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

## **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)					
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Painting Explain what they like about the work of others.  Give reasons for preferences when looking at art/craft or design work.	Textiles Know the names of tools, techniques and elements	Drawing - artist Print Explain what they like about the work of others.  Know the names of tools, techniques and elements.  Select particular techniques to create a chosen product and develop some care and control over materials and they use.	Sculpture Explain what they like about the work of others.  Try out different activities and make sensible choices about what to do next.  Know that different artistic works are made by craftspeople from different cultures and times.	Drawing  Give reasons for preferences when looking at art/craft or design work.	Know the names of tools, techniques and elements  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. 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.  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.

int, brush, mix, colours inning at resources do I need to carry out my task? In I describe what I am going to do? We can I link my learning with my own Deriences to help me? tumn inting — Paul Klee ow how to mix colours to create new describes.	Monitoring  Am I doing well?  Spring  Collage  To create a collage out of plastics.  To know how to combine materials to	Evaluation  How did I do?  Am I able to re-tell what I have learnt and link them to other areas of learning?  Summer  Drawing  Drawing- observational drawings of animals.
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ow how to mix colours to create new	To create a collage out of plastics.	Drawing- observational drawings of
	To know how to combine materials to	
ow what the primary colours are.	create the desired effect.	To know a range of drawing techniques.
inting weather pictures- understand how ours can be used together to create a ferent 'feel' in a painting.		
Review what they and others have done and say what they think and feel about it, eg: annotate sketch books.  Identify what they might change in their current work or develop in future work.  Record and explore ideas from first-hand experience and imagination.  Ask and answer questions about the starting points for their work and develop their ideas.  Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.		
an use thick and thin brushes to create	I can use a combination of materials that	I can colour (own work) neatly
e and fill.	are cut, torn and glued.	following the lines.
an mix primary colours to make condary	I can include texture or pattern. I can sort and arrange materials.	I can draw lines of different sizes and thickness.
e vi	rent 'feel' in a painting.  Yew what they and others have done and tify what they might change in their curre ord and explore ideas from first-hand explore and answer questions about the starting fore the differences and similarities withing use thick and thin brushes to create and fill.  Ye mix primary colours to make	rent 'feel' in a painting.  ew what they and others have done and say what they think and feel about it, eg: at tify what they might change in their current work or develop in future work.  ord and explore ideas from first-hand experience and imagination.  and answer questions about the starting points for their work and develop their ideal to the differences and similarities within the work of artists, craftspeople and design use thick and thin brushes to create and fill.  I can use a combination of materials that are cut, torn and glued.  I can include texture or pattern.

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

	I can use techniques such as rolling, cutting, moulding and carving	I can press, roll, rub and stamp to make prints.	
vocabulary	sketching book, self-portrait, sketching, obse watercolours, pastels, light/dark, brush sizes, 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?  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?  How did I do in my task?
Year A 4,5,6	·	Spring	Summer
Knowledge	Painting – Matthew Palmer	Drawing – Paul Cezanne's still life	Mixed media 3D - Roman Mosaics through Clay
	Know the patterns and styles used by Matthew Palmer	To know who Paul Cezanne was and understand the significance of his artwork	Understand and use colours appropriate to mosaic
	Understand how Matthew Palmer uses different textures in his painting.	To know which pencil to use for a given task (H/B and which number)	Understand how to use clay to create a 3d structure
	Understand how light and shade is created in landscape painting.	To understand that depth can be created by changes in shade and colour.	
	Understand that paint can be applied using different resources and techniques.	To know a range of techniques to shade and create a 3D effect.	
	Understand that different paints create different effects.	Understand that images change dependent on the light source.	

	Question and make thoughtful observations a Explore the roles and purposes of artists, cra Use sketch books to record ideas and annota Understand and use appropriate vocabulary	ftspeople and designers in different times a	
Skills	Develop a painting from a drawing, carrying out preliminary studies and trying out different media and materials  This style may be through the development of: colour, tone and shade.  Be able to identify primary, secondary, complementary, and contrasting colours: use more specific colour language: work with complimentary colours.  Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Understand which works well in their work and why	Work in a sustained and independent way to create a detailed drawing.  Develop a key element of their work: line, tone, pattern, texture.  Use different techniques for different purposes i.e. shading, hatching within their own work.  Start to develop their own style using tonal contrast and mixed media.  Use drawing techniques to work from a variety of sources including observation, photographs and digital images.	Use clay to create 3D structures  Experiment with a range of paints to creating interesting colours  Use a range of information to inform their design  Follow and refine a plan  Justify plan and outcome to others
Vocabulary	As before plus: 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, Modroc.		
Year B 4,5,6	Autumn	Spring	Summer

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

	Demonstrate experience in a range of printmaking techniques.  Describe techniques and processes.  Adapt their work according to their views and describe how they might develop it further.	use more specific colour language: work with complimentary colours.  Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Understand which works well in their	Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.
	Develop their own style using tonal contrast and mixed media.	work and why	
Vocabulary	As before plus: 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? 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? Do I need to re-read information to make it clearer? Do I need to change my strategies?	Did I use the right strategy? How did the feedback I received help me? For future tasks, would I use another strategy? Did I pace myself appropriately to get the task done?