

# Praa Sands

# Portreath

# Godrevy

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

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.

**National Curriculum:**  
Pupils should be taught to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern,

**National Curriculum:**  
Pupils should be taught to:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

## Creating and Developing Ideas

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Work with different materials  
Begin to think what materials best suit the task  
Use imagination to form simple images from given starting points or a description  
*Describe what they think or feel about their own and other's work very simply.*

Work from observation and known objects  
Begin to collect ideas in sketchbooks  
*Think of ways to improve their own work and begin to use these.*

Develop sketch books  
Use a variety of ways to record ideas including digital cameras and iPads  
Develop artistic/visual vocabulary to discuss work

Begin to suggest improvements to own work  
Experiment with a wider range of materials  
Present work in a variety of ways

Select and develop ideas confidently, using suitable materials confidently  
Improve quality of sketchbook with mixed media work and annotations  
Select own images and starting points for work

Develop artistic/visual vocabulary when talking about own work and that of others  
Begin to explore possibilities, using and combining different styles and techniques  
*Refine their work, often with several adaptations, to move towards an end point.*

## Textile and Collage

Demonstrates an understanding of colour, texture and shape when selecting materials for own creations.

Develop collages, based on a simple drawing, using papers and materials  
Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc.)  
Weave using recycled materials - paper, carrier bags  
Investigate a range of textures through rubbings

Simple batik work  
Develop tearing, cutting and layering paper to create different effects  
Dye fabrics using tea, red cabbage, beetroot, onion, spinach  
Weave and plait with wool

Use coiling and overlapping  
Research embroidery designs from around the world, create own designs based on these  
Sew simple stitches using a variety of threads and wool  
Investigate tie- dying

Use tessellation, mosaic and montage  
Select and arrange materials for a striking effect  
Create a collage using fabric as a base  
Develop individual and group collages, working on a range of scales  
Use a range of stimulus for collage work, trying to think of more abstract ways of showing views

Combine visual and tactile qualities  
Mix texture  
Introduce fabric block printing / the natural world  
Create tie dye pieces combining two colours  
Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.

Use ceramic, mosaic materials and techniques  
Weave using paintings as a stimulus / the natural world  
Experiment with circular embroidery frames  
Create detailed designs which can be developed into batik pieces  
Explore embellishments such as buttons, tassels and bows.

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|---------------------|--|--|---|---|--|---|---|
|                     |  | <p><b>Vocabulary:</b> visual elements - colour, shape, pattern, texture, mix, combine, glue, arrange, collage, materials</p> <p><b>Techniques</b> - tearing, scrunching, gluing, cutting, arranging</p> <p><b>Tools</b> - glue, scissors, fabric, papers, natural materials and recycled materials</p> <p><b>Possible Artists</b>-Matisse</p> <p><b>Vocabulary:</b> visual elements - colour, shape, pattern, texture, weaving, plaiting, knotting, dyeing, materials</p> <p><b>Techniques</b> - weaving, plaiting, knotting, dip dyeing</p> <p><b>Tools</b> - glue, scissors, fabric, papers, natural materials and recycled materials</p> <p><b>Possible Artists</b>-Joe Atherton (weaving with found objects)</p> | <p><b>Vocabulary:</b> visual elements - colour, shape, pattern, texture, mosaic, montage, tessellation, coiling and overlapping</p> <p><b>Techniques</b> - tearing, scrunching, gluing, cutting, arranging</p> <p><b>Tools</b> - glue, scissors, fabric, papers, natural materials and recycled materials</p> <p><b>Possible Artists</b>-Hockney (photo montage) plus see here for some inspiration from Frankenstein style art to candy collages <a href="https://theartyteacher.com/collage-artists/">https://theartyteacher.com/collage-artists/</a></p> <p><b>Vocabulary:</b> visual elements - colour, shape, pattern, texture, weaving, plaiting, knotting, dyeing, stitching</p> <p><b>Techniques</b> - weaving, dyeing, cross stitch</p> <p><b>Tools</b> - glue, scissors, fabric, needles, dyes.</p> <p><b>Possible Artists</b> - some ideas here for more contemporary inspiration for stitching and embroidery <a href="https://www.textileartist.org/10-contemporary-embroidery-artists">https://www.textileartist.org/10-contemporary-embroidery-artists</a></p> | <p><b>Vocabulary:</b> visual elements - colour, shape, pattern, texture, mosaic, montage, tessellation, coiling and overlapping (should know all of these techniques)</p> <p><b>Techniques</b> - tearing, scrunching, gluing, cutting, arranging</p> <p><b>Tools</b> - glue, scissors, fabric, papers, natural materials and recycled materials, ceramic tiles or similar</p> <p><b>Possible Artists</b>-Hockney (photo montage) plus see here for some inspiration from Frankenstein style art to candy collages <a href="https://theartyteacher.com/collage-artists/">https://theartyteacher.com/collage-artists/</a></p> <p><b>Vocabulary:</b> visual elements - colour, shape, pattern, texture, weaving, plaiting, knotting, dyeing, materials</p> <p><b>Techniques</b> - weaving, dyeing, batik, knitting</p> <p><b>Tools</b> - glue, scissors, fabric, needles, dyes</p> <p><b>Possible Artists</b> - Cas Homes, Anni Albers</p> |  |   |   |
| Drawing/Mark Making | Uses marks, lines and curves to create drawings. | <p>Begin to control lines to create simple drawings from observations</p> <p>Use thick felt tip pens/chalks/charcoal/wax crayon/pastel</p> <p>Hold a large paint brush correctly</p> <p>Make marks using paint with a variety of tools</p>   | <p>Consider consistency when applying paint</p> <p>Colour within the line</p> <p>Draw on smaller and larger scales</p> <p>Begin to add detail to line drawings</p>  | <p>Use sketchbooks to record drawings from observation</p> <p>Experiment with different tones using graded pencils</p> <p>Include increased detail within work</p> <p>Draw on a range of scales</p>   | <p>Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</p> <p>Use a variety of brushes and experiment with ways of marking with them</p> <p>Develop shadows</p> <p>Use of tracing</p> | <p>Use first hand observations using different viewpoints, developing more abstract representations</p> <p>Introduce perspective, fore/back and middle ground</p> | <p>Investigate proportions</p> <p>Use a range of mediums on a range of backgrounds</p> <p>Work indoors and outdoors</p> <p>Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</p> <p>T</p> <p>Use lines to represent movement</p> |
|                     |  | <p><b>Vocabulary:</b> visual elements - colour, line, shape, pattern, texture, tone</p> <p><b>Techniques</b> - sketch, shade</p> <p><b>Tools</b> - pastels, pencils, sketching pencils, charcoal, sketchbook</p> <p><b>Possible Artists</b> - Lowry, Keith Haring,</p>   | <p><b>Vocabulary:</b> visual elements - line, shape, pattern, texture, tone, light, shadow, hatching and cross hatching</p> <p><b>Techniques</b> - sketch, shade</p> <p><b>Tools</b> - pastels, pencils, sketching pencils, charcoal, rubber, sketchbook</p> <p><b>Possible Artists</b> - Klee, Picasso, Hokusai, Michaelangelo, da Vinci</p>   | <p><b>Vocabulary:</b> visual elements - colour, line, shape, pattern, texture, tone, light, shadow, hatching and cross hatching, reflection, movement.</p> <p><b>Techniques</b> - sketch, shade, realistic and impressionist styles</p> <p><b>Tools</b> - pastels, pencils, sketching pencils, charcoal, sketchbook</p> <p><b>Possible Artists</b> -<b>impressionist drawing</b> Degas, Cézanne, Seurat, Pissarro</p> <p><b>Realist drawing artists</b> Loomis, Cadden</p> <p><b>Other</b> - Lichtenstein</p>   |  |   |   |

## Trannack – Art Curriculum Progression

## Trannack School – Art Curriculum Progression

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|-----------------|---|--|--|---|--|---|--|
| <b>Painting</b> | <p>Uses a range of tools to spread paint.<br/>Chooses colours for a purpose.<br/>Enjoys experimenting with colour mixing.</p> | <p>Recognise and name primary and secondary colours<br/>Share colour charts to compare variations of the same colour<br/>Hold a paintbrush correctly</p>   | <p>Use thick and thin brushes and other ways to apply paint<br/>Create and experiment with shades of colour and name some of these<br/>Recognise warm and cold colours<br/>Mix primary colours to make secondary colours<br/>Create washes to form backgrounds<br/>Explore the relationship between mood and colour</p>  | <p>Mix and match colours (create palettes to match images)<br/>Lighten and darken tones using black and white<br/>Show increasing independence and creativity with the painting process</p>   | <p>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)<br/>Experiment with watercolour, exploring intensity of colour to develop shades<br/>Explore complementary and opposing colours in creating patterns<br/>Use brush techniques to produce, shapes, textures, patterns and lines.</p> | <p>Build on previous work with colour by exploring intensity<br/>Introduce acrylic paint<br/>Develop watercolour techniques<br/>Explore using limited colour palettes<br/>Sketch lightly before painting to combine line and colour</p> | <p>Investigate working on canvas exploring creating an effect<br/>Mark make with paint (dashes, bl points)<br/>Develop fine brush strokes<br/>Use brush techniques and the qu texture<br/>Develop a personal style of paint from other artists</p> |
|                 |   | <p><b>Vocabulary:</b> visual elements - colour, line, shape, pattern, texture, tone, primary, secondary, tint, shade, paint types<br/><b>Techniques</b> - sketch, shade, colour theory<br/><b>Tools</b> - thick and thin brushes, watercolour, acrylic and poster paint, scrapers, sand, etc.<br/><br/><b>Possible Artists for colour theory</b> - Kandinsky, Pollock, Klee, Haring (colour theory) Rothko, Dyer (local study)</p> | <p><b>Vocabulary:</b> visual elements - colour, line, shape, pattern, texture, tone, primary, secondary, tertiary, tint, shade, movement, mood, wash, paint types<br/><b>Techniques</b> - watercolour wash, colour theory<br/><b>Tools</b> - thick and thin brushes, watercolour, acrylic and poster paint, scrapers, sand, etc.<br/><br/><b>Possible Artists showing movement</b> - Van Gogh, Keith Haring (graffiti art), Sorolla, Monet, Turner (see <a href="https://drawpaintacademy.com/movement/">https://drawpaintacademy.com/movement/</a> for explanation) or use David Hosking for block colour as a local artist or Alfred Wallis (local study) <a href="https://www.tate.org.uk/kids/explore/who-is/who-alfred-wallis">https://www.tate.org.uk/kids/explore/who-is/who-alfred-wallis</a><br/><b>Contemporary colour Artists</b> - Ruth Daniels, Mark Quinn, Carol Simms or Picasso<br/>See this clip for good information about painting techniques including landscapes and abstract designs <a href="https://www.bbc.co.uk/teach/class-clips-video/art-and-design-painting-techniques/z7h76v4">https://www.bbc.co.uk/teach/class-clips-video/art-and-design-painting-techniques/z7h76v4</a></p> | <p><b>Vocabulary:</b> visual elements - colour, line, shape, pattern, texture, tertiary, complementary, contrasting, tint, shade, mood, wash, po<br/><b>Techniques</b> - watercolour wash, colour theory<br/><b>Tools</b> - thick and thin brushes, watercolour, acrylic and poster p<br/><br/><b>Possible Landscape artists</b> - Hockney, Gaugin, John Dyer or Lan<br/><b>Fauvism</b> - Derain, Braque<br/><b>Other artists</b> - Lichtenstein pop art, Kahlo,<br/><br/>See this clip for good information about painting techniques inclu abstract designs <a href="https://www.bbc.co.uk/teach/class-clips-video/techniques/z7h76v4">https://www.bbc.co.uk/teach/class-clips-video/techniques/z7h76v4</a></p> |  |   |  |

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| Printing  | Uses paint or ink to make patterns either random or organised.   | Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control<br>Develop controlled printing against outline<br>/within cut out shapes<br>Press, rub and stamp to make prints  | Use matchbox to print to explore possibilities - different sized matchboxes create different lines/ shapes/patterns<br>Experiment with marbling, investigating how ink floats and changes with movement<br>Mimic print from the environment e.g. wallpaper  | Use roller and ink printing. Use simple block shapes formed by children<br>Blend two colours when printing | Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays<br>Form string roller prints to create continuous patterns  | Create polystyrene printing blocks to use with roller and ink<br>Explore monoprinting (see below for artists)<br>Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point           | Experiment with screen printing<br>Design and create motifs to be t images<br>Investigate techniques from paper fabrics<br>Create an accurate pattern showing  |
|           | <p><b>Vocabulary:</b> visual elements - colour, shape, pattern, texture,<br/><b>Techniques</b> - object printing, mono print, rolling<br/><b>Tools</b> - paint, ink, carbon, rollers, sponges, masking tape, printing squares (old laminates)</p> <p><b>Possible Artists-</b> Warhol, Arcimboldo (fruit and veg portraits), Richard Long (Mud Hand Circle)</p> |   | <p><b>Vocabulary:</b> visual elements - colour, shape, pattern, texture, mosaic, montage, tessellation, coiling and overlapping<br/><b>Techniques</b> - tearing, scrunching, gluing, cutting, arranging<br/><b>Tools</b> - glue, scissors, fabric, papers, natural materials and recycled materials</p> <p><b>Possible Artists-</b>Hockney (photo montage) plus see here for some inspiration from Frankenstein style art to candy collages <a href="https://theartyteacher.com/collage-artists/">https://theartyteacher.com/collage-artists/</a></p> |  | <p><b>Vocabulary:</b> visual elements - colour, shape, pattern, texture, mosaic, coiling and overlapping (should know all of these techniques)<br/><b>Techniques</b> - tearing, scrunching, gluing, cutting, arranging<br/><b>Tools</b> - glue, scissors, fabric, papers, natural materials and recycled materials or similar</p> <p><b>Possible Artists-</b>Hockney (photo montage) plus see here for some inspiration from Frankenstein style art to candy collages <a href="https://theartyteacher.com/collage-artists/">https://theartyteacher.com/collage-artists/</a></p> |   |  |
| Sculpture | Chooses materials to make 3D models.<br>Uses malleable materials to make models.   | Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures<br>Investigate a range of different materials and experiment with how they can be connected together to form simple structures<br>Look at sculptures and try to recreate them using everyday objects/range of materials | Begin to form own 3D pieces<br>Consider covering these with papier- mâché<br>Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools<br>Look at sculptures by known artists and natural objects as starting points for own work<br>Use known artists work and natural sculptures as inspiration   | Develop confidence working with clay adding greater detail and texture<br>Add colour once clay is dried    | Investigate ways of joining clay - scratch and slip<br>Create work on a larger scale as a group<br>Use pipe cleaners/wire to create sculptures of human forms<br>Add materials to provide interesting detail<br>Include texture that conveys, feelings expression or movement   | Design and create sculpture, both small and large scale<br>Make masks from a range of cultures and traditions, building a collage element into the sculptural process<br>Use objects around us to form sculptures | Use wires to create malleable forms<br>Build upon wire to create forms with texture (e.g. with newspaper) and covered in clay<br>Create human forms showing movement<br>Use tools to carve and add shape |

**Vocabulary:** visual elements -shape, pattern, texture, sculpture, 3D, 2D  
**Techniques** - clay: rolling, coiling, cutting, moulding, pinching, twisting  
**Tools** - glue, scissors, natural materials and recycled materials, clay

**Possible Artists**-Andy Goldsworthy, Antony Caro, Richard Long (natural large scale), Louise Bourgeois (spider)

**Vocabulary:** visual elements -shape, pattern, texture, sculpture, 3D, 2D  
**Techniques** - clay: rolling, coiling, cutting, moulding, pinching, twisting  
**Tools** - glue, scissors, natural materials and recycled materials, clay

**Possible Artists**-Giacometti Barbara Hepworth, Aztec and Benin sculptures.

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**Possible Artists**-Antony Gormley, Henri Moore, Cornelia Parker

## Trannack – Art Curriculum Progression

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|--------------------------------|--|--|
| <b>Knowledge About Artists</b> | <p><b>National Curriculum.</b><br/>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>  | <p><b>National Curriculum.</b><br/>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>about great artists, architects and designers in history</li> </ul>   |
|                                | <ul style="list-style-type: none"> <li>Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour) Georges Braque/Pablo Picasso (collage)</li> <li>Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces</li> <li>Consider specific works such as Richard Long's 'Mud Hand Circle' (printing)</li> <li>Consider works from different cultures e.g. Chinese block prints</li> </ul> | <ul style="list-style-type: none"> <li>Use the work of artists to replicate ideas or inspire own work e.g. John Dyer, Hans Holbein</li> <li>Look at the work of David Hockney e.g. photo montages. Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc. (drawing)</li> <li>Look at the work of artists who formed geometric abstract paintings such as Van Gogh, Matisse and Mondrian and look at the patterns/ optical illusions created by OP artist Bridget Riley (colour)</li> <li>Look at cubist and abstract artists such as Picasso, Duchamp to show movement/ layering</li> <li>Look at work of Henry Moore and Barbara Hepworth (sculpture)</li> <li>Look at the work of artists that used monoprinting include David Hockney and Picasso (print)</li> <li>Consider the work from other cultures e, g Asia as well as sculptures from Aztec and Benin civilizations</li> <li>Consider Georgia O Keefe flowers showing use of line or William Morris detailed tiles - natural sources</li> <li>Consider looking at Pop Art to represent popular objects from current culture -Andy Warhol</li> </ul> |

