **Success Criteria**Children are able to create a printed picture for a purpose in the style of Orla KileyChildren explain how to print using paint and 3D objects / stamps |
| **Vocabulary:** stamp, print, press, printing, colours, shapes, pattern, repeated pattern, Orla Kiely, Enid Marx, 3D, paint, colour names |

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| **Pendeen ART AND DESIGN (WITHIN EXPRESSIVE ARTS and DESIGN) SCOPE, CONTENT and SEQUENCING EYFS Year A** |
| Year Group: RYear A | Half term: Spring 1 | SCOPE: Mixed Media CollageJane Davenport | CONTENT / INTENT: Children are able to use a variety of different media to create their own artwork e.g. using coloured paper, paper tissue, magazines etc.Children begin to explore using media to create different textures for a desired effect. |
| **Prior Learning**Explore different materials freely, to develop theirideas about how to use them and what to make.Develop their own ideas and then decide whichmaterials to use to express them.Join different materials and explore different textures | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**to understand what a collage isto identify artwork that has used collage as a skill | **Knowledge:**Children can use books and the internet to research a wild animal | **Knowledge:**Children are able to paint in different shades of one colourChildren create a background for a local landscape – painting for a purpose | **Knowledge:**Children add texture to their picture using paintChildren explore and select appropriate tools for changing effects | **Knowledge:**Children are able to draw a large outline of an animal Children begin to cut and stick pieces of paper to collage within the outlineChildren select colours and material for a purpose | **Knowledge:**Children understand how to ‘layer’ textures by using the collage skillChildren create artwork in the style of Jane Davenport | use a combination of materials that have been cut, torn and glued;sort and arrange materials;add texture by mixing materials; |
| **Books/Stories** | **Success Criteria**Children explain that collage is cutting and sticking small pieces of paper to make a larger picture.Children recognise artwork that has used the collage skill. | **Success Criteria** Children view artwork of collage animals and express likes and dislikesChildren research a wild animal and share 3 facts about them  | **Success Criteria**Children select and use appropriate colours of paint for a purpose e.g. shades of blue for the skyChildren create a painted background for their animal picture | **Success Criteria**Children use tools such as cotton wool balls to add white clouds or bubble wrap dipped in paint to add texture to the habitat | **Success Criteria**Children are able to select appropriate colours to cut and stick to their picture, keeping within the outline of the animal | **Success Criteria**Children explain they are adding a layer of texture to their pictureChildren create a collage of a favourite animal |
| **Vocabulary:** collage, cut, stick, glue, squares, pieces of paper, together, whole picture, painting, background, colour names, shades, texture, 3D, detail, draw, sketch, big, large, outline, layer, Jane Davenport |
| **Pendeen ART AND DESIGN (WITHIN EXPRESSIVE ARTS and DESIGN) SCOPE, CONTENT and SEQUENCING EYFS Year A** |
| Year Group: RYear A | Half term: Spring 2  | SCOPE: FormAntoni GaudiClay | CONTENT / INTENT: Children explore a variety of tools to sculpt using clay. Children explore changing shape and adding detail. Children make small sections of a picture using clay and piece together to create a larger picture e.g. the fins, tail, mouth and body/head of a fish |
| **Prior Learning**Explore different materials freely, to develop theirideas about how to use them and what to make.Develop their own ideas and then decide whichmaterials to use to express them.Join different materials for a purpose | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**Identify artwork by Antoni GaudiExplore putting smaller pieces together to create a larger picture | **Knowledge:**Children recognise mining is part of the history of Pendeen and our local communityChildren explore putting pieces of a Tin Mine puzzle together to create a large picture of a Tin Mine | **Knowledge:**Children explore using clay to mould and shape for a purpose | **Knowledge:** Children explore changing the shape of clay and moulding into a shape for a purposeChildren can make the house and engine stack of a tin mine to piece together | **Knowledge:**Children select paint colours for a purpose and paint their sculpture pieces | **Knowledge:**Children recognise that Antoni Gaudi creates clay artwork where small pieces fit together to make a large piece | use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;use a variety of techniques, e.g. rolling, cutting, pinching;use a variety of shapes, including lines and texture; |
| **Books/Stories** | **Success Criteria**Be able to recognise and identify artwork children have seen before by Antoni GaudiChildren use jigsaw puzzles to explore fitting pieces together to create a larger picture | **Success Criteria**Children name Geevor as their local tin mineChildren explore tin mine puzzles, noticing that smaller pieces make up the bigger piece  | **Success Criteria**Children can select tools appropriate to useChildren are able to carve and mould the clay into a particular desired shape  | **Success Criteria** Children can make the house and engine stack of a tin mine to piece together | **Success Criteria**Children use prior knowledge to mix and make new coloursChildren are able to paint, achieving a desired outcome | **Success Criteria**Every child in Reception creates a tin mine / man engine using smaller pieces of clay that are carefully moulded to form the desired shape and fit together to make the mine |
| **Vocabulary:** shape, bigger, smaller, round, soft, curve, straight, 3D, sculpture, clay, Antoni Gaudi, carve, cut, shape, mould, smaller pieces, larger picture |

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| **Pendeen ART AND DESIGN (WITHIN EXPRESSIVE ARTS and DESIGN) SCOPE, CONTENT and SEQUENCING EYFS Year A** |
| Year Group: RYear A | Half term: Summer 1 | SCOPE: PatternThetis Blacker | CONTENT / INTENT: Children have the opportunity to explore pattern through the decoration of textiles eg Batik. Children use existing knowledge of colour to add colourful patterns to materials.  |
| **Prior Learning**Explore colour and colour-mixingCreate a product for a purposeExplore making and changing patterns | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**Explore the work of Thetis Blacker, identifying the bright colours usedExplain that Thetis Blacker is famous for using the ‘Batik’ technique | **Knowledge:**Explore decorative flags from around the worldExplore decorative flags used in Cornwall e.g. on the promenade in PenzanceDraw / design a flag for school | **Knowledge:**Draw a design that can be added to a flag  | **Knowledge:**Explore using wax crayons to create pictures, patterns and writing onto paper | **Knowledge:**Line up design onto material ready to BatikUse wax resist sticks to trace design onto the fabricUse enough pressure to make bold lines | **Knowledge:**Children observe and find their artwork among their peers artwork in a collaborative flagChildren are able to explain how they used Batik to decorate a flag | experiment with a range of media by overlapping and layering in order to create texture, effect and colour;add decoration to create effect |
| **Books/Stories** | **Success Criteria**Children express their likes and dislikes of artwork by Thetis BlackerChildren explain Batik means using colourful wax to create a picture | **Success Criteria**  Children explain what the tie dying process involvesChildren explain how tie dye adds pattern to an item | **Success Criteria**Children are able to tie dye a plain white tshirt, creating patterns of different colours | **Success Criteria**Children are able to make a range of pictures and writing using wax crayons | **Success Criteria**Children are able to use Batik wax resist sticks to create their pattern onto a flag | **Success Criteria**Children take pride in their learning, finding their artwork among their peers collaborative, decorative flag |
| **Vocabulary:** colour, shape, pattern, wax, Batik, Thetis Blacker, bright, crayons, flags, decoration, material, line up, trace, wax resist, pictures, pressure, bold, lines, outline, team work,  |

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| **Pendeen ART AND DESIGN (WITHIN EXPRESSIVE ARTS and DESIGN) SCOPE, CONTENT and SEQUENCING EYFS Year A** |
| Year Group: RYear A | Half term: Summer 2  | SCOPE: Nature Sketching Cornish Wildlife / Feathers | CONTENT / INTENT: Children use their fine motor control to carefully draw for a purpose (eg learning to draw an animal, flower or person).  |
| **Prior Learning**Create closed shapes with continuous lines, and beginto use these shapes to represent objects.Draw with increasing complexity and detail, such asrepresenting a face with a circle and including details.Use drawing to represent ideas like movement orloud noises. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**Explore images of sketches and talk about what they noticeExpress likes and dislikes about artworkExplore drawing things they like outside e.g. a flower | **Knowledge:**Children are able to change the pressure of their pencil to create bold or faint linesChildren understand how to press lightly to shade part of a picture | **Knowledge:**Children are able to draw for longer periods of time with increased concentrationChildren notice details in objects or photographs and add the details to their larger picture | **Knowledge:**Children identify features of a birdChildren are able to name some local birdsChildren begin to draw the features of a bird onto a larger outline | **Knowledge:**Children are able to draw a bird, recognising what the bird needs in terms of features and detailChildren are able to talk about their picture with increasing confidence | **Knowledge:**Children are able to use drawing skills learnt to draw a feather found in the local environmentShare their creations, explaining theprocess they have used. | draw lines of varying thickness;use dots and lines to demonstrate pattern and texture;use different materials to draw, for example pastels, chalk, felt tips |
| **Books/Stories** | **Success Criteria**Children can say what they like and dislike about particular pieces of artworkChildren have a go at drawing something they like | **Success Criteria** Children change the pressure of their pencil appropriatelyChildren understand and talk about how they are changing their image | **Success Criteria**Children engage in drawing for longer periods of timeChildren add detail to their images e.g. the pollen of a flower | **Success Criteria**Children can identify some local birdsChildren identify features of a bird and add the detail to a larger outline of a pre-drawn bird head | **Success Criteria**Children are able to draw a bird from a photographChildren identify features and draw them with increasing detailChildren feel confident to draw | **Success Criteria**Children use drawing skills learnt to draw a feather from a bird in the local environment |
| **Vocabulary:** drawing, sketching, directions, darker, lighter, harder, softer, gentle, birds, common bird names, bird features (beak, eyes, feather, tail), pencil |