

KNOWLEDGE OVERVIEW GRID			
	Subject: Art & Design		Year Group: EYFS
	Autumn	Spring	Summer
	Topic Painting	Topic Drawing	Topic Sculpture
	Artist Mark Rothko	Artist Vincent van Gogh (Starry Night)	Artist Elizabeth Frink
Relevant Early Learning Goals (Taken directly from EYFS statutory framework)	Physical Development <u>ELG: Fine Motor Skills</u> Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. Understanding the World <u>ELG: The Natural World</u> Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants. Expressive Arts and Design <u>ELG: Creating with Materials</u> Children at the expected level of development will: • 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.		
Specific Skills (taken from the BPS progression of skills and knowledge document) Red= substantive knowledge Blue= disciplinary knowledge Progression of skills and knowledge Art.docx	• Experiment with a range of painting tools such as thick or thin paintbrushes, fingers, spatulas, combs, toothbrushes etc. • Name a range of different colours. • Mix paint to match the colours they see. • Explore and refine colour mixing using poster paint. • Combine paint and collage. • Offer viewpoints of paintings.	• Explore making different marks with different resources and begin to compare lines and pastel smudges. • Explore where chalk and pencils come from. • Discuss marks and patterns created and begin to give reasons for their choices. • Draw from memory and observation. -Introduce dark and light pencils (e.g., 8B and HB).	• Use hands to manipulate malleable materials in different ways-rolling, kneading, squashing, pinching. • Begin to arrange blocks and boxes in different ways: stacking, lining up, enclosure. • Create models using recycled materials. • Work with other children to create a group piece of work.

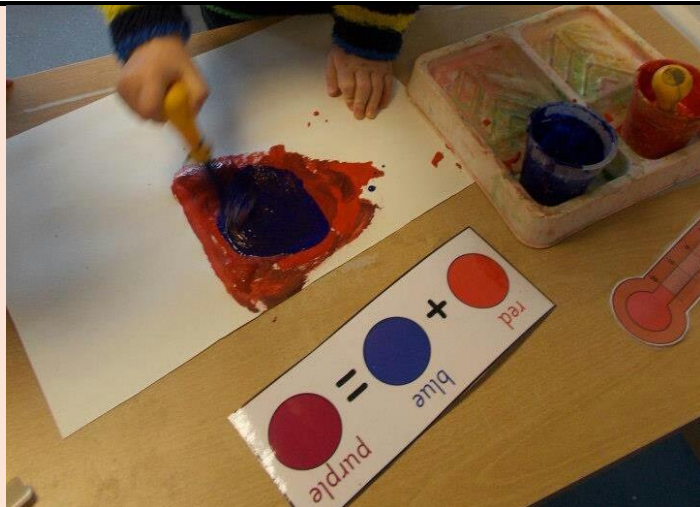
Previous Knowledge -What have children learnt previously that will support this next step? For all yeargroups, see: Progression of skills and knowledge Art.docx		- Experiences with painting with different tools. - Explored colours. - Combined collage and paint. - Matched objects and materials to colours.	- I know that drawing tools create marks. - I know the names of basic drawing tools.	- Children manipulate materials to achieve a planned effect. - They select tools and techniques needed to shape, assemble and join materials they are using.
Misconceptions -What are the common misconceptions in knowledge for this unit?				
Learning Sequence Planning for the arts.docx Copy and paste the specific skills and knowledge you're	Stage 1: Link it	<u>Link to prior knowledge:</u> - Experiences with painting with different tools. - Explored colours. - Combined collage and paint. - Matched objects and materials to colours. <u>Links to personal experience or another subject:</u> Links with shape and numbers in Maths. <u>Introduce new unit:</u> Introduce the unit as a whole class before exploring in small groups.	<u>Link to prior knowledge:</u> I know that drawing tools create marks. I know the names of basic drawing tools. <u>Links to personal experience or another subject:</u> Links to light and dark and the solar system in science. Developing fine motor skills by using different small tools <u>Introduce new unit:</u> Introduce the unit as a whole class before exploring in small groups.	<u>Link to prior knowledge:</u> Children manipulate materials to achieve a planned effect. They select tools and techniques needed to shape, assemble and join materials they are using. <u>Links to personal experience or another subject:</u> Links to animal topic in science. <u>Introduce new unit:</u> Introduce the unit as a whole class before exploring in small groups.

going to cover in each stage.	Stage 2: Research Artist	<u>Familiarise the children with that artist's technique and style:</u> Look at the piece and discuss what they can see <u>Understand the artist's life:</u> Artist Marc Rothco EYFS Autumn term Painting.pptx <u>Have examples of the artist's work and some form of evaluation of that artist's work:</u> Look at work from Mark Rothco	<u>Familiarise the children with that artist's technique and style:</u> Look at the piece and discuss what they can see - lines <u>Understand the artist's life:</u> Vincent Van Gogh <u>Have examples of the artist's work and have some form of evaluation of that artist's work:</u> t-ad-053-van-gogh-photo-pack- ver 2.pdf	<u>Familiarise the children with that artist's technique and style:</u> Look at the piece and discuss what they can see <u>Understand the artist's life:</u> Elizabeth Frink.pptx <u>Have examples of the artist's work and have some form of evaluation of that artist's work:</u> Elizabeth Frink.pptx
	Stage 3: Research the genre	Discussion about how the artist was around <u>in the past</u>. <u>Add vocab before, after, in the past</u>	Discussion about how the artist was around <u>in the past</u>. Put the 2 artists in order and discuss the timeline. <u>Add vocab before, after, in the past</u> Van Gogh, then Mark Rothco	Discussion about how the artist was around <u>in the past</u>. Put the 3 artists in order and discuss the timeline. Use the vocabulary: before, after, in the past. Van gogh, then Mark Rothco, then Elizabeth Frink <u>Add vocab before, after, in the past</u>

	Stage 4: Develop specific technique	<u>Reminder/retrieval of artist's technique:</u> <u>Modelling of technique:</u> <u>Children have a go themselves:</u> Learn about colour - Name different colours - Explore colour mixing with paints	<u>Reminder/retrieval of artist's technique:</u> <u>Modelling of technique:</u> Adults demonstrated drawing lines and smudges using for each stage (pastels and chalk) <u>Children have a go themselves:</u> Compare drawing lines with dark and light pencils, pens, crayons, pastels and charcoals. Can they smudge pastels? Can they smudge anything else? Explore where chalk and pencils come from. Explore brush strokes using paint.	<u>Reminder/retrieval of artist's technique:</u> Recap artist technique e.g. warming up the clay, pushing <u>Modelling of technique:</u> <u>Children have a go themselves:</u> Shape malleable materials: - Roll - Knead - Squash - Pinch Arrange recycled materials and join them together using glue, staples, tape.
	Stage 5 and 6: Create a draft or plan Create a final piece	Drafting: • Trial – composition, check colour, size • Teacher modelling Final piece: • Need to see a copy in sketchbooks • Teacher may need to model embellishing details. Combine paint and collage inspired by Rothko to create a final piece.	Drafting: • Trial – composition, check colour, size • Teacher modelling Final piece: • Need to see a copy in sketchbooks • Teacher may need to model embellishing details.	Drafting: • Trial – composition, check colour, size • Teacher modelling Final piece: • Need to see a copy in sketchbooks • Teacher may need to model embellishing details.
	Stage 7: Evaluate	What do we like about our final piece? What could we improve about our final piece? What ideas did we take from [the artist]? What new skills and techniques have we learnt or got better at?	What do we like about our final piece? What could we improve about our final piece? What ideas did we take from [the artist]? What new skills and techniques have we learnt or got better at?	What do we like about our final piece? What could we improve about our final piece? What ideas did we take from [the artist]? What new skills and techniques have we learnt or got better at?

Curriculum End Points -What will children know and be able to do by the end of the unit? -What will the children produce to demonstrate this knowledge?	- Knows that paint can be applied in different ways. - Can name simple colours. Can mix colours to match objects that they see. - Can combine paint and collage to produce a work of art.	- Know that drawing tools create marks. - Can name drawing tools, including chalk, charcoal and pencils. - Can explain where chalk and pencils come from. (pencils are made from graphite and clay, chalk is a natural material found in cliffs and rocks)	- Have experienced creating sculptures for artwork using a range of different materials. - Have worked as part of a team and individually to create a sculpture.
Knowledge Sentences Developing a Curriculum for Art & Design Whole School p.8-31	- I know some different colours like: red, blue, yellow, green, purple, yellow. - I know that an artist is a person that creates paintings or drawings as their job. - I know that a collage is sticking different materials onto a piece of paper or card.	- I know that chalk, charcoal and soft pencils will smudge. - I know that chalk comes from the earth. - I know that pencils are made from graphite and clay which is found in the earth. - I know that I can make lines with drawing tools or brushes.	- I know how to roll, kneed, squash and pinch clay or play-dough. - I know how to join things with glue, staples and tape.
Key Vocabulary Developing a Curriculum for Art & Design Whole School p.8-31	Painting- the action or skill of using paint in a picture or as decoration. Artist- a person who creates paintings or drawings as a profession or hobby. Collage- a piece of art made by sticking various materials, such as photographs and pieces of paper or fabric, onto a backing. Paint- a coloured substance spread over a surface and dries to leave a thin decorative or protective coating. <u>Vocabulary to describe paint:</u> thick, thin, wet, dry, dribble, splatter, drip.	- Drawing- a picture or diagram made with a pencil, pen, or crayon rather than paint. - Pencil- an instrument for writing or drawing consisting of a thin stick of graphite or a similar substance enclosed in a long thin piece of wood. - Crayon- a pencil or stick of coloured chalk or wax used for drawing. - Felt tip- a pen with a writing point made of felt or other tightly packed fibres. - Mark Making- describes the different lines, dots, marks, patterns, and textures we create in an artwork. - Chalk- a white soft earthy limestone. - Patterns- a repeated decorative design. - Lines- a mark made using a drawing tool or brush.	Malleable Roll Knead Squash Pinch Joining Gluing Staples

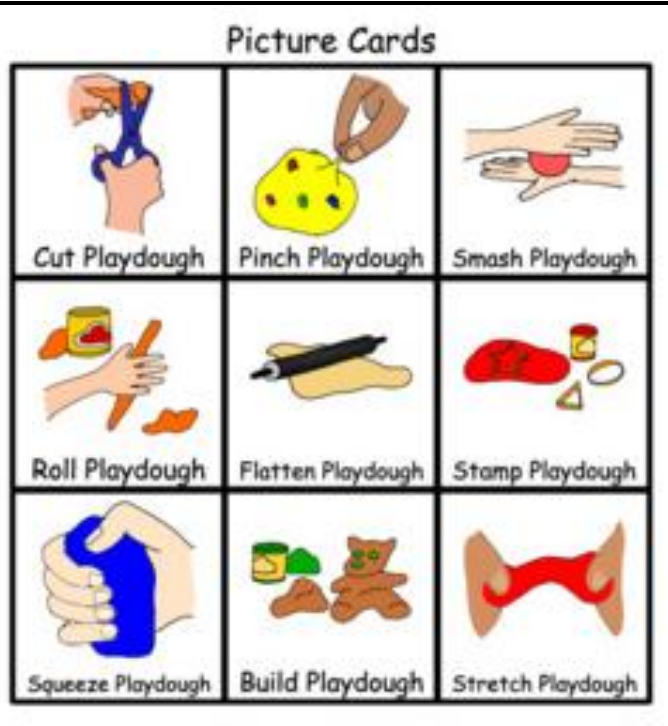
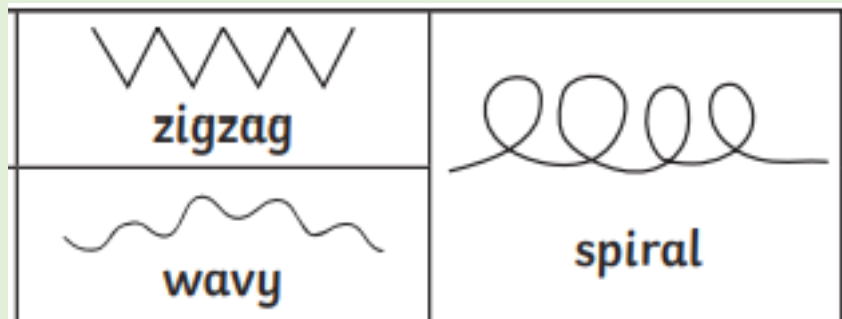
Examples of learning



Paint

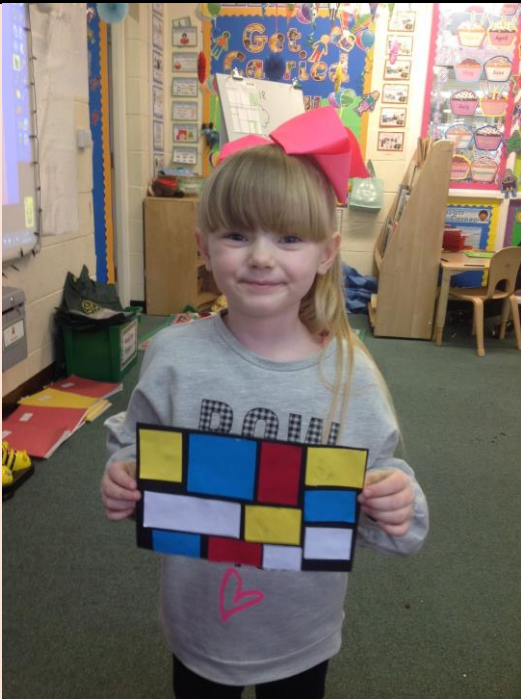
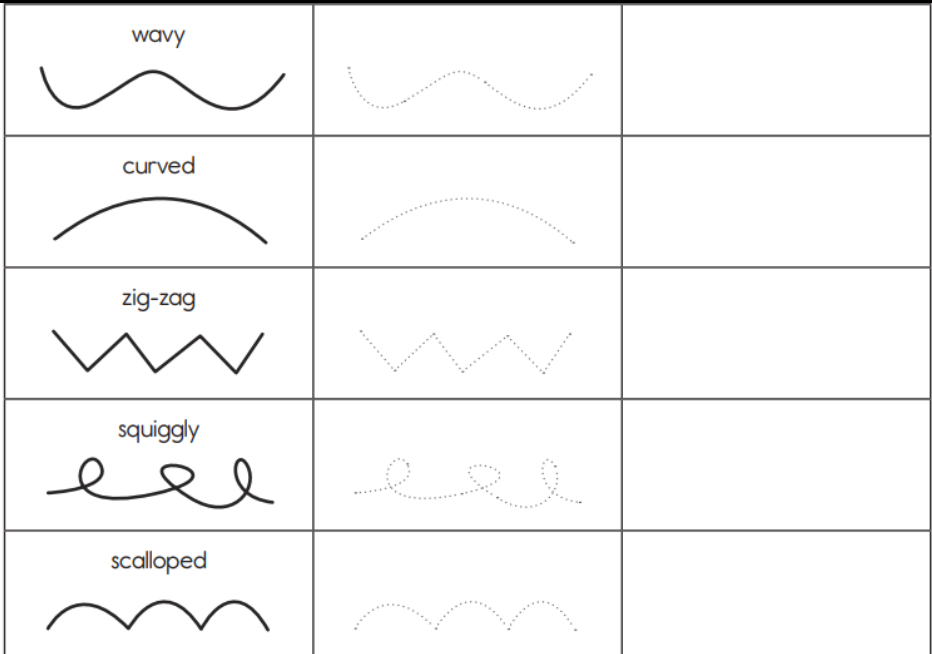


Van Gogh technique to demonstrate = Lots of little lines (impasto technique)



Show a picture of Barbara Hepworth's work. Can they create the same shape using blocks?



What does this look like at Bramhope?				
		Collage 	Practise drawing lines 	
			Mystery visitor – Dr Paolo Actis talking about space and mars	Nell Bank trip – minibeast hunting
		Enrichment Activities (trips, residential, speakers, SMSC)		Mystery visitor -Hedgehog Rescue Mystery visitor – some pets ? Tortoise, Gekko
	Physical Resources	Paints, brushes, palettes, water pots, coloured paper, glue, glue spreaders	Pencils, felt tip pens, crayons, chalks, charcoals, paints, brushes, palettes, water pots, paper	Recycled materials, clay or play-dough, glue, staples, tape, blocks, boxes

	Cross Curricular learning (Include opportunities for writing and quality texts)	Links to English - mix it up book Link to shape in maths	Link with understanding of the world (science) light and dark, solar system Text – first big book of space in English Text – look up Text – owl babies Text – sing to the moon Link with maths – time – what do we do in the night/day	Fine motor development Link with science learning about animals Link with DT – junk modelling Link with maths – size and shape Link with patterns in maths – spotty, stripey (painting stage)
	Local Learning including outdoor learning	Outdoor learning- colour hunt	Outdoor learning- what is in the sky? where is the sun? Outdoor learning	Outdoor learning – minibeast hunting Nell Bank trip – minibeast hunting