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| **Pendeen Art and Design SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** |
| Year Group: 1/2Year B | Half term: Autumn 1 | SCOPE: Colour Andy WarholPop ArtSelf Portrait | CONTENT / INTENT: * 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 eg bright, bold colours for Andy Warhol. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**Recognise the artwork of Andy WarholUnderstand that Pop Art is a burst of bright block coloursCompare the work of Andy Warhol to another self portrait artist Pablo Picasso | **Knowledge:**Explore using multiple colours to fill separate areas of a picture | **Knowledge:**Children recognise the features of a faceChildren begin learning how to draw a self portrait using a mirror and photo of themselves | **Knowledge:**Children recognise and name both primary and secondary coloursChildren are able to use primary colours to mix and make secondary colours | **Knowledge:**Children are able to use bright colours to paint in the style of Pop Art by Andy WarholChildren experiment using different brushes to change the effect of their painting | **Knowledge:**Children are able to choose colours for a purpose and explore using colours in different ways eg bright, bold colours for Andy Warhol. | 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 are able to identify artwork created by Andy Warhol that they have seen beforeChildren can explain that pop art uses bright coloursCompare 2 artists | **Success Criteria** Children are able to fill inside outlines shapes with a variety of colours, giving reasons for choices | **Success Criteria**Children can name eyes, ears, mouth, nose, hair, eyebrows.Children can use a photo of themselves to draw their own face, paying more attention to details | **Success Criteria**Children name primary and secondary coloursChildren explain and model how to mix primary colours to make secondary colours – children call this a pallet | **Success Criteria**Children explain how they are creating a self portrait like Andy WarholChildren talk about their artwork using key vocab linked to Pop ArtChildren use a range of brushes to change effect | **Success Criteria**Children use their skills and knowledge to create a self portrait in the style of Andy Warhol.Children are confident in mixing and using colour. |
| **Vocabulary:** primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. |

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| **Pendeen Art and Design SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** |
| Year Group: 1/2Year B | Half term: Autumn 2 | SCOPE: Printing John DyerLandscape | 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:**Recognise the artwork of John DyerCompare and contrast artwork of Andy Warhol and John Dyer – children know Andy Warhol creates brightly coloured block paintings and John Dyers are printed rather than using brushes and are more realistic in colour | **Knowledge:**Children understand John Dyer creates artwork by block printingChildren explore different resources for printing, choosing a preferred materialChildren are able to design and make their own shaped sponges to create their own prints  | **Knowledge:**Children can link relevant colours to the season Winter e.g. shades of blue and whiteChildren are able to create a Winter background using colours chosen for a purpose | **Knowledge:**Children are able to evaluate their own stamps for printingChildren refine their stamps for effective printingChildren know how much pressure to apply for an accurate print | **Knowledge:**Children are able to apply repeated prints to a background in the style of John DyerChildren explain how they have achieved the printed pattern | **Knowledge:**Children are able to use skills and knowledge from prior lessons to create artwork using the style of John DyerChildren can explain what ‘printing’ means and how to create a printed picture | use more than one colour to layer in a printreplicate patterns from observationsmake printing blocksmake repeated patterns with precision  |
| **Success Criteria**Children can identify artwork they have seen by John DyerChildren compare confidently | **Success Criteria** Children explain the process of printingChildren can print using a range of techniquesChildren create their own sponge for printing | **Success Criteria**Children explain the key features of WinterChildren use appropriate colours to create a Winter background | **Success Criteria**Children use their own print to press into paint and apply to paper in a purposeful manner | **Success Criteria**Children create their own printed artwork using inspiration from John DyerChildren are able to talk about their artwork | **Success Criteria**Children are able to create a printed picture in the style of John DyerChildren explain how to print using paint and 3D objects / stamps |
| **Vocabulary:** colour, shape, printing, printmaking, woodcut, relief printing, objects. |

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| **Pendeen Art and Design SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** |
| Year Group: 1/2Year B | Half term: Spring 1 | SCOPE: CollageVan GoghStarry NightLocal landscape | 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:**Children explore the skill of ‘collage’ by exploring cutting and sticking different shapes together to create a patternChildren explore changing pattern or texture | **Knowledge:**Children recognise artwork by Van GoghChildren are able to recognise photos of landscapes from Cornwall | **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 are able to draw around a large template outline to add a key feature to their local landscapeChildren choose material colours and textures for a purpose | **Knowledge:**Children understand that adding texture to a picture changes how the overall picture looks | **Knowledge:**Children understand how to ‘layer’ textures by using the collage skillChildren create artwork in the style of Van Gogh landscape Starry Night | 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 are able to explore the ‘collage’ technique by cutting coloured paper and sticking for a purpose, whether to create a specific picture, pattern or texture | **Success Criteria** Children identify and name the artwork Starry Night by Van GoghChildren recognise and sort between landscapes and label recognisable features of local places | **Success Criteria**Children select and use appropriate colours of paint for a purpose e.g. red and pink for a sunsetChildren create their own local landscape using paint | **Success Criteria**Children understand the landmark needs a large outline to fill with collageChildren choose materials for a purpose, sorting and arranging on the page | **Success Criteria**Children are able to select appropriate colours to cut and stick to their picture, changing the texture of the artwork in a detailed fashionChildren recognise this skill and name it ‘collage’ | **Success Criteria**Children explain they are adding a layer of texture to their pictureChildren create a collage of a local landscape using inspiration from Van Goghs Starry Night |
| **Vocabulary:** collage, squares, gaps, mosaic, features, cut, place, arrange, layer. |

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| **Pendeen Art and Design SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** |
| Year Group: 1/2Year B | Half term: Spring 2  | SCOPE: FormBarbara HepworthClay | 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 (eg holes for Barbara Hepworth) | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**Identify artwork by Barbara HepworthDesign a product for a purpose in the style of Barbara Hepworth eg a fruit bowl | **Knowledge:**Children explore using a range of materials to sculpt with; straw, card, vine / withies, leaves, wreaths etc | **Knowledge:**Children explore using appropriate clay tools to change the shape of clay for a purposeChildren explore making holes in clay using tools appropriately | **Knowledge:**Children explore using appropriate clay tools to add texture and detail | **Knowledge:**Children use their prior knowledge and experience to create a sculpture in the style of Barbara Hepworth | **Knowledge:**Children select paint colours for a purpose and paint their sculpture  | 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 |
| **Success Criteria**Be able to recognise and identify artwork children have seen before by Barbara HepworthExplain that sculpture is a form of artDesign a purposeful sculpture | **Success Criteria**Children can use a range of material to alter the shape and look of the material usedChildren say which material they enjoy working with most and least and explain reasoning | **Success Criteria**Children can select tools appropriate to use and use with increasing controlChildren are able to change the shape of the clay using a variety of techniques – rolling, cutting, pinching | **Success Criteria**Children can select tools appropriate to useChildren can change the appearance and texture of the clay, including by carving lines and altering the exterior texture | **Success Criteria**Children create a purposeful sculptureChildren use inspiration from Barbara Hepworth to change the shape of the sculpture, adding famous holes | **Success Criteria**Children use prior knowledge to mix and make new coloursChildren are able to paint, achieving a desired outcomeChildren explain the process of what they have made, referencing Barbara Hepworths work |
| **Vocabulary:** sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.  |

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| **Pendeen Art and Design SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** |
| Year Group: 1/2Year B | Half term: Summer 1 | SCOPE: PatternTie DyeSeasalt | CONTENT / INTENT: * show pattern by weaving;
* use a dyeing technique to alter a textile’s colour and pattern;
* decorate textiles with glue or stitching, to add colour and detail
 |
| **Prior Learning**Children have the opportunity to explore pattern through the decoration of textiles eg tie dye. 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 local artist Poppy Treffry and look for inspiration for own creationsDesign a bag in the style of local shop Seasalt | **Knowledge:**Understand what tie dying involvesChildren explore the Tie Dye skill by practising Tie Dye on scraps of material – children will evaluate before dying their own product | **Knowledge:**Explore using the tie dye skill to create a pattern of different colours onto a bag | **Knowledge:**Be able to use fabric pens to add patterns and writing to fabric | **Knowledge:**Children are able to use sewing to add embellishments to their bag | **Knowledge:**Children create a bag in the style of Poppy Treffry and Cornwall’s Seasalt companyChildren explain the process of Tie DyeChildren evaluate their product | 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 talk about work of Poppy Treffry and Seasalt, giving respectful opinions.Children explain Tie Dye process.Children design and draw their own bag. | **Success Criteria** Children talk about the process of Tie DyingChildren experience and evaluate Tie Dying | **Success Criteria**Children are able to tie dye their final product (a bag) using experience from prior learning | **Success Criteria**Children are able to write their name and draw patterns using fabric pens | **Success Criteria**Use funky finger fine motor activities to practise the ‘in and out’ movement of stitchingChildren embellish fabric with increasing detail | **Success Criteria**Children talk about the process of making their patterns with appropriate vocabChildren evaluate their bag to help with future makes |
| **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 B KEY STAGE 1** |
| Year Group: 1/2Year B | Half term: Summer 2  | SCOPE: Nature Sketching Kurt Jackson | 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 artwork created by local artist Kurt JacksonExpress respectful opinions about artworkExplore drawing still life in the room | **Knowledge:**Children explore using a range of art resources to draw; pastels, chalk, felt tips, pencils | **Knowledge:**Children understand they can change the effect of a drawing by pressing harder for darker lines or pressing lighter to draw lightly coloured lines | **Knowledge:**Children draw still life objects with increasing detailChildren begin to understand how to add shade to a picture by using pencils at an angle that allows light pencil colour to be added to a picture | **Knowledge:**Children are able to add more detail by engaging for longer periods of time on their drawingChildren observe finer details and add them with increasing attention for detailChildren use dots and lines to add and alter patterns and texture | **Knowledge:**Children are able to use drawing skills learnt to draw flowers in the local environment Share their creations, explaining theprocess they have used. | 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 are developing their preferred sense of style and taste in artworkChildren draw a still life object in the room | **Success Criteria** Children can use a range of materials appropriately, learning how to use each one effectively  | **Success Criteria**Children practise sketching by exploring how to hold the pencil in different ways to create different colours e.g. darker and lighter | **Success Criteria**Children are able to add simple shading to a picture by holding their pencil at an angle that allows them to colour softlyChildren compare their still life to their first | **Success Criteria**Children pay close attention to detail and talk about which resources will add the detail effectivelyChildren use a fine liner, felt tip or pencil to add dots and dashes to add pattern or texture | **Success Criteria** Children use drawing skills to find flowers they like in the local environment and draw them with the support of local artist Kurt Jackson |
| Vocabulary: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. |