



Trannack School Art Rolling Programme

		Autumn	Spring	Summer
Praa Sands A	Coverage EYFS	Dinosaurs Drawing make your mark.	Minibeasts Sculpture and 3D: Paper play	Plants Painting and mixed media- colour splash
	Generating Ideas	Talk about their ideas and explore different ways to record them. Explore their own ideas using a range of media.	Explore and play with clay and playdough to make child-led creations. Explore their own ideas using a range of media.	Explore different ways to use paint and a range of media according to their interests and ideas. Explore their own ideas using a range of media
	Sketch books	Use sketchbooks to explore ideas in an open-ended way	Use sketchbooks to explore ideas in an open-ended way.	Use sketchbooks to explore ideas in an open-ended way.
	Making skills (Including formal elements.)	Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (eg. playground, bark). Begin to develop observational skills by using mirrors to include the main features of faces in their drawings. Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through	Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough. Use their hands to manipulate a range of modelling materials, including	Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome. Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Begin to explore colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.



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		mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.	paper and card. Explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen.	
	Knowledge of artists.	<p>Enjoy looking at and talking about art.</p> <p>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Bridget Riley and Zaria Forman.</p>	<p>Enjoy looking at and talking about art.</p> <p>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Louise Bourgeois.</p>	<p>Enjoy looking at and talking about art.</p> <p>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Clarice Cliff and Jasper Johns.</p>
	Evaluating and analysing.	<p>Talk about their artwork, stating what they feel they did well.</p> <p>Describe and compare features of their own and other's art work.</p>	<p>Talk about their artwork, stating what they feel they did well.</p> <p>Describe and compare features of their own and other's art work.</p>	<p>Talk about their artwork, stating what they feel they did well.</p> <p>Describe and compare features of their own and other's art work.</p>



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Praa Sands B	Coverage EYFS	Diwali Sculpture and 3D- Nature sculptures	Frozen planet Painting and mixed media- colour chaos	The sea Craft and design- Fabricate
	Generating Ideas	Talk about their ideas and explore different ways to record them. Explore their own ideas using a range of media.	Talk about their ideas and explore different ways to record them. Explore their own ideas using a range of media.	Talk about their ideas and explore different ways to record them. Design several options for a product before selecting the best and explaining their choice
	Sketch books	Use sketchbooks to explore ideas in an open-ended way	Use sketchbooks to explore ideas in an open-ended way	Use sketchbooks to explore ideas in an open-ended way
	Making skills (Including formal elements.)	Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (eg. playground, bark). Begin to develop observational skills To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of creating	Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome.	Design something and stick to the plan when making. Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome. Use a paintbrush to apply dye to their wax-resist coaster to change the colour of the fabric. Create their own loom from paper. Weave materials into a loom, alternating between over and under. Consider their choices of colours and materials when making and decorating a product.



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		observational drawings of natural materials.	Mix a range of secondary and tertiary colours. Mix shades. Mix tints. Decide if colours are warm or cool.	
	Knowledge of artists.	Learn 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 in the context of learning. Andy Goldsworthy	Children will learn about the artist Ted Harrison and create their own arctic landscapes using paint and torn paper.	Suggest why artists and crafts makers might have decorated their artworks or products
	Evaluating and analysing.	Talk about their artwork, stating what they feel they did well. Describe and compare features of their own and other's art work.	Talk about their artwork, stating what they feel they did well. Describe and compare features of their own and other's art work.	Talk about their artwork, stating what they feel they did well. Consider their choices of colours and materials when making and decorating a product.



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		Autumn	Spring	Summer
Portreath A	Coverage	Set in Stone Painting- mixed media pre-historic painting (Y3)	Through the keyhole Craft and design- Fabric of nature	Sowing and Growing Drawing Growing artists (Y3)
	Generating Ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
	Sketch books	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
	Making skills (Including formal elements.)	Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy	Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries.	Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.



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		and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.		
	Knowledge of artists.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.
	Evaluating and analysing.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.



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		Autumn	Spring	Summer
Portreath B	Coverage EYFS	Islands, sea and shore Painting and mixed media Beside the seaside (Y2)	What do I need to be me? Craft and design Map it out (Y2)	Art on our doorstep Sculpture and 3D Abstract shape and space (Y3)
	Generating Ideas	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
	Sketch books	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
	Making skills (Including formal elements.)	Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint. Create a range of secondary	Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Follow a	Able to plan and think through the making process to create 3D forms using a range of materials. Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). Experiment with combining found objects and recyclable material to create sculpture.



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		colours by using different amounts of each starting colour or adding water. Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects.	plan for a making process, modifying and correcting things and knowing when to seek advice.	
	Knowledge of artists.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.
	Evaluating and analysing.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.



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		Autumn	Spring	Summer
Portreath C	Coverage EYFS	Ancient Greece Sculpture and 3D clay houses (Y2)	Amazing Americas Drawing Power prints (Y4)	How times change. Painting- mixed media light and dark (Y4)
	Generating Ideas	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.
	Sketch books	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.
	Making skills (Including formal elements.)	Develop understanding of sculpture to construct and model simple forms. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials,	Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects. Work selectively, choosing and adapting collage



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		basic skills for shaping and joining clay, including exploring surface texture.	combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.	materials to create contrast and considering overall composition.
	Knowledge of artists.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.
	Evaluating and analysing.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.



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		Autumn	Spring	Summer
Godrevy A	Coverage	Papyrus, Pyramids and power Drawing- I need space. (Y5)	Medieval Mayhem Craft and design- photo opportunity (Y6)	World at war Painting and mixed media Portraits (Y5)
	Generating Ideas	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.
	Sketch books	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.
	Making skills (Including formal elements.)	o use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in	Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the	Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Explore how collage can



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		response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.	work of creative practitioners have influenced their final outcome.	extend original ideas. Combine a wider range of media, eg photography and digital art effects.
	Knowledge of artists.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
	Evaluating and analysing.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.



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		Autumn	Spring	Summer
Godrevy B	Coverage	Invasion Drawing- Make my voice heard (Y6)	Turbulent Tudors Craft and Design- Architecture (Y5)	Extreme Earth Sculpture and 3D =interactive installation (Y5)
	Generating Ideas	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.
	Sketch books	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.



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	<p>Making skills (Including formal elements.)</p>	<p>Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p>	<p>Design and make art for different purposes and begin to consider how this works in creative industries eg in architecture, magazines, logos, digital media and interior design. Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</p>	<p>Investigate scale when creating forms in three dimensions. Explore a greater range of materials to create 3D forms eg.wire and found materials Plan a sculpture, developing an idea in 2D into a three-dimensional piece. Persevere when constructions are challenging and work to problem solve more independently</p>
	<p>Knowledge of artists.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>
	<p>Evaluating and analysing.</p>	<p>Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>



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		solutions and make improvements to their work.	alternative solutions and make improvements to their work.	
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