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| **Pendeen ART AND DESIGN (WITHIN EXPRESSIVE ARTS and DESIGN) SCOPE, CONTENT and SEQUENCING EYFS Year A** | | | | | | | |
| Year Group:  R  Year A | Half term: Autumn 1 | SCOPE: Colour  Picasso  Self 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 begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details  Begin 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 Picasso  Identify some obvious features of Cubism  Explore 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 colours  Explore colour mixing to create skin colours | **Knowledge:**  Name the primary colours as red green and blue  Explore mixing primary colours to make a variety of new colours | **Knowledge:**  Children can name the features of a face  Children 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 colours  Children 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 colour  to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination |
| **Books/Stories** | **Success Criteria** Children identify Cubism as Picasso’s artwork  Children explain Cubism means moving shapes around to change the picture  Children move facial features around to create a Cubism picture | **Success Criteria**  Children are able to mix colours for a purpose  Children 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 purpose  Children 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:  R  Year 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 their ideas about how to use them and what to make.  Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  Show different emotions in their drawings and paintings, 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 pattern  Explore 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 stamps  Children are able to copy a simple repeated pattern e.g. red, green, red, green  Children begin to create their own repeated pattern | **Knowledge:**  Children select tools based on their preference of the picture or effect the stamp makes  Children 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 makes  Children 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 Marx  Children 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 Marx  Children express likes and dislikes about artwork | **Success Criteria**  Children use familiar objects to create a repeated pattern e.g. the feet of a plastic dinosaur  Children learn how to change the picture using different pressure on the prints | **Success Criteria**  Children name colours  Children use stamps to copy a simple repeated pattern  Children explore creating their own repeated pattern | **Success Criteria**  Children explore using stamps and express their likes and dislikes  Children understand the pressure needed to make a clear picture | **Success Criteria**  Children explore using stamps and express their likes and dislikes  Children 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 Kiley  Children 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:  R  Year A | Half term: Spring 1 | SCOPE: Mixed Media Collage  Jane 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 their ideas about how to use them and what to make. Develop their own ideas and then decide which materials 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 is  to 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 colour  Children create a background for a local landscape – painting for a purpose | **Knowledge:**  Children add texture to their picture using paint  Children 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 outline  Children select colours and material for a purpose | **Knowledge:**  Children understand how to ‘layer’ textures by using the collage skill  Children 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 dislikes  Children 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 sky  Children 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 picture  Children 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:  R  Year A | Half term: Spring 2 | SCOPE: Form  Antoni Gaudi  Clay | 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 their ideas about how to use them and what to make. Develop their own ideas and then decide which materials 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 Gaudi  Explore putting smaller pieces together to create a larger picture | **Knowledge:**  Children recognise mining is part of the history of Pendeen and our local community  Children 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 purpose  Children 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 Gaudi  Children use jigsaw puzzles to explore fitting pieces together to create a larger picture | **Success Criteria**  Children name Geevor as their local tin mine  Children explore tin mine puzzles, noticing that smaller pieces make up the bigger piece | **Success Criteria**  Children can select tools appropriate to use  Children 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 colours  Children 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:  R  Year A | Half term: Summer 1 | SCOPE: Pattern  Thetis 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-mixing  Create a product for a purpose  Explore 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 used  Explain that Thetis Blacker is famous for using the ‘Batik’ technique | **Knowledge:**  Explore decorative flags from around the world  Explore decorative flags used in Cornwall e.g. on the promenade in Penzance  Draw / 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 Batik  Use wax resist sticks to trace design onto the fabric  Use enough pressure to make bold lines | **Knowledge:**  Children observe and find their artwork among their peers artwork in a collaborative flag  Children 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 Blacker  Children explain Batik means using colourful wax to create a picture | **Success Criteria**  Children explain what the tie dying process involves  Children 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:  R  Year 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 begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud 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 notice  Express likes and dislikes about artwork  Explore 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 lines  Children understand how to press lightly to shade part of a picture | **Knowledge:**  Children are able to draw for longer periods of time with increased concentration  Children notice details in objects or photographs and add the details to their larger picture | **Knowledge:**  Children identify features of a bird  Children are able to name some local birds  Children 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 detail  Children 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 environment  Share their creations, explaining the process 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 artwork  Children have a go at drawing something they like | **Success Criteria**  Children change the pressure of their pencil appropriately  Children understand and talk about how they are changing their image | **Success Criteria**  Children engage in drawing for longer periods of time  Children add detail to their images e.g. the pollen of a flower | **Success Criteria**  Children can identify some local birds  Children 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 photograph  Children identify features and draw them with increasing detail  Children 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 | | | | | | | |