**Art**

**Knowledge and Skills Sequencing**

**Y1 – Summers**

| **Unit Title** | **Required prior learning (ELG)** | **Key learning** | **Lesson Sequence** |
| --- | --- | --- | --- |
| Drawing: Making your mark | * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function * Share their creations, explaining the process they have used; | * Know that drawing tools can make different marks * Know that you can draw different types of lines * Know that different marks can be used to represent the texture of objects | 1. Exploring line 2. Making waves 3. Experimenting with media 4. Mark making 5. Drawing from observation |
| Painting and mixed media: Colour splash | * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function * Share their creations, explaining the process they have used; | * Know that the primary colours are red, yellow and blue * Know that primary colours can be mixed to make secondary colours * Know that a pattern is a design in which shapes, colours or lines are repeated | 1. Making colours 2. Painting with colour 3. Printing with paint 4. Exploring colour mixing 5. Clarice Cliff plates |
| Sculpture and 3D: Paper play | * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function * Share their creations, explaining the process they have used; | * Know that we can change paper from 2D to 3D by folding, rolling and scrunching it * Know that three dimensional art is called sculpture | 1. Tube towers 2. 3D drawings 3. Tree of life 4. Giant spider moth model (part 1) 5. Giant spider moth model (part 2) |
| Craft and design: Woven wonders | * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function * Share their creations, explaining the process they have used; | * Know that art can be made in different ways. * Choose, measure, arrange and fix materials. * Explore plaiting, threading and knotting techniques. * Learn how to weave. * Combine techniques in a woven artwork | 1. Is it art? 2. Wool wrapping 3. Exploring thread 4. Warp and weft 5. Fibre art |
| Local Study: Alfred Wallis | * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function * Share their creations, explaining the process they have used; | * Know the names of some local, Cornish artists * Learn about the life and work of Alfred Wallis * Compare the work of Alfred Wallis to others artists | 1. Local artists 2. Alfred Wallis 3. Sea,ports and boats 4. Paint a seascape 5. Compare work of artists |

**Y2 – Pendower**

| **Unit Title** | **Required prior learning** | **Key learning** | **Lesson Sequence** |
| --- | --- | --- | --- |
| Drawing- tell a story | Experiment with a range of mark-making techniques | Use relevent language to describe texture  Describe and then draw shapes that make up an object | 1. charcoal mark making 2. creating texture 3. my toy story 4. creating characters 5. Tell a story |
| 3D sculptures | To know we can change paper from 2D to 3D by folding, rolling and scrunching it. | Flatten and smooth clay  roll a smooth surface  join clay shapes together  impress objects into the clay surface  Make a basic pinch pot | 1. Exploring clay 2. pinch pots 3. Applying skills in clay 4. Designing a tile 5. House tiles |
| map it out | * Know that art can be made in different ways. * Choose, measure, arrange and fix materials. * Explore plaiting, threading and knotting techniques. | Make choices about which details from their map to include in a stained glass. Cut cellophane shapes with care and arrange them into a pleasing composition.  Design a print with simple lines and shapes, making improvements as they work. Follow a process to make and print from a polystyrene tile.  Choose a favourite artwork, justifying their choice.  Annotate their favourite artwork with relevant evaluation points. | 1. creative journey 2. making felt 3. abstract maps 4. print possibilities 5. gallery experiences |
| local study  John Dyer | * Know the names of some local, Cornish artists * Compare the work of Alfred Wallis to others artists | Know the names of some local, Cornish artists.  Learn about the life and work of John Dyer.  Create art in the style of John Dyer. | 1. Who is John Dyer? 2. compare work from artists 3. John Dyer visit 4. Plan an art piece 5. Create an art piece in the style of John Dyer. |
| painting  life in colour | * Know that the primary colours are red, yellow and blue * Know that primary colours can be mixed to make secondary colours * Know that a pattern is a design in which shapes, colours or lines are repeated | Name the primary and secondary colours.  Talk about the colour changes they notice and make predictions about what will happen when two colours mix.  Describe the colours and textures they see.  Try different tools to recreate a texture and decide which tool works best. Show they can identify different textures in a collaged artwork.  Apply their knowledge of colour mixing to match colours effectively. Choose collage materials based on colour and texture. | 1. colour magic 2. texture hunt 3. making textures 4. collage creation 5. developing detail |
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**Y3/Y4 - Porthcurnick**

| **Unit Title** | **Required prior learning** | **Key learning** | **Lesson Sequence** |
| --- | --- | --- | --- |
| Drawing - Growing artists  Y3 | * Recognise geometric shapes * tearing and cutting skills | * Use shapes to help me draw * Create tone by shading - one direction, no gaps, neat edges, smooth tones * Use pencil correctly - flat and further up to shade * Create texture by rubbing, frottage * Using a viewfinder, draw a framed selection onto a large scale | 1. See like an artist  2.Shading  3. Texture pictures  4. Botanical drawing  5. Abstract flowers |
| Painting and mixed media  Y3 | * Apply using geometric shapes to draw | * Experiment with charcoal * Scale up a drawing * Blend charcoal to create tone, form and shape * Explore how natural products produce pigments * Apply painting skills to create a collaborative artwork | 1.Exploring prehistoric art  2. Charcoal animals  3. Prehistoric palette  4. Painting on a cave wall  5. Hands on cave wall |
| Sculpture  (local art study) | * 2D and 3D shapes * What sculpture is | * Use tools and hands to shape and carve a sculpture | 1. Artist page Barbara Hepworth  2. Visit to Tate and garden  3. Soap sculptures |
| Painting and mixed media  Light and dark  Y4 | * Primary and secondary colours * Mixing paints * Keeping a clean water pot * Using a paintbrush | * Use black and white to create shades and tints and 3D effects * Different painting techniques * Consider proportion and composition to plan a still-life | 1. To create tints and shades  2. to use tints and shades to create 3D effects  3. Painting techniques  4. Composition  5. Still Life |
| Craft and design Y4 Fabric of Nature | * Using a view finder * Use tracing paper * symmetry | * Understand starting points in a design process and create a mood board * Create a pattern using a drawing * Create a repeating pattern * Consider how designs can be used for a product | 1. Inspired by the rainforest  2. One picture, four views  3. Creating patterns  4. Repeating patterns  5. Fabric design |
| Sculpture Abstract Space and Shape  Y3 | * What is sculpture? | * Join 2D shapes to make 3D shapes * To join materials in different ways in 3D * Use drawings to plan a sculpture * Add texture and colour to the surfaces of my sculpture | 1. Sculptural shapes  2. Constructing in 3D  3. Seeing space  4. Abstract sculpture  5. Surface decoration |

**Y4/Y5 - Portholland**

| **Unit Title** | **Required prior learning** | **Key learning** | **Lesson Sequence** |
| --- | --- | --- | --- |
| Sculpture: Interactive Installation (Y5) | * Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other * Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. | * To know that an art installation is often a room or environment in which the viewer ‘experiences’ the art all around them. * To know that the size and scale of three-dimensional art work changes the effect of the piece. * To know how to create texture on different materials. | 1. What is installation art? 2. Space and scale 3. Everyday amazing 4. Creative concepts 5. Viewer experience |
| Painting and mixed media: portraits (Y5) | * Share their ideas about a painting. * Describe the difference between a tint and a shade. * Mix tints and shades by adding black or white paint. | * To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. * To know that different marks and lines can be used to create specific effects. * To know that artists create pattern to add expressive detail and texture to art works. | 1. Poem portrait 2. Developing drawings 3. Self portraits 4. Changing faces 5. Mixed media portraits |
| Local study |  |  |  |
| Drawing: power prints (Y4) | * Use simple shapes to form the basis of a detailed drawing. * Use shading to demonstrate a sense of light and dark in their work. * Shade with a reasonable degree of accuracy and skill. * Make considered cuts and tears to create their ideas. | * To know how to use basic shapes to form more complex shapes and patterns. * To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. * To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. * To know that tone can be used to create contrast in an artwork. | 1. 3D pencil drawings 2. Sense of proportion 3. Drawing with scissors 4. Wax resist 5. Power prints |
| Sculpture: mega materials (Y4) | * Make a structure that holds its 3D shape. * Explain in simple terms the difference between 2D and 3D art. * Combine shapes together to make an interesting free-standing sculpture. * Try out more than one way to create joins between shapes. * Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). * Choose appropriate methods for joining elements in their sculptures. | * To know that simple 3D forms can be made by creating layers, by folding and rolling materials. * To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). | 1) From 2D to 3D  2) Soap sculptures  3) Working with wire  4) Shadow sculptures  5) Recycle and recreate |
| Ancient Egyptian Scrolls (Y3) | * Design a print with simple lines and shapes, making improvements as they work. * Annotate their favourite artwork with relevant evaluation points. * Take an active part in decisions around how to display their artworks in the class gallery. | * To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. | 1 Exploring Ancient Egyptian art  2. Designing scrolls  3. Making paper  4. Scroll making  5. Zines |
| Craft and design: architecture (Y5) | * Create drawings that replicate a selected image. * Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. Identify and explain where a pattern repeats. * Use sketchbooks to evaluate | * Sketch a house from first-hand or second-hand observation. * Notice small details to incorporate into the drawing by observing. * Purposefully evaluate their work, demonstrating what went well and what could be improved. * Explain choices and give constructive feedback to others about their monument designs. | 1. Observational drawing – houses 2. House monoprint 3. Be an architect 4. Friedensreich Hundertwasser 5. Monument |

**Y5/Y6 - Porthluney**

| **Unit Title** | **Required prior learning** | **Key learning** | **Lesson Sequence** |
| --- | --- | --- | --- |
| Drawing: I need space | * To know how to use basic shapes to form more complex shapes and patterns. * To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. * To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. * To know that tone can be used to create contrast in an artwork. | * To know that different marks and lines can be used to create specific effects. * To know how to create texture on different materials. * To know that prints need contrast between light and dark areas to make the image visible. | 1. Space imagery 2. Drawing decisions 3. Teis Albers 4. A vision of the future 5. Revisiting ideas |
| Painting: artist study | * To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. * To know that different marks and lines can be used to create specific effects. * To know that artists create pattern to add expressive detail and texture to art works. | * To know that pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. * To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. | 1. David Hockney 2. Paula Rego 3. John Singer Sargaent: The Front Line 4. Frank Bowling 5. Lubaina Himid 6. Research and planning 7. Making art |
| Sculpture: making memories | * To know that an art installation is often a room or environment in which the viewer ‘experiences’ the art all around them. * To know that the size and scale of three-dimensional art work changes the effect of the piece. * To know how to create texture on different materials. | * To know that the surface textures created by different materials can help suggest form in two-dimensional art work. * To know how an understanding of shape and space can support creating effective composition. * To know how line is used beyond drawing and can be applied to other art forms. * To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. | 1. Exploring self 2. Relief sculptures 3. Memory museum 4. Memory sculpture 5. Complete and reflect |
| Craft: photo opportunity | * Understand what composition is. | * To know that a ‘monochromatic’ artwork uses tints and shades of just one colour. | 1. Photomontage 2. Macro photography 3. Digital art 4. Recreating paintings 5. Self portraits |
| Drawing: make my voice heard | 1. To know that different marks and lines can be used to create specific effects. 2. To know how to create texture on different materials. 3. To know that prints need contrast between light and dark areas to make the image visible. | 1. To know how line is used beyond drawing and can be applied to other art forms. 2. To know that chiaroscuro means ‘light and dark’ and is a term used to describe high-contrast images. | 1. Experimental mark making 2. Symbolic imagery 3. Chiaroscuro 4. Street Art 5. Powerful imagery |
| Local Art |  |  |  |