## North Pethewin and Werrington Knowledge and Skills Organiser <br> Art and Design

## Capabilities Curriculum

The Capabilities Curriculum is a creative curriculum which measures social and emotional capabilities which improve children's learning, valuing the development of the whole child and preparing them for the future.
An Daras Trust have chosen to adopt a curriculum framework informed by pupil's social and emotional well-being. The class capability scores are used to inform a teachers approach to the lesson, which will help growth in these valuable characteristics.
These capabilities are evidenced as being necessary for future success, and by measuring them we are placing real value on them.
There are 7 capability strands: Managing feelings, Confidence, Communication, Relationships and Leadership, Planning and Problem-Solving, Creativity, Resilience and Determination.

## Visible Learning (metacognition)

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning - the thinking about their thinking. Pupils are given opportunity to understand their own cognitive abilities, knowledge of tasks and strategies that could be used to support their learning. Pupils are also encouraged to self-reflect. The following questions will be used to deepen pupils understanding of their learning:

| Visible Learning | Surface Learning Strategies | Deep Learning Strategies | Transfer Learning Strategies |
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|  | Do I know what I need to do to complete my task? <br> Can I plan and organise my learning before I start? <br> Where am I with my learning? <br> How well have I achieved my success criteria? <br> What is my next step? <br> I can seek feedback from others to help me in my next steps. | Can I explain my learning to someone else? I know and can explain what strategies I have used in my learning. <br> I can make links between new content and ideas and learning I already know. <br> I can share my ideas and questions to deepen my understanding. <br> I know how I did at the end of my learning. I can explain how things link together. | Can I organise my knowledge to support new learning? I can look for and recognise similarities and differences in my tasks. I can organise my knowledge to support new learning. When have I applied my learning to another area? <br> I know where I am heading in my learning. <br> I understand what I am learning, where I am going and how to get there. |

## EYFS

During the Early Years Foundation Stage (EYFS), children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials.

The Early Years outcomes for Art and Design are taken from the following area of learning:
Expressive Arts and Design
During the Early Years Foundation Stage children will learn to:

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.


## EYFS Areas of Learning codes

PSED- Making Relationships PSED(MR)
PSED- Self-Confidence and Self-Awareness PSED(SC\&SA)
PSED- Managing Feelings and Behaviour PSED(MF\&B)
CAL- Listening and Attention CAL(L\&A)
CAL- Understanding CAL(U)
CAL- Speaking CAL(S)
PD- Moving and Handling PD(M\&H)
PD- Health and Self-Care PD(H\&SC)
L-Reading L(R)
L-Writing L(W)
M-Numbers M(N)
M-Shape, Space and Measure
M(SSM) UW- People and Communities UW(P\&C)
UW- The World UW(TW)
UW- Technology UW(T)
EAD- Exploring and Using Media and Materials EAD(EUMM)

|  | EAD- Being Imaginative EAD(BI) |  |  |  |  |  |
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| EYFS | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Knowledge | Drawing Painting Explain what they like about the work of others. <br> Give reasons for preferences when looking at art/craft or design work. | Textiles <br> Know the names of tools, techniques and elements | Drawing - artist Print <br> Explain what they like about the work of others. <br> Know the names of tools, techniques and elements. <br> Select particular techniques to create a chosen product and develop some care and control over materials and they use. | Sculpture <br> Explain what they like about the work of others. <br> Try out different activities and make sensible choices about what to do next. <br> Know that different artistic works are made by craftspeople from different cultures and times. | Drawing <br> Give reasons for preferences when looking at art/craft or design work. | Collage <br> Know the names of tools, techniques and elements <br> Try out different activities and make sensible choices about what to do next. |
| Skills | I can draw lines and curves accurately with correct pencil grip. <br> I can hold a paint brush to make marks which I ascribe meaning to. | I can join textiles using glue. | I can draw lines and curves accurately with correct pencil grip. <br> I can use objects provided to create prints on paper. | I can use blocks in various sizes to create a sculpture and explain to others what I have made. I can roll dough and clay into a ball or sausage to create form. | I can draw lines and curves accurately with correct pencil grip. | I can choose and use materials from a range provided. |



| Year B 1,2,3 | Autumn | Spring | Summer |
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| Knowledge | Sculpture <br> To create a sculpture with a moving part. <br> To look at the works of other artists, who create kinetic sculptures. | Drawing <br> To explore the works of various artists who show 'movement' within their works. <br> To explore of range of drawing techniques and know how best to achieve them with a pencil. <br> Printing - William Morris <br> Printing: create prints of flowers in the style of William Morris. <br> To understand the printing process | Painting - Claude Monet <br> To learn about the life and works of Claude Monet, and how he conveyed nature in his painting. <br> To learn a new painting technique. |
| Exploring and developing ideas | Review what they and others have done and say what they think and feel about it, e.g. annotate sketch books. Identify what they might change in their current work or develop in future work. <br> Record and explore ideas from first-hand experience and imagination. <br> Ask and answer questions about the starting points for their work and develop their ideas. <br> Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. |  |  |
| Skills | I can use a combination of shapes to create a sculpture. <br> I can begin to use paper, straws, card and clay as materials, along with a range of natural objects <br> I can use rolled up paper, straws, paper, card and clay as materials, along with a range of natural objects. | I can show different tones by using coloured pencils. I can show pattern and texture by adding dots and lines. <br> I can use objects to create prints (e.g., fruit, vegetables or sponges). <br> I can use repeating or overlapping shapes. <br> I can mimic print from the environment (e.g., animals). | I can add white to colours to make tints and black to colours to make tones. <br> I can create colour wheels. |


|  | I can use techniques such as rolling, cutting, moulding and carving | I can press, roll, rub and stamp to make prints. |  |
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| vocabulary | sketching book, self-portrait, sketching, observation, thick, thin, lines, crosshatching, primary/ secondary colours, poster paint, watercolours, pastels, light/dark, brush sizes, textures, collage, silhouette, join, sculpture, malleable, knead, roll, join, pattern, natural, manmade, recycled |  |  |
| Metacognition | Planning | Monitoring | Evaluation |
|  | What resources do I need to carry out my task? Have I done anything like this before? How can I link my learning with my own experiences to help me? | Am I doing well? <br> Do I need any different techniques to improve my learning/task? | Am I able to re-tell stories and link them to other areas of learning? <br> How did I do in my task? |
| Year A 4,5,6 | Autumn | Spring | Summer |
| Knowledge | Painting - Matthew Palmer <br> Know the patterns and styles used by Matthew Palmer <br> Understand how Matthew Palmer uses different textures in his painting. <br> Understand how light and shade is created in landscape painting. <br> Understand that paint can be applied using different resources and techniques. <br> Understand that different paints create different effects. | Drawing - Paul Cezanne's still life <br> To know who Paul Cezanne was and understand the significance of his artwork <br> To know which pencil to use for a given task (H/B and which number) <br> To understand that depth can be created by changes in shade and colour. <br> To know a range of techniques to shade and create a 3D effect. <br> Understand that images change dependent on the light source. | Mixed media 3D - Roman Mosaics through Clay <br> Understand and use colours appropriate to mosaic <br> Understand how to use clay to create a 3d structure |


| Exploring and developing ideas | Children start to compare ideas, methods and approaches in their own and others' work saying what they think and feel about them. <br> Adapt their work according to their views and describe how they might develop further. <br> They continue to build up resilience, making mistakes and suggesting improvements to improve their work. <br> Children practise and share their learning skills with others, giving and receiving feedback to improve. <br> Select and record from first-hand observation, experience and imagination, exploring ideas for different purposes. <br> Question and make thoughtful observations about starting points and select ideas to use in their work. <br> Explore the roles and purposes of artists, craftspeople and designers in different times and cultures. <br> Use sketch books to record ideas and annotate work <br> Understand and use appropriate vocabulary |  |  |
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| Skills | Develop a painting from a drawing, carrying out preliminary studies and trying out different media and materials <br> This style may be through the development of: colour, tone and shade. <br> Be able to identify primary, secondary, complementary, and contrasting colours: use more specific colour language: work with complimentary colours. <br> Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. <br> Understand which works well in their work and why | Work in a sustained and independent way to create a detailed drawing. <br> Develop a key element of their work: line, tone, pattern, texture. <br> Use different techniques for different purposes i.e. shading, hatching within their own work. <br> Start to develop their own style using tonal contrast and mixed media. <br> Use drawing techniques to work from a variety of sources including observation photographs and digital images. | Use clay to create 3D structures <br> Experiment with a range of paints to creating interesting colours <br> Use a range of information to inform their design <br> Follow and refine a plan <br> Justify plan and outcome to others |
| Vocabulary | As before plus: theory of colour, warm/cold colours, comp perspective,3D, horizon, contrast, mixed | entary/harmonious colours, atmospher a, cross-stitch, sculpt, slabs, coils, slip | ht/dark/shadow, composition, shading droc. |
| Year B 4,5,6 | Autumn | Spring | Summer |


| Knowledge | Printing - William Morris <br> To know who William Morris was and understand the significance of his designs. <br> Know the patterns and styles used by William Morris. <br> Understand printing techniques and how they work. <br> Know that patterns can be created by repeating a block print and carefully planning their design to create one large, repeated image. | Painting - Kurt Jackson's Landscapes <br> Understand how Kurt Jackson uses different textures in his painting. <br> Understand how light and shade is created in landscape painting. <br> Understand that paint can be applied using different resources and techniques. <br> Understand that different paints create different effects. | 3d Structures - Egyptian Masks with Modroc <br> Use Modroc to create 3D structures <br> Understand and use colours appropriate for an Egyptian mask <br> Understand how to use modroc to create a 3d structure |
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| Exploring and developing ideas | Children start to compare ideas, methods and approaches in their own and others' work saying what they think and feel about them. <br> Adapt their work according to their views and describe how they might develop further. <br> They continue to build up resilience, making mistakes and suggesting improvements to improve their work. <br> Children practise and share their learning skills with others, giving and receiving feedback to improve. <br> Select and record from first-hand observation, experience and imagination, exploring ideas for different purposes. <br> Question and make thoughtful observations about starting points and select ideas to use in their work. <br> Explore the roles and purposes of artists, craftspeople and designers in different times and cultures. <br> Use sketch books to record ideas and annotate work <br> Understand and use appropriate vocabulary |  |  |
| Skills | Use tools in a safe way. <br> Continue to gain experience in overlaying colours. <br> Start to overlay prints with other media. <br> Show experience in a range of mono print techniques. | Develop a painting from a drawing, carrying out preliminary studies and trying out different media and materials <br> This style may be through the development of: colour, tone and shade. <br> Be able to identify primary, secondary, complementary, and contrasting colours: | Use Modroc to create 3D structures <br> Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. <br> Work around armatures or over constructed foundations. |


|  | Demonstrate experience in a range of printmaking techniques. <br> Describe techniques and processes. <br> Adapt their work according to their views and describe how they might develop it further. <br> Develop their own style using tonal contrast and mixed media. | use more specific colour language: work with complimentary colours. <br> Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. <br> Understand which works well in their work and why | Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. |
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| Vocabulary | As before plus: <br> theory of colour, warm/cold colours, complementary/harmonious colours, atmosphere, light/dark/shadow, composition, shading, perspective,3D, horizon, contrast, mixed media, cross-stitch, sculpt, slabs, coils, slip |  |  |
| Metacognition | Planning | Monitoring | Evaluation |
|  | What resources do I need to carry out my task? Where do I start and what strategies will I use? What type of resources and materials will I need to complete my learning? <br> How can I break down the task into smaller steps? | Am I finding this challenging? Is there anything I need to stop and change to improve the understanding of my learning? <br> Do I need to re-read information to make it clearer? <br> Do I need to change my strategies? | Did I use the right strategy? <br> How did the feedback I received help me? <br> For future tasks, would I use another strategy? <br> Did I pace myself appropriately to get the task done? |

