

United Learning

Primary Art Curriculum

This document aims to provide art subject leaders and classroom teachers with an understanding of the rationale for the art curriculum, the core substantive and disciplinary knowledge that will be covered, as well as guidance on how to implement it in individual schools and classrooms.

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 - 'Vertical concepts' in Art
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1. Rationale

The Art curriculum at United Learning provides children with a:

- **Relevant, coherent, progressive** knowledge of the creative artistic process in 2D and 3D and the contribution of artists from a range of genres, times and cultural traditions, explored through the lenses of ‘vertical concepts’:
 - *Drawing*
 - *Painting*
 - *Sculpture*
 - *Collage/Printing*
 - *Digital Art/Photography*
- **Grounding in core disciplinary knowledge**, and the ability to approach challenging, artistically-valid questions:
 - **Line:** Is the use of line static or dynamic ? How do they determine motion and direction in a piece?
 - **Shape :** How are shapes used or combined? How does the combination of shapes make things look 3D?
 - **Form:** How has the artist made flat parts of an image appear 3D, e.g. through shading?
 - **Space:** How has the empty area around shapes been used?
 - **Colour:** How has colour been combined and varied to create mood and reaction in the viewer?
 - **Pattern:** How are motifs combined and what is the effect on the viewer?
 - **Texture:** How is the feel of a piece related to the materials it is made from?
- All year groups to use **sketch books** to develop their ideas and to complete their studies of the work of other artists

1. Rationale

Key knowledge provides pupils the opportunity to **develop artistic concepts**, and to **consider the world in the same way as artists**.

Art concepts are revisited in every unit, providing a consistent context that allows pupils to **situate new knowledge in their wider artistic understanding**.

		Substantive knowledge		Disciplinary knowledge
Autumn	Drawing/ Painting – self portraits	<ul style="list-style-type: none"> Hold a range of drawing tools accurately and control with dexterity to investigate marks that represent their observations Use lines to represent objects seen Accurately represent face with the correct features in the correct relative position Accurately represent face with the correct features an appropriate size and shape Mix colours using powder paint and apply them in their painting to represent real life Select and use different brushes to make marks of different thickness 	Skills Examples and vocabulary Artists/Links	Colour: Know how to make secondary colours from primary colours Know how to make a colour lighter or darker by adding white/black Shape: Observe and represent shapes in the face accurately Space: Position the features of the face relative to one another and within the face as a whole and discuss choices made, consider the unused space within the face Vocab: self portrait, primary colour, secondary color, size, shape, oval, bigger than, smaller than, the same as, equal, position, opposite, above, below, to the left/right of, next to Artists: Van Gogh, Graham Sutherland, Anna Katrina Zinkelsen
Spring	Sculpture- Castles	<ul style="list-style-type: none"> Handle and manipulate rigid and malleable materials and found objects to represent something known Select materials considering content, shape, surface and texture Modify materials by tearing and cutting and find ways of joining them to assemble basic forms Add surface features Consider the difference between a 2D and 3D image 	Skills Examples and vocabulary Artists/Links	Colour: use colour and painting skills to apply surface techniques to create or suggest a place or time Form: Understand that form is three dimensional and has height, length and width Know how this is different to a flat image, drawing or painting Vocab: select, materials, hinge, tie, fix, fasten, glue, sew, thread, length, height, width, volume, 3D, flat, 2D Artists: 2D images of castles, photographs from a visit to a castle
Summer	Printing- Transport	<ul style="list-style-type: none"> Produce creative work, exploring their ideas Apply ink or paint to a shape or surface – cotton reels, vegetables, corks etc to experiment with printing, improving the placement of the image Select objects for printing on the basis of their size and shape and suitability to combine to create an image of a form of transport from the past/modern day Create patterns that repeat 	Skills Examples and vocabulary Artists/Links	Colour: use colour and painting skills to apply surface techniques to create or suggest a place or time Pattern: explore and create repeating patterns, where placement is controlled and not random Vocab: print, cover, dip, technique, press, pattern, repeating image Artists: Visit to a local transport museum

Disciplinary knowledge is taught alongside substantive knowledge, and is **revisited and developed across KS1 and KS2**.

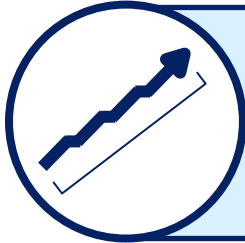
Pre and post learning quizzes highlight the core **substantive knowledge** required for the new unit.

Substantive knowledge is aligned to the National Curriculum, and **prepares pupils for KS3**.

2. Implementing the UL Primary Curriculum

Making the UL Primary Curriculum work for your school and your classes:

Art



Within the Subject

The UL art curriculum is aligned to the National Curriculum. It teaches pupils disciplinary knowledge (e.g. drawing and painting skills) gradually, and core substantive knowledge is sequenced across the units to build pupils' understanding of abstract concepts such as .

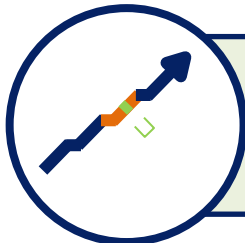
Aim to implement the longer-term subject plan; avoid swapping units or 'pick and mixing' with other schemes.



Within the Unit

All units contain a lesson summary; this lists the objectives in order and also provides a suggested way of grouping these into a number of lessons. While the order of objectives should be kept the same, the way they are grouped into lessons can be adapted. For example, objectives could be covered in more or less time to meet the needs of your school and classes.

Each unit has been deliberately planned to cover 6 lessons and not the full length of the half term; formative assessment should be used to gap fill in the remaining lessons.



Within the Lesson

All lesson plans are based on Rosenshine principles and reflect best practice. However, they should be used as a starting point and adapted or completely rewritten if needed to meet your class' needs. Hinge questions and other low-stakes formative assessment should also be used to inform your lesson plans, to fill your class' specific gaps or address their misconceptions.

3. Overview: Whole School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Observational Drawing</p> <ul style="list-style-type: none"> Using and manipulating drawing tools with control and dexterity <p><i>Self Portraits</i></p>	<p>Observational Drawing</p> <ul style="list-style-type: none"> Make studies from observation with increasing accuracy Draw things from different viewpoints <p><i>The School Building</i></p>	<p>Painting</p> <ul style="list-style-type: none"> Select from different methods to apply colour using a variety of tools and techniques Paint symbols, form and compositions when exploring the work of other artists and cultures <p><i>Cave Paintings</i></p>	<p>Collage</p> <ul style="list-style-type: none"> Understand the traditional arts and crafts of the Mayan people and represent them using mixed media elements <p><i>Mayan Masks</i></p>	<p>Collage</p> <ul style="list-style-type: none"> Select and use cutting tools and adhesives with care for a specific outcome Contribute to a large scale piece <p><i>Roman Mosaic</i></p>	<p>Drawing</p> <ul style="list-style-type: none"> Develop an understanding of calligraphy as a graphic art form Build up drawings of whole or parts of items Embellish decoratively using layers of materials <p><i>Anglo-Saxon Manuscript</i></p>
Spring	<p>Sculpture</p> <ul style="list-style-type: none"> Select materials and ways of joining them Consider the difference between a 2D and 3D image and understand form has length, height and width <p><i>Junk Modelling - Castles</i></p>	<p>Collage</p> <ul style="list-style-type: none"> Experiment with a apply and range of techniques for collaging Consider the use of colour and the impact on the viewer <p><i>The Great Fire Of London</i></p>	<p>Sculpture</p> <ul style="list-style-type: none"> Explore how stimuli can be used as a starting point for 3D work with focus on form , shape , pattern and texture Develop a response through modelling <p><i>Canopic Jars</i></p>	<p>Sculpture</p> <ul style="list-style-type: none"> Build in clay a functional form using a range of techniques and surface decoration Investigate and apply understanding of pattern <p><i>Islamic Tiles</i></p>	<p>Painting</p> <ul style="list-style-type: none"> Select from different methods to apply colour using a variety of tools and techniques to express mood/emotion Plan/paint symbols and forms when exploring the work of other cultures <p><i>Historic military paintings- Roman soldiers</i></p>	<p>Sculpture</p> <ul style="list-style-type: none"> Recreate 2D images in 3D, looking at one area of experience- form and surface <p><i>Viking Hoard</i></p>
Summer	<p>Printing</p> <ul style="list-style-type: none"> Produce creative work by exploring ideas Apply ink to a shape or surface <p><i>Press printing using objects - Transport</i></p>	<p>Digital Art</p> <ul style="list-style-type: none"> Open and use an art programme, select simple tools, control the size of a mark/line, select/pour/blend colours colours. <p><i>Space Art</i></p>	<p>Portrait Of An Artist</p> <ul style="list-style-type: none"> Describe the work of a great artist Learn about their style and describe how this is similar to and different from other great artists/practices Make links to own work <p><i>Pointillism and the work of Seurat to create paintings linked to study of Ancient Greece</i></p>	<p>Printing/photography</p> <ul style="list-style-type: none"> Design a complex pattern from 2 or more motifs and print a tiled version Superimposing images, layering and cutting out for effect Use camera to take specific photos <p><i>Printing wallpaper from an industrial stimulus</i></p>	<p>Portrait Of An Artist</p> <ul style="list-style-type: none"> Describe the work of a great artist Learn about their style and describe how this is similar to and different from other great artists/practices Make links to own work <p><i>Kara Walker contemporary black artist using silhouette as form</i></p>	<p>Digital Art</p> <ul style="list-style-type: none"> Use a digital art programme , making decisions about how and where to place images, text and using colour to convey a message <p><i>Design Magazine cover highlighting an emotive topic – e.g. equality/discrimination</i></p>

3. Overview: Year 1

		Substantive knowledge	Disciplinary knowledge	
Autumn	Drawing/ Painting Self portraits	<ul style="list-style-type: none"> Hold a range of drawing tools accurately and control with dexterity to investigate marks that represent their observations Use lines to represent objects seen Accurately represent face with the correct features in the correct relative position Accurately represent face with the correct features an appropriate size and shape Mix colours using powder paint and apply them in their painting to represent real life Select and use different brushes to make marks of different thickness 	Skills	<ul style="list-style-type: none"> Colour: Know how to make secondary colours from primary colours Know how to make a colour lighter or darker by adding white/black Shape: Observe and represent shapes in the face accurately Space: Position the features of the face relative to one another and within the face as a whole and discuss choices made, consider the unused space within the face
			Examples and vocabulary	<ul style="list-style-type: none"> Vocab: self portrait, primary colour, secondary colours, shape, oval, bigger than, smaller than, the same as, equal, position, opposite, above, below, to the left/right of, next to
			Artists/Links	<ul style="list-style-type: none"> Artists: Van Gogh, Graham Sutherland, Anna Katrina Zinkeisen
Spring	Sculpture Castles	<ul style="list-style-type: none"> Handle and manipulate rigid and malleable materials and found objects to represent something known Select materials considering content, shape, surface and texture Modify materials by tearing and cutting and find ways of joining them to assemble basic forms Add surface features Consider the difference between a 2D and 3D image 	Skills	<ul style="list-style-type: none"> Colour: use colour and painting skills to apply surface techniques to create or suggest a place or time Form: Understand that form is three dimensional and has height, length and width, and know how this is different to a flat image, drawing or painting
			Examples and vocabulary	<ul style="list-style-type: none"> Vocab: select, materials, hinge, tie, fix, fasten, glue, sew, thread, length, height, width, volume, 3D, flat, 2D
			Artists/Links	<ul style="list-style-type: none"> Artists: 2D images of castles, photographs from a visit to a castle
Summer	Printing Transport	<ul style="list-style-type: none"> Produce creative work, exploring their ideas Apply ink or paint to a shape or surface – cotton reels, vegetables, corks etc. to experiment with printing, improving the placement of the image Select objects for printing on the basis of their size and shape and suitability to combine to create an image of a form of transport from the past/from modern day Create patterns that repeat 	Skills	<ul style="list-style-type: none"> Colour: use colour and painting skills to apply surface techniques to create or suggest a place or time Pattern: explore and create repeating patterns, where placement is controlled and not random
			Examples and vocabulary	<ul style="list-style-type: none"> Vocab: print, cover, dip, technique, press, pattern, repeating image
			Artists/Links	<ul style="list-style-type: none"> Artists: Visit to a local transport museum

3. Overview: Year 2

		Substantive knowledge	Disciplinary knowledge	
Autumn	Drawing School building	<ul style="list-style-type: none"> • Make studies from observation with increasing accuracy, positioning marks and features with some care • Make line and shape drawings from observation adding light/dark tone, colour and features • Draw from different viewpoints • Use a view finder to select a view, shapes and visual clues in an image and record what has been selected within the frame 	Skills	<ul style="list-style-type: none"> • Colour: select from a limited palette to create mood and feeling • Shape: record shapes accurately taking account of their relationship to one another • Space: develop an awareness of the spaces between shapes • Form: add light and dark through shading and cross hatching • Pattern: Investigation of pattern and symmetry within the architecture of a building • Line: use line to represent the texture of different parts of the building • Explore tone using different grades of pencil, experiment and investigate
			Examples and vocabulary	<ul style="list-style-type: none"> • Vocab: Soft, hard, pencil, line, thin, thick, faint, bold, wide, narrow, texture, rough, smooth, pattern, repeating, mirror image, symmetrical
			Artists/Links	<ul style="list-style-type: none"> • Artist: L.S Lowry
Spring	Collage Great Fire of London	<ul style="list-style-type: none"> • Experiment with and apply a range of techniques for collaging- modify materials by cutting, tearing, layering, super imposing before adding other marks(including text) and colour to represent an idea • Sort and use materials according to specific qualities e.g. shiny , hot colours • Use paste and adhesives to select and place cut and torn shapes/words/images onto a flat surface to convey an idea. 	Skills	<ul style="list-style-type: none"> • Colour: consider the use of colour for effect – warm and hot colours • Pattern: Consider the effect of the juxtaposition of hot colours and black in a random arrangement • Space: consider how the space between, above and below collaged areas contributes to the overall effect of the piece
			Examples and vocabulary	<ul style="list-style-type: none"> • Vocab: ripping, cutting, tearing, layering, super imposing, hot and warm colours, cold colours
			Artists/Links	<ul style="list-style-type: none"> • Museum Of London collection
Summer	Digital Art Space	<ul style="list-style-type: none"> • Open and use an art programme, select simple tools to make lines, shapes and pour colours • control the size of a mark/line and use predefined stamps, shapes or motifs • Copy and paste areas of an image • Save and print an image. 	Skills	<ul style="list-style-type: none"> • Colour: Use contrasting colours together for impact – draw on previous knowledge and apply in own work. Use the erase tool to investigate the impact of areas with an absence of colour • Shape: Consider the impact on their composition of the positioning of different shapes
			Examples and vocabulary	<ul style="list-style-type: none"> • Vocab: fill effect, impact. erase, blend, graduate, paint, stamp, motif,
			Artists/Links	<ul style="list-style-type: none"> • Greg Martin

3. Overview: Year 3

		Substantive knowledge		Disciplinary knowledge	
Autumn	Painting Cave paintings	<ul style="list-style-type: none"> Select from different methods to apply colour using a variety of tools and techniques, including painting with natural materials e.g. mud, ink, cochineal, charcoal and with a range of natural materials e.g. sticks, feathers, hands Paint symbols, form and compositions when exploring the work of other artists and cultures Experiment with painting onto wet and dry surfaces Explore the effect of adding glue, sawdust and use this in painting 	Skills	<ul style="list-style-type: none"> Colour: Experiment with a range of types of paint, adjusting the strength of colours used. Replicate a colour palette appropriate for cave paintings Line: Understand how line can be affected by the nature of the range of tools used, and make decisions about which tools to select for the type of line required Shape: consider shapes drawn and the surrounding spaces – how will colour be used in both these areas? 	
			Examples and vocabulary	<ul style="list-style-type: none"> Vocab: silhouette, wax resist, language of direction, zig zag, continuous line, broken line, dotted line, dashes, curved line, wiggly line 	
			Artists/Links	<ul style="list-style-type: none"> The Lascaux Cave artists (as story tellers linked to modern cartoonist) Max Groening) 	
Spring	Sculpture Canopic jars	<ul style="list-style-type: none"> Explore how stimuli can be used as a starting point for 3D work with focus on form , shape , pattern and texture Develop a response through modelling Understand how structure needs to be created to hold its shape, have volume Identify and assemble materials to make a new form, carefully covering with papier mache Compare own designs and pattern making with those from periods of history – Ancient Greece 	Skills	<ul style="list-style-type: none"> Colour: represent things observed or remembered using colour , selecting appropriate paint, colour and brushes Pattern: investigate and apply geometric and interlacing patterns from other cultures and times Form: build on understanding of layering to create a robust 3D structure 	
			Examples and vocabulary	<ul style="list-style-type: none"> Vocab: papier mache, geometric patterns, symmetry, interlacing pattern, band pattern, motif 	
			Artists/Links	<ul style="list-style-type: none"> Links to other cultural art which focuses on pattern e.g. Rangoli patterns Pramod Arvi 	
Summer	Portrait of an artist	<ul style="list-style-type: none"> Learn about the life and work of Seurat and the pointillist style Learn about ‘how to..’ from an artist’s work Understand how paintings communicate ideas and emotions 	Skills	<p>Critical and contextual skills:</p> <ul style="list-style-type: none"> Describe what you see, think, feel when looking at images and artefacts in different forms and suggest reasons for the artist’s intention or meaning of the work. How could you use these considerations of an artist’s work to improve your own? 	
			Examples and vocabulary	<ul style="list-style-type: none"> Vocab: preference, like, dislike, mood, feeling, 	
			Artists/Links	<ul style="list-style-type: none"> Seurat 	

3. Overview: Year 4

		Substantive knowledge	Disciplinary knowledge
Autumn	Collage Mayan masks	<ul style="list-style-type: none"> Understand the traditional arts and crafts of the Mayan people and represent them using mixed media elements Improve the skills of overlapping and overlaying to place objects in front and behind Use understanding of Mayan Gods to draw an image from their imagination Use human and animal shapes to create a mask for a specific purpose – death, war, priest, celebration Design and make a 3D form and consider its function Decorate using colour to reflect mood and purpose Compare the traditional art of the Mayans with Lascaux cave paintings, with focus on use of colour 	Skills <ul style="list-style-type: none"> Colour: Experiment with colour to portray a symbolic message Red = East (where the sun is born), White = North (sacred items are white), Yellow = South (the dying place of the sun) Pattern: apply recognized patterns to their own work, adapt and apply using spatial and geometrical thinking
			Examples and vocabulary <ul style="list-style-type: none"> Vocab: mask, symbols, symbolize, symbolism, message, represent, concept, association, image
			Artists/Links <ul style="list-style-type: none"> Traditional Mayan Art
Spring	Sculpture Islamic tiles	<ul style="list-style-type: none"> Build in clay a functional form using a range of techniques and surface decoration Understand how to create a relief by making indentions with a range of tools Experiment with 'cross hatching and grafting ' and use of slip to attach additional raised sections Scale a design up to a larger scale and work as part of a group to create a whole class piece 	Skills <ul style="list-style-type: none"> Colour: Experiment with colour to portray a cultural message - Pattern: Investigate and apply understanding of pattern: geomtric shapes in Islamic pattern (arabesque) Line: make choices of tool, based on the quality of the lines they produce – width, depth, feel Shape: recreate shapes from ancient Islamic art, using curved, straight, dotted lines and the shapes they define Form : work in 3D on a small scale and combine to make a 3D image
			Examples and vocabulary <ul style="list-style-type: none"> Vocab: relief, tiles, ceramic, theme, indent, press, apply, hatching, slip, graft, indentation
			Artists/Links <ul style="list-style-type: none"> Traditional Islamic Art
Summer	Printing Photography	<ul style="list-style-type: none"> Design a complex pattern from 2 or more motifs and print a tiled version- polystyrene tile and ink Superimposing images, layering and cutting out for effect Use the work of a well known artist to understand 'how to...' (create a repeating motif for wallpaper) Use camera to take photos with a specific focus- industrial shapes, cogs, wheels, looms Record photographic images and select from them , as inspiration for own work 	Skills <ul style="list-style-type: none"> Colour: selecting colours to overlap for effect and to create mood Pattern: Recognise patterns in industrial shapes and use as inspiration for own patterns, make choices about what is repeated and how it is repeated – is the pattern regular or irregular? Understand motif as a single element within a more complex arrangement Line: Consider the type of line used in the motif. How does this help the motif to tessellate? Space: Consider size, shape, arrangement of space between and around the motif?
			Examples and vocabulary
			Artists/Links <ul style="list-style-type: none"> William Morris Visit to local industrial museum

3. Overview: Year 5

		Substantive knowledge		Disciplinary knowledge	
Autumn	Collage Roman mosaic	<ul style="list-style-type: none"> Select and use cutting tools and adhesives with care for a specific outcome Explore how a stimulus can be used as a starting point for work in 3D, with particular focus on form, shape, colour, pattern and texture Use a study of work in 3D from other times and cultures to develop their own models, experimentation and designs Make imaginative use of the knowledge previously acquired to use tools, techniques and materials with increasing precision and matched to an intended outcome Contribute to a large-scale piece, use a viewfinder to focus on a specific section of a larger work Embellish decoratively, ensure that fixings selected are secure 	Skills	<ul style="list-style-type: none"> Colour: Make own selection of colour adhering to conventions of culture and tradition and as part of a larger collaborative piece Texture: Work in raised relief, using smaller tiles (coloured glass tiles, broken up mosaic style bathroom tiles) to create an image on a larger clay tile Shape: Understand how an overall image is made from the placement of a series of coloured squares Pattern: Apply previous knowledge of band patterns, considering rotation, reflection Form: Build complexity into the surface of a 3D piece 	
			Examples and vocabulary	<ul style="list-style-type: none"> Vocab: mosaic, embed, fixing, secure, band pattern, reflection, rotation, border 	
			Artists/Links	<ul style="list-style-type: none"> Traditional Roman mosaic designs Visit to local Roman site/museum 	
Spring	Painting Roman military portraits	<ul style="list-style-type: none"> Select from different methods to apply colour using a variety of tools and techniques to express mood/emotion- colour wash as base onto which to add details Paint with water colours, mix colours and use range of ways of including tone – adding white/black, using more paint, using more water, layering /painting over top Plan/paint symbols and forms when exploring the work of other cultures- combining pencil drawing with painting to mark out both subject and background Using manikin to understand proportion in the human form- plan and complete a set of prelim drawings to plan a piece. 	Skills	<ul style="list-style-type: none"> Colour: creating a colour wash, as a base/background to a painting, recognizing how a wash differs from painting subsequent layers (diluted strength) and how it is built upon by subsequent layers of stronger colour to arrive at the final piece. Mix: a full range of colours and shades from a standard water colour palette Shape: Understand and represent proportion accurately Space: Understand how blocking out space projects an image forward Texture: Understand how to use brushes of different sizes to create effects that re create texture in a 2D painting e.g. stippling, dabbing, washing 	
			Examples and vocabulary	<ul style="list-style-type: none"> Vocab: proportion, colour blocking, under painting, wash, base coat, background, detail, stippling, project, stand out, draw the eye 	
			Artists/Links	<ul style="list-style-type: none"> Roman Military paintings by Graham Turner 	
Summer	Portrait of an artist Kara Walker	<ul style="list-style-type: none"> Describe the work of a great artist Learn about their style and describe how this is similar to and different from other great artists/practices Make links to own work Plan and annotate and record ideas as thumbnails Build up drawings of parts of designs using a range of techniques – cutting out prototype from card Use shadow puppets to investigate form 	Skills	<ul style="list-style-type: none"> Colour: Understand darkness as the absence of light, Recognise and make choices around the elements of dark against light and light against dark Form: How is form created by what is cut out and what is left where pieces have been removed? 	
			Examples and vocabulary	<ul style="list-style-type: none"> Vocab: silhouette, shadow, puppet, outline, definition, light, dark, cut out, stencil 	
			Artists/Links	<ul style="list-style-type: none"> Kara Walker contemporary black artist using silhouette as form Link to Chinese folk art 	



3. Overview: Year 6

		Substantive knowledge		Disciplinary knowledge	
Autumn	Drawing/ Calligraphy Anglo Saxon manuscripts (runes)	<ul style="list-style-type: none"> Develop an understanding of calligraphy as a graphic art form Consider use of colour, line and shape when exploring work from another time or culture Build up drawings of whole or parts of items Embellish decoratively using layers of materials, drawing on known skills and techniques in collage, painting, drawing, printing. Plan and complete extended sets of drawings in sketchbooks 	Skills	Colour: Convey tonal features Form: Investigate different type faces – what is their impact on the reader? How does typeface reflect the time, culture, purpose of the piece? Line: consider the visual impact of hard straight lines and symbols	
			Examples and vocabulary	Vocab: layer, super impose, embellish, layer, assemble, decorate, calligraphy, graphics, text, font, rune, composition	
			Artists/Links	Images of rune manuscripts	
Spring	Sculpture Viking hoard	<ul style="list-style-type: none"> Recreate 2D images in 3D, looking at one area of experience- form and surface Use the study of 3D work from a variety of genres and cultures to develop a personal response through models, experimentation and design stages Explore a stimulus as a starting point for developing own ideas Make imaginative use of previous knowledge of tools, materials (Clay) and techniques to express own ideas and feelings Apply previous knowledge to judging scale 	Skills	Colour: Mixing and matching colour for effect (to resemble precious metals) Form: Continue to develop solid 3D skills, working on a range of scales – small scale , precision Line: Make decisions about the width and type of lines used to decorate or to represent factors of cultural or religious significance Texture: Apply knowledge of using a range of tools to create rough and smooth textures on the surface of the clay, as appropriate for the nature of the piece	
			Examples and vocabulary	Vocab: size, weight, scale, surface, shape, cross hatching, score, slip, relief, slab, blending, welding, proportion	
			Artists/Links		
Summer	Digital art Magazine cover	<ul style="list-style-type: none"> Use a digital art programme , making decisions about how and where to place images, text and using colour to convey a message Plan and take photographs to provide content to be cut and pasted or superimposed in other images Design Magazine cover highlighting an emotive topic – e.g. equality/discrimination 	Skills	Colour: Confidently make and apply decisions about the use of colour to accentuate the message conveyed by the design of the magazine cover, use block fill, fading, blending tools to manipulate colour . Consider how colour is used in both subject and background and how it links with the choice of font and arrangement of text. Line: How have decisions been made about line size, style, width and colour in line with the brief? What is the impact on the reader? Form: How have images been made to look 3D? How have 2 and 3D images been combined ? Space: How have decisions been made about the layout of the images, text and the background space, spaced between items?	
			Examples and vocabulary	Vocab: photoshop, crop, rotate, insert, enlarge, reduce, scale, font, graphics, size, re size, background, colour fill, block fill, graduated colour, blending	
			Artists/Links		



3. Overview: Vertical concepts

	Drawing	Painting	Sculpture	Collage	Digital art / photography	Painting
Y1	<ul style="list-style-type: none"> Hold a range of drawing tools accurately and control with dexterity to investigate marks that represent their observations Use lines to represent objects seen Accurately represent face with the correct features in the correct relative position Accurately represent face with the correct features an appropriate size and shape 	<ul style="list-style-type: none"> Mix colours using powder paint and apply them in their painting to represent real life Select and use different brushes to make marks of different thickness 	<ul style="list-style-type: none"> Handle and manipulate rigid and malleable materials and found objects to represent something known Select materials considering content, shape, surface and texture Consider the difference between a 2D and 3D image 	<ul style="list-style-type: none"> Modify materials by tearing and cutting and find ways of joining them to assemble basic forms Add surface features 		<ul style="list-style-type: none"> Produce creative work, exploring their ideas Apply ink or paint to a shape or surface – cotton reels, vegetables, corks etc. to experiment with printing, improving the placement of the image Select objects for printing on the basis of their size and shape and suitability to combine to create an image of a form of transport from the past/from modern day Create patterns that repeat
Y2	<ul style="list-style-type: none"> Make studies from observation with increasing accuracy, positioning marks and features with some care Make line and shape drawings from observation adding light/dark tone, colour and features Draw from different viewpoints Use a view finder to select a view, shapes and visual clues in an image and record what has been selected within the frame 			<ul style="list-style-type: none"> Experiment with and apply a range of techniques for collaging-modify materials by cutting, tearing, layering, super imposing before adding other marks(including text) and colour to represent an idea Sort and use materials according to specific qualities e.g. shiny , hot colours Use paste and adhesives to select and place cut and torn shapes/words/images onto a flat surface to convey an idea 	<ul style="list-style-type: none"> Open and use an art programme, select simple tools to make lines, shapes and pour colours control the size of a mark/line and use predefined stamps, shapes or motifs Copy and paste areas of an image Save and print an image. 	



3. Overview: Vertical concepts

	Drawing	Painting	Sculpture	Collage	Digital art / photography	Painting
Y3		<ul style="list-style-type: none"> Select from different methods to apply colour using a variety of tools and techniques, including painting with natural materials e.g. mud, ink, cochineal, charcoal and with a range of natural materials e.g. sticks, feathers, hands Paint symbols, form and compositions when exploring the work of other artists and cultures Experiment with painting onto wet and dry surfaces Explore the effect of adding glue, sawdust and use this in painting Understand how paintings communicate ideas and emotions 	<ul style="list-style-type: none"> Explore how stimuli can be used as a starting point for 3D work with focus on form , shape , pattern and texture Develop a response through modelling Understand how structure needs to be created to hold its shape, have volume Identify and assemble materials to make a new form, carefully covering with papier mache Compare own designs and pattern making with those from periods of history – Ancient Greece 			
Y4			<ul style="list-style-type: none"> Build in clay a functional form using a range of techniques and surface decoration Understand how to create a relief by making indentions with a range of tools Experiment with 'cross hatching and grafting ' and use of slip to attach additional raised sections Scale a design up to a larger scale and work as part of a group to create a whole class piece 	<ul style="list-style-type: none"> Understand the traditional arts and crafts of the Mayan people and represent them using mixed media elements Improve the skills of overlapping and overlaying to place objects in front and behind Use understanding of Mayan Gods to draw an image from their imagination Use human and animal shapes to create a mask for a specific purpose – death, war, priest, celebration Design and make a 3D form and consider its function Decorate using colour to reflect mood and purpose Compare the traditional art of the Mayans with Lascaux cave paintings, with focus on use of colour 	<ul style="list-style-type: none"> Use camera to take photos with a specific focus- industrial shapes, cogs, wheels, looms Record photographic images and select from them , as inspiration for own work 	<ul style="list-style-type: none"> Design a complex pattern from 2 or more motifs and print a tiled version- polystyrene tile and ink Superimposing images, layering and cutting out for effect Use the work of a well known artist to understand 'how to...' (create a repeating motif for wallpaper)



3. Overview: Vertical concepts

	Drawing	Painting	Sculpture	Collage	Digital art / photography	Painting
Y5	<ul style="list-style-type: none"> Plan and annotate and record ideas as thumbnails Build up drawings of parts of designs using a range of techniques – cutting out proto type from card 	<ul style="list-style-type: none"> Select from different methods to apply colour using a variety of tools and techniques to express mood/emotion- colour wash as base onto which to add details Paint with water colours, mix colours and use range of ways of including tone – adding white/black, using more paint, using more water, layering /painting over top Plan/paint symbols and forms when exploring the work of other cultures- combining pencil drawing with painting to mark out both subject and background Using manikin to understand proportion in the human form- plan and complete a set of prelim drawings to plan a piece. 	<ul style="list-style-type: none"> Use shadow puppets to investigate form 	<ul style="list-style-type: none"> Select and use cutting tools and adhesives with care for a specific outcome Explore how a stimulus can be used as a starting point for work in 3D, with a particular focus on form, shape, colour, pattern and texture Use a study of work in 3D from other times and cultures to develop their own models, experimentation and designs Make imaginative use of the knowledge previously acquired to use tools, techniques and materials with increasing precision and matched to an intended outcome Contribute to a large scale piece, use a viewfinder to focus on a specific section of a larger work Embellish decoratively, ensure that fixings selected are secure 		
Y6	<ul style="list-style-type: none"> Develop an understanding of calligraphy as a graphic art form Consider use of colour, line and shape when exploring work from another time or culture Build up drawings of whole or parts of items Embellish decoratively using layers of materials, drawing on known skills and techniques in collage, painting, drawing, printing. Plan and complete extended sets of drawings in sketchbooks 		<ul style="list-style-type: none"> Recreate 2D images in 3D, looking at one area of experience- form and surface Use the study of 3D work from a variety of genres and cultures to develop a personal response through models, experimentation and design stages Explore a stimulus as a starting point for developing own ideas Make imaginative use of previous knowledge of tools, materials (Clay) and techniques to express own ideas and feelings Apply previous knowledge to judging scale 		<ul style="list-style-type: none"> Use a digital art programme, making decisions about how and where to place images, text and using colour to convey a message Plan and take photographs to provide content to be cut and pasted /superimposed in other images Design Magazine cover highlighting an emotive topic – e.g. equality/discrimination 	

3. Overview: Disciplinary Knowledge

	Line	Shape	Form	Space	Colour	Pattern	Texture
Y1		<ul style="list-style-type: none"> Observe and represent shapes in the face accurately 	<ul style="list-style-type: none"> Understand that form is three dimensional and has height, length and width Know how this is different to a flat image, drawing or painting 		<ul style="list-style-type: none"> Know how to make secondary colours from primary colours Know how to make a colour lighter or darker by adding white/black Use colour and painting skills to apply surface techniques to create or suggest a place or time 	<ul style="list-style-type: none"> Explore and create repeating patterns, where placement is controlled and not random 	
Y2	<ul style="list-style-type: none"> Use line to represent the texture of different parts of the building Explore tone using different grades of pencil, experiment and investigate 	<ul style="list-style-type: none"> Record shapes accurately taking account of their relationship to one another Consider the impact on their composition of the positioning of different shapes 	<ul style="list-style-type: none"> Add light and dark through shading and cross hatching 	<ul style="list-style-type: none"> Develop an awareness of the spaces between shapes Consider how the space between, above and below collaged areas contributes to the overall effect of the piece 	<ul style="list-style-type: none"> Select from a limited palette to create mood and feeling Consider the use of colour for effect – warm and hot colours Use contrasting colours together for impact – draw on previous knowledge and apply in own work. Use the erase tool to investigate the impact of areas with an absence of colour 	<ul style="list-style-type: none"> Investigation of pattern and symmetry within the architecture of a building Consider the effect of the juxtaposition of hot colours and black in a random arrangement 	
Y3	<ul style="list-style-type: none"> Understand how line can be affected by the nature of the range of tools used. Make decisions about which tools to select for the type of line required 	<ul style="list-style-type: none"> Consider shapes drawn and the surrounding spaces – how will colour be used in both these areas? 	<ul style="list-style-type: none"> Build on understanding of layering to create a robust 3D structure 		<ul style="list-style-type: none"> Experiment with a range of types of paint, adjusting the strength of colours used. Replicate a colour palette appropriate for cave paintings Represent things observed or remembered using colour, selecting appropriate paint, colour and brushes 	<ul style="list-style-type: none"> Investigate and apply geometric and interlacing patterns from other cultures and times 	

3. Overview: Disciplinary Knowledge

	Line	Shape	Form	Space	Colour	Pattern	Texture
Y4	<ul style="list-style-type: none"> • Make choices of tool, based on the quality of the lines they produce – width, depth, feel • Consider the type of line used in the motif. How does this help the motif to tessellate? 	<ul style="list-style-type: none"> • Recreate shapes from ancient Islamic art, using curved, straight, dotted lines and the shapes they define 	<ul style="list-style-type: none"> • Work in 3D on a small scale and combine to make a 3D image 	<ul style="list-style-type: none"> • Consider size, shape, arrangement of space between and around the motif. How is colour used to emphasize the motif or to extend the motif? 	<ul style="list-style-type: none"> • Experiment with colour to portray a symbolic message. Red = East (where the sun is born), White = North (sacred items are white), Yellow = South (the dying place of the sun) • Experiment with colour to portray a cultural message • Select colours to overlap for effect and to create mood - 	<ul style="list-style-type: none"> • Apply recognized patterns to their own work, adapt and apply using spatial and geometrical thinking • Investigate and apply understanding of pattern: geometric shapes in Islamic pattern (arabesque) • Recognise patterns in industrial shapes and use as inspiration for own patterns, make choices about what is repeated and how it is repeated – is the pattern regular or irregular? Understand motif as a single element within a more complex arrangement 	
Y5		<ul style="list-style-type: none"> • Understand how an overall image is made from the placement of a series of coloured squares • Understand and represent proportion accurately 	<ul style="list-style-type: none"> • Build complexity into the surface of a 3D piece • How is form created by what is cut out and what is left where pieces have been removed? 	<ul style="list-style-type: none"> • Understand how blocking out space projects an image forward 	<ul style="list-style-type: none"> • Make own selection of colour adhering to conventions of culture and tradition and as part of a larger collaborative piece • Create a colour wash, as a base/background to a painting, recognizing how a wash differs from painting subsequent layers (diluted strength) and how it is built upon by subsequent layers of stronger colour to arrive at the final piece. • Mix a full range of colours and shades from a standard water colour palette • Understand darkness as the absence of light, • Recognise and make choices around the elements of dark against light and light against dark 	<ul style="list-style-type: none"> • Apply previous knowledge of band patterns, considering rotation, reflection 	<ul style="list-style-type: none"> • Work in raised relief, using smaller tiles (coloured glass tiles, broken up mosaic style bathroom tiles) to create an image on a larger clay tile • Understand how to use brushes of different sizes to create effects that re create texture in a 2D painting e.g. stippling, dabbing, washing



3. Overview: Disciplinary Knowledge

	Line	Shape	Form	Space	Colour	Pattern	Texture
Y6	<ul style="list-style-type: none"> consider the visual impact of hard straight lines and symbols Make decisions about the width and type of lines used to decorate or to represent factors of cultural or religious significance How have decisions been made about line size, style, width and colour in line with the brief? What is the impact on the reader? 		<ul style="list-style-type: none"> Continue to develop solid 3D skills, working on a range of scales – small scale, precision How have images been made to look 3D? How have 2 and 3D images been combined? 	<ul style="list-style-type: none"> How have decisions been made about the layout of the images, text and the background space, spaced between items? 	<ul style="list-style-type: none"> Convey tonal features Form: Investigate different type faces – what is their impact on the reader? How does typeface reflect the time, culture, purpose of the piece? Mixing and matching colour for effect (to resemble precious metals) Confidently make and apply decisions about the use of colour to accentuate the message conveyed by the design of the magazine cover, use block fill, fading, blending tools to manipulate colour Consider how colour is used in both subject and background and how it links with the choice of font and arrangement of text. 		<ul style="list-style-type: none"> Apply knowledge of using a range of tools to create rough and smooth textures on the surface of the clay, as appropriate for the nature of the piece



4. Transitions and ensuring continuity

Moving to a new curriculum

- As we transition to a new curriculum, we are aware that there will be some gaps in pupils' knowledge and conceptual understanding.
- Teachers will take this into account at the start of a new unit when they check for prior knowledge.
- Units will need to be adapted slightly at the start to take account of this, but teachers should ensure that the key knowledge and concepts from the new unit are applied and understood by pupils.

Dos and don'ts

Do

- Stick to one scheme
- Ensure that staff are teaching what the curriculum says

Don't

- Mix and match between schemes
- Change units between year groups

Consider

- If you are changing your curriculum, any interim units must be for this year only.
- Full planning **must** be in place for September 2020.