|  |
| --- |
| **Pendeen Art and Design SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** |
| Year Group: 1 / 2Year A | Half term: Autumn 1 | SCOPE: Colour PicassoSelf Portrait | CONTENT / INTENT: Children can:* name the primary and secondary colours;
* experiment with different brushes (including brushstrokes) and other painting tools;
* mix primary colours to make secondary colours;
* add white and black to alter tints and shades;
 |
| **Prior Learning**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  | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**Recognise Cubism artwork by PicassoIdentify some obvious features of CubismCompare Picasso’s artwork to artwork by Andy Warhol | **Knowledge:**Children recognise and name facial featuresChildren move facial features around a face template in the Cubism style | **Knowledge:**Name the primary colours as red green and blueExplore mixing primary colours to make a variety of new colours | **Knowledge:**Children are able to sketch a face Children understand that 2 halves make a wholeChildren divide their face into 2 halves and begin to draw features onto small squares of paper | **Knowledge:**Children are able to mix colours to make new coloursChildren paint their facial features in a variety of bright colours | **Knowledge:**Children are able to choose colours for a purpose and explore using colours in the style of CubismChildren add their features to the face | use varied brush techniques to create shapes, textures, patterns and lines;mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;create different textures and effects with paint; |
| **Success Criteria**Children identify Cubism as Picasso’s artworkChildren explain Cubism means moving shapes around to change the pictureChildren discuss similarities and differences between artwork | **Success Criteria** Children name facial features: eyes, eyebrows, nose, mouth, earsChildren are able to create a Cubism style face moving features around the face | **Success Criteria**Children use pipettes and brushes to mix and make new colours for a purposeChildren can name the colours | **Success Criteria**Children know 2 halves make a wholeChildren can sketch a faceChildren draw facial features onto small pieces of paper | **Success Criteria**Children understand and are able to explain they are creating a self portrait in the style of Pablo PicassoChildren add brightly coloured facial features in the Cubism style | **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:** primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. |

|  |
| --- |
| **Pendeen Art and Design SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** |
| Year Group: Year 1/2Year A | Half term: Autumn 2 | SCOPE: Printing Orla Kiely Wrapping Paper | CONTENT / INTENT: 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; |
| **Prior Learning**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. | 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 are able to apply appropriate pressure to make a repeated pattern using existing stamps and paintChildren are able to design and draw their own stamps using Winter as inspiration | **Knowledge:**Children are able to create a stamp which will be used to print | **Knowledge:**Children are able to create a repeated pattern using their own design of stamp | **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 | use more than one colour to layer in a print;replicate patterns from observations;make printing blocks;make repeated patterns with precision |
| **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. numicon, pencil pots, plastic animalsChildren learn how to change the picture using different pressure on the prints | **Success Criteria**Children learn how to use stamps to print with adequate pressureChildren use Winter inspiration to design own stamps  | **Success Criteria**Children use Winter inspiration to design and make 2 stamps out of cardboard | **Success Criteria**Children create Christmas wrapping paper using their stamp gently dipped into paint and pressed against paper creating a printed effect in repeated pattern  | **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, colour, printmaking, woodcut, relief printing, objects. |

|  |
| --- |
| **Pendeen Art and Design SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** |
| Year Group: Year 1/2Year A | Half term: Spring 1 | SCOPE: Mixed Media CollageJane Davenport | CONTENT / INTENT: * use a combination of materials that have been cut, torn and glued;
* sort and arrange materials;
* add texture by mixing materials;
 |
| **Prior Learning**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. | 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 understand how to and are able cut, arrange and fix coloured paper chosen and arranged for a purpose to create an image | **Knowledge:**Children can choose colours for a purposeChildren select appropriate materials and tear into strips / small pieces in preparation to collage an animal | **Knowledge:**Children are able to draw a simple large outline of an animalChildren are able to select appropriate materials to cut, arrange and fix – beginning to collage | **Knowledge:**Children are able to add ‘layers’ of texture to their picture, understanding how to change the texture and overall appearance of the picture | **Knowledge:**Children understand how to create a 3D effect to their picture, carefully selecting materials to change the overall appearance and textureChildren create artwork in the style of Jane Davenport | select colours and materials to create effect, giving reasons for their choices;refine work as they go to ensure precision;learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; |
| **Success Criteria**Children explain that collage is cutting and fixing small pieces of paper to make a larger picture.Children recognise artwork that has used the collage skill. | **Success Criteria** Children are able to cut and fix paper to create a purposeful picture e.g. a flower | **Success Criteria**Children select and use appropriate coloured paper, preparing to use for a collage | **Success Criteria**Children select materials appropriately in order to begin a collage of an animal | **Success Criteria**Children are able to select appropriate colours to cut and stick to their picture, keeping within the outline of the animalChildren are able to add layers to create different textures | **Success Criteria**Children explain how they created their imageChildren create a collage of a favourite animal |
| **Vocabulary:** collage, squares, gaps, mosaic, features, cut, place, arrange, layer, Jane Davenport, 3D, fix, arrange, place, texture |

|  |
| --- |
| **Pendeen Art and Design SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** |
| Year Group: Year 1/2Year A | Half term: Spring 2  | SCOPE: FormAntoni GaudiClay | CONTENT / INTENT: 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; |
| **Prior Learning**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 | 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 are able to draw a tin mine and label which pieces will be separate, ready to piece together to make a sculpture | **Knowledge:**Children explore using clay to mould and shape for a purpose (experimenting to create different shapes and textures) | **Knowledge:**Children explore changing the shape of clay and moulding into a shape for a purpose – a tin mineChildren make smaller pieces of a tin mine which piece together to make a large tin mine | **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 | cut, make and combine shapes to create recognisable forms;use clay and other malleable materials and practise joining techniques;add materials to the sculpture to create detail; |
| **Books/Stories** | **Success Criteria**Be able to recognise and identify artwork children have seen before by Antoni GaudiChildren are able to piece together smaller pieces of a picture to create a large picture | **Success Criteria**Children name Geevor as their local tin mineChildren draw a tin mine and label with the view of creating a sculpture in the style of Antoni Gaudi  | **Success Criteria**Children can select tools appropriate to useChildren are able to change the shape, texture and surface of the clay  | **Success Criteria** Children can make a tin mine by creating smaller pieces out of clayChildren are able to carefully shape their clay so it is recognisable as a tin mine | **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 Y1/2 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**: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. |

|  |
| --- |
| **Pendeen Art and Design SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** |
| Year Group: Year 1/2Year A | Half term: Summer 1 | SCOPE: PatternThetis Blacker | CONTENT / INTENT: experiment with a range of media by overlapping and layering in order to create texture, effect and colour;add decoration to create effect |
| **Prior Learning**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. | 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 a range of decorative flagsDraw / design a flag for school that will use Batik wax using a seaside theme e.g. seahorse and seaweed | **Knowledge:**Explore using wax crayons to create a sample of their seaside design | **Knowledge:**Explore using wax resist crayons on a sample piece of fabricChildren are able to say what worked well and what they could do differently to achieve a desired effect | **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 | select appropriate materials, giving reasons;use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;develop skills in stitching, cutting and joining; |
| **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 are able to design and draw a seaside image that will be created using Batik wax | **Success Criteria**Children are able to plan and practise using wax to create an example of their seaside picture | **Success Criteria**Children are able to explore using Batik wax, creating a small imageChildren evaluate their work to improve next session | **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:** textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. |

|  |
| --- |
| **Pendeen Art and Design SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** |
| Year Group: Year 1/2Year A | Half term: Summer 2  | SCOPE: Nature Sketching Cornish Wildlife / Feathers | CONTENT / INTENT: 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 |
| **Prior Learning**Children use their fine motor control to carefully draw for a purpose (eg learning to draw an animal, flower or person). | 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 artworkDraw an object in nature with increasing detail | **Knowledge:**Children are able to change the pressure of their pencil to create the illusion of different textures on a page | **Knowledge:**Children are able to draw lines of varying thickness | **Knowledge:**Children identify features of a birdChildren are able to name a variety of local birdsChildren begin to sketch a bird from a photograph | **Knowledge:**Children are able to use knowledge of shading and sketching in order to draw something they see in nature e.g. a flower or animal | **Knowledge:**Children are able to use knowledge of shading and sketching in order to draw something they see in nature e.g. a flower or animal | experiment with showing line, tone and texture with different hardness of pencils;use shading to show light and shadow effects;use different materials to draw, e.g. pastels, chalk, felt tips;show an awareness of space when drawing; |
| **Success Criteria**Children can say what they like and dislike about particular pieces of artworkChildren are able to add more detail to their pictures, noticing smaller details in real life | **Success Criteria** Children change the pressure of their pencil appropriatelyChildren can add shadows and shading to their image | **Success Criteria**Children explore using a variety of pencils to create lines of different thickness | **Success Criteria**Children can identify some local birdsChildren identify features of a bird and begin to sketch using a photograph as guidance | **Success Criteria**Children increase in confidence using pencils for a purposeChildren able to draw an animal or flower paying attention to size  | **Success Criteria**Children increase in confidence using pencils for a purposeChildren able to draw an animal or flower paying attention to size  |
| Vocabulary: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline |