

Bramcote Hills Primary School
'Make the future better for all'



Art

Curriculum Depth Map

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'Make the future better for all'
Curriculum Depth Map – Art

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative works using the language of art, craft and design.
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

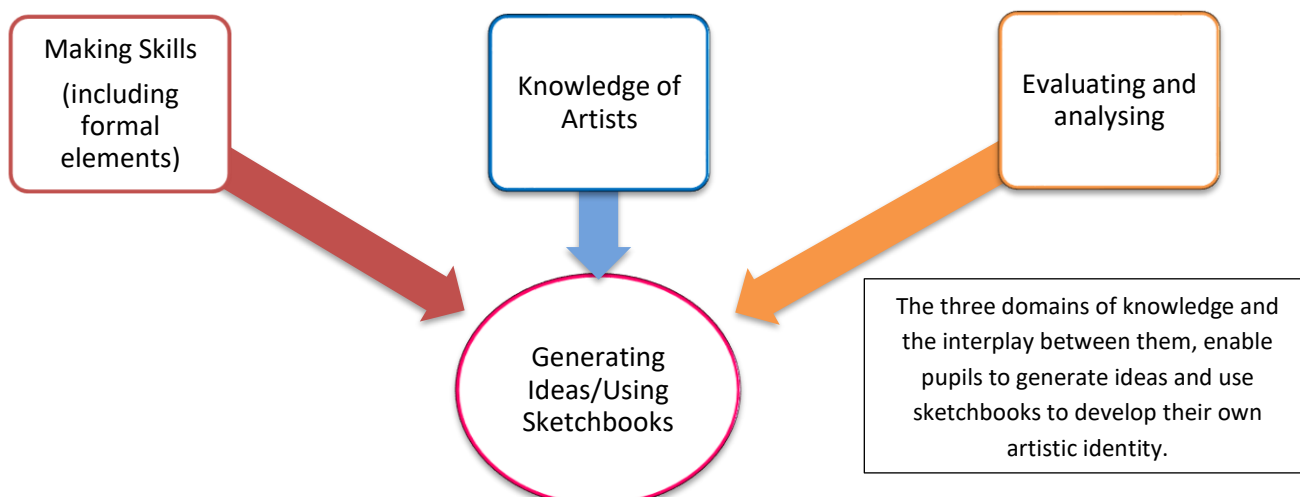
Intent

At BHPS we provide children with a challenging and engaging Art and Design curriculum that develops creativity, sets challenges, engages, and inspires children and equips them with the conceptual and procedural knowledge they need to experiment, invent and create their own works of art, craft, and design. The curriculum is designed to allow pupils to further their understanding of Art and Design, in order to explore and investigate, create and evaluate artwork as set out in the national curriculum. It enables pupils to create artwork with a real purpose, encouraging the display and sharing of work created and showcasing the skills and progress made.

Throughout their study, the children will acquire and develop the conceptual and procedural knowledge that has been identified within each component of learning and across each year group. Conceptual knowledge is taught in sequences that build on prior learning. Procedural knowledge is a golden thread that runs throughout the units and is, itself, carefully sequenced and matched, wherever possible, to the appropriate conceptual knowledge.

School recognises the distinction between *conceptual* and *procedural* knowledge. Conceptual knowledge being the facts, rules and principles and the relationships between them. It can be described as '*knowing that*'. In contrast procedural knowledge is knowledge of methods or processes that can be performed. It can be described as '*knowing how*'.

Conceptual Knowledge		Procedural Knowledge
Practical	Theoretical	Procedural
In order to make art with increasing proficiency, pupils need to develop practical knowledge in the following areas: • Methods and techniques • Media and materials • Formal elements: Line, tone, shape, colour, form, pattern, texture. In the Kapow Primary curriculum, this knowledge largely links to our Making skills strand.	Children gain knowledge of the history of art through the Knowledge of Artists strand. They consider the meanings and interpretations behind works of art that they study and explore artists' materials and processes.	Disciplinary knowledge refers to the procedural knowledge children acquire to help them understand the subject as a discipline. Pupils learn how art is studied, discussed and judged, considering our big questions: What is art? Why do people make art? How do people talk about art? In Kapow, the strand Evaluating and analysing covers this procedural knowledge.



Key Primary Themes have been identified to enable children to contextualise, link and understand conceptual knowledge. Pupils are given every opportunity to develop their ability, nurture their talent and interests, express ideas and thoughts about the world, as well as learning about art and artists across cultures and through history.

Pupils are also taught about the contributions that artists have made and continue to make, to the world they live in.

Artist focus: Learning begins with a brief story or interesting fact about an artist, whose work exemplifies one or more formal element of art.

Artwork Analysis: Pupils are encouraged to identify and talk about the formal elements of art within an artist's work, before presenting and discussing the elements within their own work.

Imitative Creation: After discussing an artist, pupils create their own artwork inspired by them.

Sketchbooks: Pupils reflect on elements they have used or observed in art around them, including information about how the artist studied applies the formal elements of art within their artwork.

Gallery: Following the completion of an artist study, pupils exhibit a finished product within a whole school art gallery, which is showcased to their peers and where possible, the wider school community.

Implementation

Our art and design curriculum provides a clear and comprehensive scheme of work that is based on the Kapow Curriculum. It is sequential, allowing pupils to build their conceptual and procedural knowledge, applying them in a range of ways. Our art and design curriculum is designed to allow children time to think, discuss, practise, explore and embed. This allows time for teaching, practice and repetition – both in a year group and across key stages. Curriculum coverage is sequenced carefully from EYFS to Year 6 which allows key primary themes, conceptual and procedural knowledge to be developed and revisited at a deeper level of learning.

The formal elements, a key part of the national curriculum, are woven throughout the components of learning. Children are given an opportunity to present their sense of vision through observation, experimentation, and illustration. Pupils are encouraged to use their imagination through a wide variety of media and manipulative skills are developed as well as an awareness of colour, texture, design and dimension. Because the children will have access to conceptual knowledge, language and meanings, they will be able to apply this to their work in Art and Design and across the wider curriculum. There will be, where applicable, links to develop the children's learning experiences. Key primary themes, conceptual and procedural knowledge are revisited with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Components of learning allow for procedural knowledge to be developed through practical activities, which encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas.

Lessons seek to introduce new conceptual knowledge and concepts in small, logical steps, in line with cognitive load theory. Children's knowledge will be built up gradually, making links, wherever possible, to previous knowledge and other areas of learning. We seek to further children's ability to commit new learning to long term memory by assessing their retention and revisiting key knowledge. Potential misconceptions will be addressed through carefully selected lesson content and effective feedback.

Impact

The art curriculum is designed in such a way that pupils are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. This means that pupils not only know key knowledge and information about art but are able to talk confidently about their own learning journey and have a growing understanding of how to improve. The impact of our art teaching can be constantly monitored through both formative and summative assessment opportunities, such as low-stakes tests/quizzes, rapid recall opportunities, varied activities and an opportunity to share their knowledge of key vocabulary. Pupil outcomes from each focused activity within a lesson can be used formatively to consider next steps for the class or individual, and/or summatively to inform summaries for the next class teacher or for parents.

Pupils should leave BHPS equipped with the requisite skills and knowledge to succeed in key stage 3 art and design. They should be equipped with a range of techniques and the confidence and creativity to form a strong foundation for their art and design learning at Key Stage 3 and beyond

The expected impact of following the Art Depth Map is that children will:

- Pupils will have clear enjoyment and confidence in art that they will then apply to other areas of the curriculum
- Pupils will understand what being an 'artist' means
- Pupils will ultimately know more, remember more and understand more about art
- Produce creative work, exploring and recording their ideas and experiences
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative work using subject-specific language
- Know about a number of focus artists and historical and cultural development of their artwork.
- Demonstrate knowledge when using tools or skills in other areas of the curriculum and in enrichment opportunities both in and out of school
- Meet end of key stage expectations outlined in the national curriculum for art and design

During the following **Staging Points** these will be identified as:

Foundation
The principal focus of Art teaching in Foundation is to foster curiosity about the world around them. • Use drawing and mark-making to express thoughts and emotions. • Describe how to use various materials, tools, and techniques safely and effectively. • Explore and play with colour, shape, and texture in artistic creations. • Present their artwork and explain the steps they took to create it. • Talk about how artists influence and inspire others through their creations. • Point out and explain key elements in their own work and that of others.
KS1
The principal focus of Art teaching in KS1 involves fostering creativity, self-expression and introducing basic techniques and tools. This includes an introduction to famous artists and their work and associated vocabulary. • Recall the initial, sticky and procedural knowledge specified within the curriculum depth map. • Select art elements to convey movement, outlines, and emotions. • Apply various sketching methods inspired by personal experiences or imagination. • Discuss how to create tints and shades by mixing paint. • Design sculptures with a specific purpose in mind (e.g., working with clay). • Use sketchbooks as a space for experimenting, making mistakes, and learning from them. • Explain how artists, craft makers, and designers use
LKS2 - Years 3 & 4
The principal focus of Art teaching in LKS2 is to encourage exploration by trying new materials and styles to develop technical proficiency and creativity by introducing more advanced techniques and vocabulary. • Recall the initial, sticky and procedural knowledge specified within the curriculum depth map. • Describe how formal elements of art, such as line, shape, and colour can be used to convey movement, proportion, and scale. • Develop sketching techniques to enhance precision, detail and overall drawing proficiency. • Demonstrate different techniques, including washes, to create depth and texture in paintings. • Explain different joining methods and how they enhance the strength and design of sculptures. • Record the use of various tools and techniques in sketchbooks for reflection and future reference. • Describe how artists, designers, and architects have evolved their unique styles over time. • Explain connections between art and historical events or periods. • Reflect on their own work and compare it with others' (classmates and artists) to identify areas for improvement.
UKS2 - Years 5 & 6
The principal focus of Art teaching in UKS2 is to build on previously learned techniques, focusing on more advanced skills and encouraging pupils to take ownership of their artistic choices by developing their unique style. • Recall the initial, sticky and procedural knowledge specified within the curriculum depth map. • Develop a variety of ideas independently, demonstrating curiosity, creativity, and originality. • Describe how to make creative and purposeful choices in painting to achieve specific effects. • Combine different techniques and materials in sculpture, balancing aesthetic appeal with structural integrity. • Use sketchbooks to document, evaluate, and justify ideas and decisions, showing a critical approach. • Explain how their work is influenced by artists, designers, architects, cultures, or historical periods. • Take initiative to refine their technical and craft skills, improving their mastery of tools, materials, and techniques. • Provide a thoughtful evaluation of their own work and that of others, considering the initial ideas, intentions, and context behind the artwork.
KS3
The principal focus of Art teaching in KS3 is to develop their creativity and ideas and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. • Use a range of techniques to record their observations in sketchbooks and other media as a basis for exploring their ideas • Use a range of techniques and media, including painting • Increase their proficiency in the handling of different materials • Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work • Understand the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

Art Curriculum Depth Map – Progression of Knowledge by **Key primary Themes**

Formal Elements of Art: Drawing - Methods, techniques, media and materials							
	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils know that:		A continuous line drawing is a drawing with one unbroken line.	Different marks can be used to represent words and sounds.			What print effects different materials make	Gestural and expressive ways to make marks.
		Properties of drawing materials eg; which ones smudge, erase, blend.	A combination of materials can achieve the desired effect				Effects different materials make.
			Charcoal is made from burning wood				The effects created when drawing into different surfaces
Pupils know how to:	Explore mark making using a range of drawing materials.	Hold and use drawing tools in different ways to create different lines and marks.	Use different materials and marks to replicate texture	Use shapes identified within in objects as a method to draw.	Use pencils of different grades to shade and add tone.	Analyse an image that considers impact, audience and purpose.	Use symbolism as a way to create imagery.
	Investigate marks and patterns when drawing.	Create marks by responding to different stimulus such as music.	Manipulate materials and surfaces to create textures.	Create tone by shading and <i>achieve even tones when shading</i>	Hold a pencil with varying pressure to create different marks.	Draw the same image in different ways with different materials and techniques	Combine imagery into unique compositions
	Identify similarities and difference between drawing tools.	Overlap shapes to create new ones.	Use marks and lines to show expression on faces	<i>Make texture rubbings and create art from textured paper.</i>	Draw objects in proportion to each other.	Make a collagraph plate and print.	Achieve the tonal technique called chiaroscuro.
	Investigate how to make large and small movements with control when drawing.	Use mark making to replicate texture.	Use charcoal to avoid snapping and to achieve different types of lines	Hold and use a pencil to shade. Tear and shape paper and use paper shapes to create a drawing.	Use charcoal and a rubber to draw tone. Use scissors and paper as a method to 'draw'	Develop drawn ideas for a print	Make handmade tools to draw with.
	Practise looking carefully when drawing	Look carefully to make an observational drawing.	Use drawing to tell a story	Make careful observations to accurately draw an object	Use different tools to scratch into a painted surface to add contrast and pattern.	Combine techniques to create a final composition	Use charcoal to create chiaroscuro effects
	Combine materials when drawing.	Complete a continuous line drawing	Use drawing pens.	Create abstract compositions to draw more expressively.	Make choices about arranging cut elements to create a composition.	Decide what materials and tools to use based on experience and knowledge.	
So that they can:	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art (no set outcome).	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.	Develop observational skills to look closely and aim to reflect some of the formal elements of art in their work.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.
	Begin to develop observational skills ,e.g using mirrors to include the main features of faces	Make choices about which materials to use to create an effect	Make choices about which materials and techniques to use to create an effect.	Use hands and tools confidently to cut, shape and join materials for a purpose.	Use growing knowledge of different materials, combining media for effect	Combine a wider range of media, eg photography and digital art effects.	Combine materials and techniques appropriately to fit with ideas.
		Develop observational skills to look closely and reflect surface texture.	Further demonstrate increased control with a greater range of media	Develop direct observation, e.g. by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form	Work in a sustained way over several sessions to complete a piece.

Formal Elements of Art: Painting and Mixed Media - Methods, techniques, media and materials							
	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils know how to:	Explore paint, using hands as a tool.	Combine primary coloured materials to make secondary colours.	Mix a variety of shades of a secondary colour.	Use simple shapes to scale up a drawing to make it bigger.	Mix a tint and a shade by adding black or white.	Develop a drawing into a Painting.	Use sketchbooks to research and present information.
	Describe colours and textures as they paint.	Mix secondary colours in paint.	Make choices about amounts of paint to use when mixing a particular colour.	Paint on a rough surface	Use tints and shades of a colour to create a 3D effect when painting.	Create a drawing using text as lines and tone.	Develop ideas into a plan for a final piece.
	Investigate natural materials eg paint, water for painting.	Choose suitable sized paint brushes.	Match colours seen around them.	Make a negative and positive image.	Apply paint using different techniques eg. stippling, dabbing, washing.	Experiment with materials and create different backgrounds to draw onto.	Make a personal response to the artwork of another artist.
	Explore paint textures, for example mixing in other materials or adding water.	Clean a paintbrush to change colours.	Create texture using different painting tools.	Create a textured background using charcoal and chalk.	Choose suitable painting tools.	Use a photograph as a starting point for a mixed-media artwork.	Use different methods to analyse artwork such as drama, discussion and questioning.
	Respond to a range of stimuli when painting.	Print with objects, applying a suitable layer of paint to the printing surface	Make textured paper to use in a collage.	Use natural objects to make tools to paint with.	Arrange objects to create a still life composition	Take an interesting portrait photograph, exploring different angles.	
	Explore what happens when paint colours mix.	Overlap paint to mix new colours.	Choose and shape collage materials eg cutting, tearing	Make natural paints using natural materials.	Plan a painting by drawing first.	Adapt an image to create a new one.	
	Use paint to express ideas and feelings.	Use blowing to create a paint effect.	Compose a collage, arranging and overlapping pieces for contrast and effect.	Create different textures using different parts of a brush.	Organise painting equipment independently, making choices about tools and materials.	Combine materials to create an effect.	
	Explore colours, patterns and compositions when combining materials in collage.	Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour	Add painted detail to a collage to enhance/improve it.	Use colour mixing to make natural colours.		Choose colours to represent an idea or atmosphere.	
So that they can:	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.	Further demonstrate increased control with a greater range of media.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.
		Make choices about which materials to use to create an effect.	Make choices about which materials and techniques to use to create an effect.			Combine a wider range of media, eg photography and digital art effects.	Combine materials and techniques appropriately to fit with ideas.
			Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials	Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.
			Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.				

Formal Elements of Art: Sculpture and 3D - Methods, techniques, media and materials							
	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils know how to:	Explore the properties of clay.	Roll and fold paper.	Smooth and flatten clay.	Join 2D shapes to make a 3D form.	Use their arm to draw 3D objects on a large scale.	Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.	Translate a 2D image into a 3D form.
	Use modelling tools to cut and shape soft materials eg. playdough, clay.	Cut shapes from paper and card.	Roll clay into a cylinder or ball.	Join larger pieces of materials, exploring what gives 3D shapes stability.	Join wire to make shapes by twisting and looping pieces together.	Try out ideas on a small scale to assess their effect.	Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).
	Select and arrange natural materials to make 3D artworks.	Cut and glue paper to make 3D structures	Make different surface marks in clay	Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.	Create a neat line in wire by cutting and twisting the end onto the main piece.	Use everyday objects to form a sculpture.	Manipulate cardboard to create different textures.
	Talk about colour, shape and texture and explain their choices.	Decide the best way to glue something	Make a clay pinch pot.	Identify and draw negative spaces.	Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.	Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.	Make a cardboard relief sculpture
	Plan ideas for what they would like to make.	Create a variety of shapes in paper, eg spiral, zig-zag.	Mix clay slip using clay and water.	Plan a sculpture by drawing.		Try out ideas for making a sculpture interactive.	Make visual notes to generate ideas for a final piece.
	Problem-solve and try out solutions when using modelling materials.	Make larger structures using newspaper rolls.	Join two clay pieces using slip to make a relief clay sculpture	Choose materials to scale up an idea.	Try out different ways to display a 3D piece and choose the most effective.	Plan an installation proposal, making choices about light, sound and display.	Translate ideas into sculptural forms.
	Develop 3D models by adding colour		Use hands in different ways as a tool to manipulate clay	Create different joins in card eg. slot, tabs, wrapping.			
			Use clay tools to score clay	Add surface detail to a sculpture using colour or texture			
So that they can:	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.	Use growing knowledge of different materials, combining media for effect.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.
	Cut, thread, join and manipulate materials safely, focussing on process over outcome.	Explore and analyse a wider variety of ways to join and fix materials in place.	Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.	Use hands and tools confidently to cut, shape and join materials for a purpose.	Use more complex techniques to shape and join materials, such as carving and modelling wire.	Combine a wider range of media, eg photography and digital art effects	Combine materials and techniques appropriately to fit with ideas.
	Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)		Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.

Formal Elements of Art: Craft and Design							
	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils know that:		Materials can be cut, knotted, threaded or plaited		Layering materials in opposite directions make the handmade paper stronger	A mood board is a visual collection which aims to convey a feeling or idea	There are steps need to make a moon print	Different materials can be used to produce photo realistic artwork
					Batik is a traditional fabric decoration technique that uses hot wax.	To be effective when using a roller, it must be sufficiently inked	Macro photography is showing a subject as larger than it is in real life
Pupils know how to:	Explore differences when cutting a variety of materials	Wrap objects/shapes with wool	Separate wool fibres ready to make felt	Use a sketchbook to research a subject using different techniques and materials to present ideas.	Select imagery and use as inspiration for a design project	Make an observational drawing of a house	Create a photomontage.
	Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags	Measure a length	Lay wool fibres in opposite directions to make felt.		Draw small sections of one image to docs on colours and texture	Use shapes and measuring as methods to draw accurate proportions.	Create artwork for a design brief.
	Follow lines when cutting.	Tie a knot, thread and plait	Roll and squeeze the felt to make the fibres stick together	Construct a new paper material using paper, water and glue	Recognise a theme and develop colour palettes using selected imagery and drawings	Select a small section of a drawing to use as a print design.	Identify the parts of a camera and use it (or a tablet) for photography
	Experiment with threading objects, holding equipment steady to do so	Make a box loom	Add details to felt by twisting small amounts of wool.	Use symbols to reflect both literal and figurative ideas.	Develop observational drawings into shapes and pattern for design	Develop drawings further to use as a design for print	Take a macro photo, choosing an interesting composition
	Explore techniques for joining paper and card eg stick, clip, tie, tape	Join using knots	Choose which parts of their drawn map to represent in their 'stained glass	Produce and select an effective final design	Transfer a design using a tracing method	Design a building that fits a specific brief	Manipulate a photograph using photo editing tools.
	Apply craft skills eg. cutting, threading, folding to make their own artworks	Weave with paper on a paper loom	Overlap cellophane/tissue to create new colours	Make a scroll	Make a repeating pattern tile using cut and torn paper shapes.	Draw an idea in the style of an architect that is annotated to explain key features	Use drama and props to recreate imagery.
	Design something on paper ready to make in three dimensions.	Weave using a combination of materials	Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface	Make a zine.	Use glue as an alternative batik technique to create patterns on fabric.	Draw from different views, such as a front or side elevation	Take a portrait photograph
			Apply paint or ink using a printing roller	Use a zine to present information.	Use materials, like glue, in different ways depending on the desired effect.	Use sketchbooks to research and present information about an artist	Use a grid method to copy a photograph into a drawing
			Smooth a printing tile evenly to transfer an image			Interpret an idea in into a design for a structure	
So they can:	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.	Further demonstrate increased control with a greater range of media.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.	Use growing knowledge of different materials, combining media for effect.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.
			Make choices about which materials and techniques to use to create an effect.				
	Cut, thread, join and manipulate materials safely, focussing on process over outcome.	Explore and analyse a wider variety of ways to join and fix materials in place.	Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.	Use hands and tools confidently to cut, shape and join materials for a purpose	Use more complex techniques to shape and join materials, such as carving and modelling wire.	Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Combine materials and techniques appropriately to fit with ideas.

Half Termly Component of Learning Overview per year group

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Foundation	Drawing: Marvellous Marks	Seasonal Crafts	Painting and Mixed Media Paint My World	Seasonal Crafts	Sculpture and 3D: Creation Station	Craft and design: Let's Get Crafty
Year 1	Drawing: Make your mark		Painting and mixed media: colour slash	Sculpture and 3D: Paper play	Craft and design: Woven wonders	
Year 2	Drawing: Tell a Story		Painting and Mixed Media: Life in Colour	Sculpture and 3D: Clay houses	Craft and Design Map it out	Craft and Design African Art
Year 3	Painting and Mixed Media: Prehistoric Painting		Sculpture and 3D: Abstract shape and space		Drawing: Growing artists	Craft and Design: Fabric of Nature
Year 4	Drawing: Power prints	Craft and Design: Ancient Egyptian Scrolls	Sculpture and 3D: Mega materials		Painting & Mixed media Light & Dark	
Year 5	Painting & Mixed Media: Portraits	Drawing: I need space			Sculpture and 3D: Interactive Installation	Craft and Design: Architecture
Year 6	Drawing: Make my voice heard		Painting and mixed media: Artist study	Craft and Design: Photo opportunity	Sculpture and 3D: Making memories	

Artists' Overview by Year Group

	Year Group						
	EYFS	1	2	3	4	5	6
Drawing Formal Elements of Art			Quentin Blake , 1932 English illustrator. Famous for illustrating for Dr Seuss, Roald Dahl, more recently David Walliams with his unique style.				Diego Rivera , 1886. Mexican painter known for his murals. He created 'frescoes' which popularised murals in Mexico. He painted in mostly modernist and cubist styles
Painting and Mixed Media Art & Design Skills	Frida Kahla - Painted 55 self-portraits in her life. Surrealism, self-portraits showing her life and culture.	Jasper Johns – May 15 1930, abstract expressionism, impasto painting (mixing colours on the paper)	Edward Tingatinga 1932, born in Southern Tanzania. He made paintings of the African wildlife using recycled materials such as bicycle paint.	Donald Bracken - 1951. American painter. Inspired by nature and uses pigments he forages to add texture and colour to his work.	Sarah Biffen 1784, English neoclassical painter. Sarah was born with no arms and vestigial legs. She painted portraits and landscapes in a realistic style.	Joseph Wright of Derby 1734, English landscape and portrait painter. Wright is called the first professional painter to express the spirit of the industrial revolution.	
Sculpture and 3D	Gill Parker - Born in 1957. Animal artist, modern contemporary, aims to show the perfection of nature.	Cecilia Vicuna - 1948. Chilean artist creates art from thread hanging from the ceiling. Highlights the different ways art can look.		Anthony Caro , 1924. British, Jewish sculptor. His style was mostly modernist. He bolted or welded large pieces of metal together which he would then paint in a flat, bold colour.			
Craft and Design					Reda Abdel Rhama , 1966, Egyptian artist. His work is used to highlight the importance of equality with many pieces highlighting the importance of women in society or respecting different religions	Zaha Hadrd – 1950. Iraqi-British architect. the first woman to win the Pritzker Architecture prize	Hannah Hoch , 1889. German artist. Photomontage with a focus on changing perceptions of women

Art – Key Primary Themes by Theme

YR	Component of Learning	Key Primary Theme	Detail
EYFS	Marvellous Marks	Drawing	Mark making through different drawing materials
1	Make your mark		Understand and use different line types and mark-making techniques
2	Tell a Story		Storybook illustration can be used as a stimulus to develop mark-making and experiment with creating texture to add detail
3	Growing Artists		Shading and drawing are techniques used to create drawings
4	Power prints		Proportion, composition and pattern can be used in drawing and combined for effect
5	I need space		Drawing and collagraph printmaking can be combined to create a futuristic image
6	Make my voice heard		Imagery, symbols, expressive mark making can be used to create powerful drawings to make their voices heard
YR	Component of Learning	Key Primary Theme	Detail
EYFS	Paint my world	Painting and Mixed Media	Paint and painting techniques through nature
1	Colour Splash		Primary and secondary colours, colour mixing techniques and their application in art
2	Life in Colour		Colour can be mixed and textures created when using paint
3	Prehistoric Painting		How and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale
4	Light and Dark		Colour mixing, tints and shades can be used to create a 3D effect
5	Portraits		Develop the use of mixed media to create a unique self-portrait
6	Artist Study		Use research to understand the life, techniques and artistic intentions of artists
YR	Component of Learning	Key Primary Theme	Detail
EYFS	Creation Station	Sculpture and 3D	Sculptural qualities of malleable materials and natural objects
1	Paper Play		Creating 3D structures and applying painting skills in 3D art, enhancing their understanding of form and construction
2	Clay houses		Understand the way clay can be shaped and joined and detail added
3	Abstract shape and space		Shapes and negative spaces can be represented by 3D forms
4	Mega Materials		Materials can be shaped and joined to create sculptures
5	Interactive Installation		The features of installation art can be used to communicate a message through scale, location and interactive elements
6	Making memories		A collection of objects and hand-sculpted forms can be used to create symbolic memories
YR	Component of Learning	Key Primary Theme	Detail
EYFS	Let's Get Crafty	Craft and Design	Cutting, threading, joining and folding skills through creative projects
1	Woven Wonders		Fibre art skills such as plaiting, threading, knotting and weaving can be used to create 3D woven artwork
2	Map it out		Composition is the way things are arranged
3	Fabric of nature		Textile-based techniques can be used to design a repeating pattern suitable for fabric
4	Ancient Egyptian Scrolls		Design and craft skills can be used to create Ancient Egyptian art and patterns
5	Architecture		Drawing and print making can be used to explore symbolism of monument designs
6	Photo Opportunity		Skills and techniques of photography can be used to create a design
YR	Component of Learning	Key Primary Theme	Detail
EYFS	Seasonal Crafts	Seasonal Crafts	Application of skills to create seasonal crafts throughout the year

The Foundations for Learning Art and design in the Early Years

The foundations for learning Art and Design begin in the early year's classroom. At BHPS, our curriculum aligns the EYFS area 'Understanding the World' with the Art National Curriculum. In Foundation, children experience a fun, hands-on and developmentally appropriate way. Children's interests and curiosities are equally valued and fostered and therefore we have included a continuous provision element to summarise the potential learning that may arise within the environment.

Our EYFS curriculum ensures sufficient coverage of Key Primary Themes including drawing, painting and mixed media, sculpture and 3D, craft and design and seasonal crafts. The sticky knowledge is explicitly taught and then embedded through pedagogical approaches appropriate for EYFS. Our Foundation unit is a vocabulary rich environment where adults enhance children's specific language through a purposeful play-based approach.

Early Years Art and design curriculum helps children to strengthen key skills and explore new techniques and ideas. Kapow is the scheme used in the teaching of art and links to relevant outcomes and the Early Learning Goals from the Development Matters (EYFS Statutory Framework) making it easy to ensure and evidence coverage. The play-based curriculum follows a child-led approach to Art and design, with each component of learning emphasising 'process over outcome' and explore a range of media, providing opportunities for pupils to learn new skills, practise their fine motor skills and develop their vocabulary with subject-specific language.

Learning is carefully sequenced, considering the small steps children need to achieve the ELG and considers the interplay between conceptual and procedural knowledge that children need in order to access the National Curriculum. KS1 staff draw upon the Understanding of the World ELG assessment to support future teaching. The ELG assesses only a small proportion of the learning children experience. As KS1 teachers begin Components of Learning, they teach and assess initial knowledge that children may have acquired previously.

Begin: Components of Learning: they learn and assess initial knowledge that children may have acquired previously.						
Foundation	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Topic Title	I wonder... what makes us special and what I can do?	I wonder... where the story will take us?	I wonder.... what's out there?		I wonder....how living things grow?	
Kapow Scheme of Work – Art and Design						
Components of Learning		Marvellous Marks	Paint My World	Creation Station	Let's Get Crafty	
Links to Key Primary Themes		Drawing Mark making through different drawing materials	Painting and Mixed Media Paint and painting techniques through nature	Sculpture and 3D Sculptural qualities of malleable materials and natural objects	Craft and Design Cutting, threading, joining and folding skills through creative projects	
ELG – Development Matters Statements	Physical Development – Fine Motor Skills	☐ Use a range of small tools, including scissors, paint brushes and cutlery. ☐ Begin to show accuracy and care when drawing				
	Expressive Art & Design – Creating Materials	☐ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	☐ 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	☐ 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	☐ 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 and reflect and improve.	
Link to KS1 Key Primary Themes		Y1 – Drawing: Make your Mark Y2 – Drawing: Tell a Story	Y1 – Painting and Mixed Media: Colour Splash Y2 – Painting and Mixed Media: Life in Colour	Y1 – Sculpture and 3D: Paper Play Y2 – Sculpture and 3D: Clay Houses	Y1 – Craft and Design: Woven Wonders Y2 – Craft and Design: Map it out	

Appendix – Key Knowledge and Vocabulary

Tier 1		Tier 2	Tier 3	
Basic vocabulary To be used but require little or no explicit instruction.		Academic vocabulary To be taught and assessed. Words that could be used across disciplines.	Context Specific Specific vocab that will normally relate to one subject – to be taught and assessed	

Art – KS1		Year 1		
Key Knowledge		Key Vocabulary		
Component of Learning: Make your mark		Tier 1	Tier 2	Tier 3
Key Primary Theme: Drawing Understand and use different line types and mark-making techniques		chalk circle dots line	continuous firmly form horizontal lightly observe printing shade straight texture vertical wavy	cross-hatch
Initial knowledge ☐ Lines can represent movement in drawings ☐ Texture means 'what something feels like'				
Sticky knowledge to be taught & assessed for end goal. ☐ Drawing tools can be used in a variety of ways to create different lines ☐ Different marks can be used to represent textures of objects ☐ A continuous line drawing is a drawing with one unbroken line. ☐ Drawing materials have different properties which mean that can be used to smudge, erase or blend ☐ Shapes can overlap to create new ones ☐ Holding a drawing tool in different ways can create different lines and marks				
Procedural Knowledge (including evaluating and analysing) ☐ An artist is someone who creates ☐ Artists choose materials that suit what they want to make ☐ Art can be varied and made in different ways and by different people ☐ Understand that art can be evaluated by describing and comparing the features of a piece of artwork				

Component of Learning: Colour Splash		Tier 1	Tier 2	Tier 3
Key Primary Theme: Painting and Mixed Media Primary and secondary colours, colour mixing techniques and their application in art		mix shape thick	blend hue kaleidoscope pattern primary colour print secondary colour shade space texture	
Initial knowledge ☐ Primary colours are red, yellow and blue. ☐ Primary colours can be mixed to make secondary colours: – Red + yellow = orange – Yellow + blue = green – Blue + red = purple				
Sticky knowledge: taught & assessed for end goal. ☐ A pattern is a design in which shapes, colours or lines are repeated ☐ Changing the amount of the primary colours mixed affects the shade of the secondary colour produced ☐ There are many different shades (or 'hues') of the same colour ☐ A paint colour can be made darker or lighter (creating shades) by adding water or adding a lighter colour				
Procedural Knowledge (including evaluating and analysing) ☐ An artist is someone who creates ☐ Artists choose materials that suit what they want to make ☐ Art can be varied and made in different ways and by different people ☐ Understand that art can be evaluated by describing and comparing the features of a piece of artwork				

Component of Learning: Paper Play		Tier 1	Tier 2	Tier 3
Key Primary Theme: Sculpture and 3D Creating 3D structures and applying painting skills in 3D art, enhancing their understanding of form and construction		tube zig-zag	artist carving concertina curve cylinder imagine loop mosaic overlap sculpture spiral three dimensional (3D)	
Initial knowledge ☐ Glue can be used to join shapes together to create larger structures				
Sticky knowledge: taught & assessed for end goal. ☐ Three-dimensional art is called sculpture ☐ Paper can change from 2D to 3D by folding, rolling and scrunching it ☐ Paper can be shaped by cutting and folding it				
Procedural Knowledge (including evaluating and analysing) ☐ Some artists are influenced by things happening around them ☐ Artists living in different places at different times can be inspired by similar ideas or stories ☐ Artists choose materials that suit what they want to make ☐ Art can be varied and made in different ways and by different people ☐ Art can be evaluated by describing and comparing the features of a piece of artwork				

Component of Learning: Woven Wonders	Tier 1	Tier 2	Tier 3
Key Primary Theme: Craft and Design Fibre art skills such as plaiting, threading, knotting and weaving can be used to create 3D woven artwork	art craft	artist knot loom plait thread warp weaving weft	
Initial knowledge ☐ Three-dimensional art is called sculpture ☐ Materials can be cut, knotted, threaded or plaited			
Sticky knowledge: taught & assessed for end goal. ☐ There are similarities and differences between practices in art and design e.g. between painting and sculpture and link these to their own work ☐ Art can use everyday materials that have been thrown away to make art			
Procedural Knowledge (including evaluating and analysing) ☐ Some artists are influenced by things happening around them ☐ Artists living in different places at different times can be inspired by similar ideas or stories ☐ Artists choose materials that suit what they want to make ☐ Art can be varied and made in different ways and by different people ☐ Understand that art can be evaluated by describing and comparing the features of a piece of artwork			

Component of Learning: Artist Study (1) - Use sketchbooks to research and present information about an artist	
Artist Name: Jasper Johns, Date of Birth: 15 th May 1930	Abstract expressionism, impasto painting (mixing colours on the paper)
Component of Learning Link – Colour Splash Link to painting and mixed media.	

Component of Learning: Artist Study (2) - Use sketchbooks to research and present information about an artist	
Artist Name: Cecilia Vicuna Date of Birth: 1948	- Chilean artist who creates art from thread hanging from the ceiling. - Highlights the different ways art can look.
Component of Learning Link – Woven Wonders Link to craft and design work with wool.	

Tier 1	Tier 2	Tier 3
Basic vocabulary <i>To be used but require little or no explicit instruction.</i>	Academic vocabulary <i>To be taught and assessed. Words that could be used across disciplines.</i>	Context Specific <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

Art – KS1	Year 2		
Key Knowledge	Key Vocabulary		
Component of Learning: Tell a Story	Tier 1	Tier 2	Tier 3
Key Primary Theme: Drawing Storybook illustration can be used as a stimulus to develop mark-making and experiment with creating texture to add detail	charcoal frame emoji lines re-tell thick thin	blending concertina emotion expression hatching illustrations illustrator mark-making scribbling sketch stippling storyboard texture	cross hatching
Initial knowledge ☐ Lines can be used to fill shapes, to make outlines and to add detail or pattern ☐ A combination of materials can achieve the desired effect			
Sticky knowledge to be taught and assessed for end goal. ☐ That 'composition' means how things are arranged on the page ☐ Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns ☐ Materials and surfaces can be changed to create textures e.g. scratching with tools or blending with the finger			
Procedural Knowledge (including evaluating and analysing) ☐ Illustrators use drawn lines to show how characters feel ☐ People use art to tell stories and to help others understand something			

Component of Learning: Life in Colour	Tier 1	Tier 2	Tier 3
Key Primary Theme: Painting and Mixed Media Developing colour mixing and textured papers using paint		collage detail mixing overlap primary colour secondary colour surface texture	
Initial knowledge ☐ Collage materials can be chosen to represent real-life textures ☐ Collage materials can be overlapped and overlaid to add texture ☐ Patterns can be used to add detail to a piece of artwork			
Sticky knowledge: taught & assessed for end goal. ☐ Colours can be mixed to 'match' real life objects to create things from imagination ☐ Different amounts of paint and water can be used to mix hues of secondary colours			
Procedural Knowledge (including evaluating and analysing) ☐ Some artists create art to make people aware of good and bad things happening in the world around them ☐ Artists try out different combinations of collage materials to create the effect they want. ☐ People make art about things that are important to them ☐ Art can be used to share how someone is feeling			

Component of Learning: Clay Houses	Tier 1	Tier 2	Tier 3
Key Primary Theme: Sculpture and 3D Understand the way clay can be shaped and joined and detail added	cut detail join roll score scratch shape	casting ceramic flatten glaze impressing in relief negative space pinch pot plaster sculpture slip	
Initial knowledge ☐ Patterns can be made using shapes ☐ A clay surface can be decorated by pressing into it or by joining pieces on.			
Sticky knowledge: taught & assessed for end goal. ☐ Art can be figurative or abstract ☐ Pieces of clay can be joined using the 'scratch and slip' technique			
Procedural Knowledge (including evaluating and analysing) ☐ Some artists create art to make people aware of good and bad things happening in the world around them ☐ People make art about things that are important to them ☐ People make art to explore an idea in different ways			

Component of Learning: Map it out (Including Gallery Experience)	Tier 1	Tier 2	Tier 3
Key Primary Theme: Craft and Design Composition is the way things are arranged	design pattern shape	abstract commission composition curator design brief evaluate fibre mosaic overlap relief texture	
Initial knowledge ☐ Shapes can be organic (natural) or irregular			
Sticky knowledge: taught & assessed for end goal. ☐ Composition is how things are arranged on the page ☐ Art can be figurative or abstract ☐ Fibres can be stuck together by rolling and squeezing felt			
Procedural Knowledge (including evaluating and analysing) ☐ Artists and designers can create work to match a set of requirements; a 'brief' or 'commission' ☐ Artists are sometimes commissioned to create art ☐ People make art to explore an idea in different ways ☐ People can use art to decorate a space ☐ 'Relief' is a type of artwork where shapes stand out from a flat surface, making it look 3D.			

Component of Learning: Artist Study (1) - Use sketchbooks to research and present information about an artist	
Artist Name: Edward Tingatinga Date of Birth: 1932	- Born in Southern Tanzania, he made paintings of the African wildlife using recycled materials such as bicycle paint. - His paintings became popular with tourists and he now has an entire art style named after him.
Component of Learning Link – Life in Colour Link to topic - Kenya (Tingatinga art became very popular in Kenya).	

Component of Learning: Artist Study (2) - Use sketchbooks to research and present information about an artist	
Artist Name: Quentin Blake Date of Birth: 1932	- English illustrator. - Famous for illustrating for Dr Seuss, Roald Dahl and more recently David Walliams with his unique style. - He was evacuated to the West Country in the Second World War
Component of Learning Link – Tell a story (Link to history topic about Chetwynd Barracks)	

Tier 1	Tier 2	Tier 3
Basic vocabulary <i>To be used but require little or no explicit instruction.</i>	Academic vocabulary <i>To be taught and assessed. Words that could be used across disciplines.</i>	Context Specific <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

Art – KS2	Year 3		
Key Knowledge	Key Vocabulary		
Component of Learning: Growing Artists	Tier 1	Tier 2	Tier 3
Key Primary Theme: Drawing Shading and drawing are techniques used to create drawings	charcoal sketch	composition negative image pigment positive image prehistoric proportion scaled up smudging texture tone	
Initial knowledge ☐ Different types of lines can be created using different tools or using the same tool in different ways			
Sticky knowledge to be taught & assessed for end goal. ☐ Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured ☐ There are basic rules for shading when drawing, which include shade in one direction, blending tones smoothly and with no gaps ☐ Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling			
Procedural Knowledge (including evaluating and analysing) ☐ Artists produced art in the past, which influences and impacts on the methods and styles in art today ☐ Artists had different materials available to them depending on when they lived in history ☐ Art from the past can give us clues about life at that time ☐ People use art to tell stories and communicate ☐ One piece of artwork can have several different meanings			

Component of Learning: Prehistoric Painting	Tier 1	Tier 2	Tier 3
Key Primary Theme: Painting and Mixed Media Colour mixing, tints and shades can be used to create a 3D effect	dark even light line	abstract arrangement expressive frottage geometric magnified organic pressure scale shading smooth surface tear tone	
Initial knowledge ☐ Paint colours can be mixed using natural substances ☐ Using different tools or using the same tool in different ways can create different types of lines ☐ Surface rubbings can be used to add or make patterns ☐ Shading helps make drawn objects look realistic			
Sticky knowledge: taught & assessed for end goal. ☐ Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured ☐ 'tone' in art means 'light and dark' ☐ Prehistoric people used natural substance to paint			
Procedural Knowledge (including evaluating and analysing) ☐ Artists can work in more than one medium ☐ People make art to explore big ideas, like mortality or nature			

Component of Learning: Abstract shape and space	Tier 1	Tier 2	Tier 3
Key Primary Theme: Sculpture and 3D Shapes and negative spaces can be represented by 3D forms		abstract found objects negative space positive space sculptor sculpture structure three-dimensional	
Initial knowledge ☐ Organic forms can be abstract. ☐ Negative space shows the space around and between objects			
Sticky knowledge: taught & assessed for end goal. ☐ Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube) ☐ Using light and dark colours next to each other creates contrast			
Procedural Knowledge (including evaluating and analysing) ☐ Artists can focus on shapes when making abstract art ☐ Artists make decisions about how their work is displayed, considering their viewers and the impact on them			

Component of Learning: Fabric of Nature		Tier 1	Tier 2	Tier 3
Key Primary Theme: Craft and Design Design and craft skills		colour design fold layout material shape	audience convey imagery inform painting pattern process scale sculpture technique zine	
Initial knowledge ☐ Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube)				
Sticky knowledge: taught & assessed for end goal. ☐ Layering materials in opposite directions make the handmade paper stronger ☐ A zine (pronounced ‘zeen’ – as in magazine) is a self-published booklet made from 1 or 2 pieces of paper ☐ Paper, water and glue can be used to construct a new paper material				
Procedural Knowledge (including evaluating and analysing) ☐ Art from the past can give us clues about what it was like to live at that time. ☐ The meanings we take from art made in the past are influenced by our own ideas ☐ Artists can make their own tools				

Component of Learning: Artist Study (1) - Use sketchbooks to research and present information about an artist	
Artist Name: Donald Bracken Date of Birth: 1951	- American painter. - Don Bracken is inspired by nature and uses pigments he forages to add texture and colour to his work. - He has an entire collection of "dirt paintings" where he uses natural pigments mixed with acrylic
Component of Learning Link – Prehistoric Painting Link to prehistoric unit – mixing pigment from nature into paint to create texture and colour.	

Component of Learning: Artist Study (2) - Use sketchbooks to research and present information about an artist	
Artist Name: Anthony Caro Date of Birth: 1924	- British, Jewish sculptor. - Called the greatest British sculptor of his generation. - Style was mostly modernist. - He bolted or welded large pieces of metal together which he would then paint in a flat, bold colour.
Component of Learning Link – Abstract shape and space	

Tier 1	Tier 2	Tier 3
Basic vocabulary <i>To be used but require little or no explicit instruction.</i>	Academic vocabulary <i>To be taught and assessed. Words that could be used across disciplines.</i>	Context Specific <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

Art – KS2	Year 4		
Key Knowledge	Key Vocabulary		
Component of Learning: Power prints	Tier 1	Tier 2	Tier 3
Key Primary Theme: Drawing Proportion, composition and pattern can be used in drawing and combined for effect Initial knowledge ❑ Basic shapes can be used to form more complex shapes and patterns ❑ Patterns can be irregular and change in ways you wouldn't expect. ❑ Different tools can be used to scratch into a painted surface to add contrast and pattern Sticky knowledge to be taught & assessed for end goal. ❑ Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing ❑ Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate Procedural Knowledge (including evaluating and analysing) ❑ Artists evaluate what they make, and talking about art is one way to do this	highlight pattern shading shadow	abstract block printing collage contrast gradient mixed media monoprint observational-drawing parallel printmaking symmetry tone viewfinder wax-resist	

Component of Learning: Light and Dark	Tier 1	Tier 2	Tier 3
Key Primary Theme: Painting and Mixed Media Develop the use of mixed media to create a unique self-portrait Initial knowledge ❑ Adding black to a colour creates shade ❑ Adding white to a colour creates a tint ❑ Objects can be arranged to create a still-life composition Sticky knowledge: taught & assessed for end goal. ❑ Using lighter and darker tints and shades of a colour can create a 3D effect ❑ Tones can be used to create contrast in a piece of artwork Procedural Knowledge (including evaluating and analysing) ❑ Artists make choices about what, how and where they create art ❑ Artworks can fit more than one genre ❑ Art is influenced by the time and place it was made, and this affects how people interpret it ❑ Artists may hide messages or meaning in their work	grid	portrait landscape tint shade vivid muted formal detailed figurative	dabbing paint stippling paint paint wash Pointillism

Component of Learning: Mega Materials	Tier 1	Tier 2	Tier 3
Key Primary Theme: Sculpture and 3D The features of installation art can be used to communicate a message through scale, location and interactive elements Initial knowledge ❑ Artist can communicate powerful statements about right and wrong. ❑ Wire can be joined to create shapes by twisting and looping pieces together Sticky knowledge: taught & assessed for end goal. ❑ Simple 3D forms can be made by creating layers, by folding and rolling materials ❑ Different tools can be used to create different sculptural effects and add details and are suited for different purposes, ❑ Procedural Knowledge (including evaluating and analysing) ❑ Art is influenced by the time and place it was made, and this affects how people interpret it ❑ Artists may hide message or meaning in their work	form join surface	ceramics hollow mesh model sculpture secure template typography visualisation weaving welding	

Component of Learning: Ancient Egyptian Scrolls		Tier 1	Tier 2	Tier 3
Key Primary Theme: Craft and Design Design and craft skills can be used to create Ancient Egyptian art and patterns			colour palette	batik
Initial knowledge The starting point for a repeating pattern is called a motif A motif can be arranged in different ways to make varied patterns Artists use drawing to plan ideas for work in different media			craft industry mood board organic repeat symmetrical theme	
Sticky knowledge: taught & assessed for end goal. Texture can be used purposely to achieve a specific effect or to replicate a natural surface Batik is a traditional fabric decoration technique tat uses hot wax Glue can be used as an alternative batik technique to create patterns on fabric Designers can make beautiful things to try and improve people’s everyday lives. Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board				
Procedural Knowledge (including evaluating and analysing) Art, craft and design affect the lives of people who see or use something that has been created. Artists evaluate what they make and talking about art is one way to do this				

Component of Learning: Artist Study (1) - Use sketchbooks to research and present information about an artist	
Artist Name: Reda Abdel Rhama Date of Birth: 1966	• Egyptian artist. • Born in Egypt and takes inspiration from the ancient Egyptian art he was taught about growing up. • His work is used to highlight the importance of equality with many pieces highlighting the importance of women in society or respecting different religions. • He took part in the 2011 Tahrir Square revolution against police brutality which has been seen in his art since.
Component of Learning Link – Ancient Egyptian Scrolls Link to Egyptian topic, comparing how themes have changed now.	

Component of Learning: Artist Study (2) - Use sketchbooks to research and present information about an artist	
Artist Name: Sarah Biffen Date of Birth: 1784	• English neoclassical painter. • Sarah was born with no arms and vestigial legs. • At 13 she was shown as a sideshow act by showing how she could write, sew and paint using her mouth. She painted portraits and landscapes in a realistic style. • The Earl of Morton did not believe she could paint by herself but, when she proved she could, he paid for her to go to art school to develop her craft.
Component of Learning Link – Light and Dark Link to painting unit looking at her still life work and portraits.	

Tier 1	Tier 2	Tier 3
Basic vocabulary <i>To be used but require little or no explicit instruction.</i>	Academic vocabulary <i>To be taught and assessed. Words that could be used across disciplines.</i>	Context Specific <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

Art – KS2	Year 5		
Key Knowledge	Key Vocabulary		
Component of Learning: I need space	Tier 1	Tier 2	Tier 3
Key Primary Theme: Drawing Drawing and collagraph printmaking can be combined to create a futuristic image	evaluate purpose revisit	collagraph imagery printing-plate propaganda stimulus	Retro-futurism
Initial knowledge ☐ Shapes can be used to place the key elements in a composition			
Sticky knowledge to be taught & assessed for end goal. ☐ Lines can be used by artists to control what the viewer looks at within a composition ☐ A collagraph print can be created using a collagraph plate ☐ Materials can be combined when creating artwork e.g. digital imagery, paint and print			
Procedural Knowledge (including evaluating and analysing) ☐ Artists are influenced by what is going on around them, e.g. culture, politics and technology ☐ People can explore and discuss art in different ways, e.g. by visiting galleries ☐ Artists 'borrow' ideas and imagery from other times and cultures to create new artworks ☐ Talking about plans for artwork, or evaluating finished work, can help improve what artists create			

Component of Learning: Portraits	Tier 1	Tier 2	Tier 3
Key Primary Theme: Painting and Mixed Media Develop the use of mixed media to create a unique self-portrait	background evaluate justify research transfer	art medium atmosphere carbon paper collage composition continuous line portrait monoprint multimedia paint wash printmaking represent self-portrait texture	
Initial knowledge ☐ Tone can help show the foreground and background in an artwork ☐ Photography can be used as a starting point for mixed-media artwork			
Sticky knowledge: taught & assessed for end goal. ☐ Artists use colour to create an atmosphere or to represent feelings in an artwork ☐ Artists can create pattern to add expressive detail to artwork ☐ Artists use self-portraits to represent important things about themselves.			
Procedural Knowledge (including evaluating and analysing) ☐ People make art to portray ideas and identity ☐ Talking about plans for artwork, or evaluating finished work, can help improve what artists create. ☐ Comparing artworks can help people understand them better			

Component of Learning: Interactive installation	Tier 1	Tier 2	Tier 3
Key Primary Theme: Sculpture and 3D The features of installation art can be used to communicate a message through scale, location and interactive elements	analyse display evaluate location props scale	atmosphere concept elements experience features influence installation art interact interactive mixed media revolution special effects performance art stencil	
Initial knowledge ☐ The size and scale of three-dimensional artwork can change the effect of the piece ☐ Art doesn't always last for a long time, sometimes it can be temporary			
Sticky knowledge: taught & assessed for end goal. ☐ An art installation is often a room or environment in which the viewer 'experiences' the art all around them. ☐ Creating a plan of an installation proposal, allows choices to be made about light, sound and display ☐ Wrapping, colouring, covering and joining ordinary objects can transform them into a sculpture ☐ Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.			
Procedural Knowledge (including evaluating and analysing) ☐ Sometimes people disagree about whether something can be called 'art' ☐ People make art to encourage others to question their ideas or beliefs ☐ Some artists become well-known or famous and people tend to talk about their work because it is familiar ☐ Talking about plans for artwork or evaluating finished work, can help improve what an artist creates			

Component of Learning: Architecture		Tier 1	Tier 2	Tier 3
Key Primary Theme: Craft and Design Drawing and print making can be used to explore symbolism of monument designs		design evaluate annotate	architecture birds eye view commemorate elevation futuristic individuality legacy monument perspective symbolism	
Initial knowledge ☐ Shapes can be used to place the key elements in a composition ☐ Lines can be used by artists to control what a viewer looks at within a composition				
Sticky knowledge: taught & assessed for end goal. ☐ Shapes and measuring are effective methods for ensuring that drawings are accurate and proportionate ☐ Annotation to explain key features are needed when drawing an idea in the style of an architect ☐ Visual designs can represent big ideas like harmony with nature or peace ☐ Art, craft and design can be functional and affect human environments and experiences				
Procedural Knowledge (including evaluating and analysing) ☐ Artists are influenced by what is going on around them, e.g. culture, politics and technology ☐ People can explore and discuss art in different ways, e.g. by visiting galleries ☐ Talking about plans for artwork, or evaluating finished work, can help improve what artists create				

Component of Learning: Artist Study (1) - Use sketchbooks to research and present information about an artist	
Artist Name: Zaha Hadid Date of Birth: 1950	• Iraqi-British architect. • When starting her career, she was called a paper architect for 17 years meaning her designs were never built as they were seen to be insane. • The first woman to win the Pritzker Architecture prize. • Known as "The Queen of Curves" and her work revolutionised architectural design.
Component of Learning Link – Link to craft unit on architecture. Zaha's work can then be compared to Hundertwasser in the corresponding lesson.	

Component of Learning: Artist Study (2) - Use sketchbooks to research and present information about an artist	
Artist Name: Joseph Wright Date of Birth: 1734	• Joseph Wright of Derby 1734, English landscape and portrait painter (neoclassism same style as Sarah Biffen). • Wright is called the first professional painter to express the spirit of the industrial revolution. • Paintings are a mix of factual representations of the revolution mixed with metaphors expressing societies feelings about it.
Component of Learning Link – Portraits Link to history topic on the industrial revolution.	

Tier 1	Tier 2	Tier 3
Basic vocabulary <i>To be used but require little or no explicit instruction.</i>	Academic vocabulary <i>To be taught and assessed. Words that could be used across disciplines.</i>	Context Specific <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

Art – KS2	Year 6		
Key Knowledge	Key Vocabulary		
Component of Learning: Make my voice heard	Tier 1	Tier 2	Tier 3
Key Primary Theme: Drawing Imagery, symbols, expressive mark making can be used to create powerful drawings to make their voices heard Initial knowledge ☐ The meanings we take from art made in the past are influenced by our own ideas ☐ Line is used beyond drawing and can be applied to other art form Sticky knowledge to be taught & assessed for end goal. ☐ Artists can use symbols in their artwork to convey meaning ☐ The meanings we take from art made in the past are influenced by our own ideas ☐ The surface textures created by different materials can help suggest form in two-dimensional artwork ☐ Chiaroscuro means ‘light and dark’ and is a term used to describe high contrast images Procedural Knowledge (including evaluating and analysing) ☐ Sometimes artists add extra meaning to what they create by working in places where they don’t have permission to work. ☐ Artists find inspiration in other artists’ work, adapting and interpreting ideas and techniques to create something new ☐ Art can represent abstract concepts, like memories and experiences ☐ Art can be analysed and interpreted in lots of ways and can be different for everyone	impact symbolic	commissioned graffiti representative street art	Chiaroscuro

Component of Learning: Artist Study	Tier 1	Tier 2	Tier 3
Key Primary Theme: Painting And Mixed Media use research to understand the life, techniques and artistic intentions of artists Initial knowledge ☐ Line is used beyond drawing and can be applied to other art form Sticky knowledge: taught & assessed for end goal. ☐ Colours can be symbolic and have meanings that vary according to your culture or background ☐ Pattern can be created in many ways, e.g. in the rhythm of brushstrokes in a painting or in repeated shapes within a composition. ☐ Applying thick layers of paint to a surface is called impasto and is used to describe texture Procedural Knowledge (including evaluating and analysing) ☐ Art sometimes creates difficult feelings when we look at it ☐ Artists can use materials to respond to a feeling or idea in an abstract way ☐ Art doesn’t have to be a literal representation of something; it can sometimes be imagined and abstract. ☐ Everyone has a unique way of experiencing art	compose convey inference meaning respond	medium narrative tableau translate	

Component of Learning: Making Memories	Tier 1	Tier 2	Tier 3
Key Primary Theme: Sculpture and 3D A collection of objects and hand-sculpted forms can be used to create symbolic memories Initial knowledge ☐ Visual notes help to generate ideas for a final piece Sticky knowledge: taught & assessed for end goal. ☐ The surface textures created by different materials can help suggest form in two-dimensional artwork. ☐ An understanding of shape and space can support creating effective composition ☐ Artists take risks to try out ideas; this can lead to new techniques being developed ☐ Artists can make work by collecting and combining ready-made objects to create ‘assemblage Procedural Knowledge (including evaluating and analysing) ☐ Art doesn’t have to be a literal representation of something; it can sometimes be imagined and abstract. ☐ Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. ☐ Sometimes people make art to create reactions. ☐ People use art as a means to reflect on their unique characteristics.	collection expression identity originality self	assemblage attribute embedded juxtaposition manipulate representation	

Component of Learning: Photo Opportunity		Tier 1	Tier 2	Tier 3
Key Primary Theme: Craft and Design Skills and techniques of photography can be used to create a design		album digital editing photography recreate replacement software	cityscape monochrome photomontage photorealism pose	
Initial knowledge ☐ Line is used beyond drawing and can be applied to other art form ☐ Using a grid method makes copying a photograph into a drawing easier				
Sticky knowledge: taught & assessed for end goal. ☐ Pattern can be created in many ways, e.g. in the rhythm of brushstrokes in a painting or in repeated shapes within a composition. ☐ An understanding of shape and space can support creating effective composition ☐ Different materials can be used to produce photorealistic artwork. ☐ Macro photography is showing a subject as larger than it is in real life.				
Procedural Knowledge (including evaluating and analysing) ☐ Art can be a digital art form, like photography. ☐ Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way ☐ People use art as a means to reflect on their unique characteristics				

Component of Learning: Artist Study (1) - Use sketchbooks to research and present information about an artist	
Artist Name: Diego Rivers Date of Birth: 1886	• Mexican painter known for his murals. • Inspired by his Mexican upbringing as well as Spanish and Italian art. • Created 'frescoes' which popularised murals in Mexico. • Painted in mostly modernist and cubist styles
Component of Learning Link – Make your voice heard Link to Maya topic comparing Maya art to the more modern Mexican art.	

Component of Learning: Artist Study (2) - Use sketchbooks to research and present information about an artist	
Artist Name: Hannah Hoch Date of Birth: 1889	• German artist in the Dada era. • Did a lot of work in photomontage with a focus on changing perceptions of women. • Used recent newspapers and magazines to express thoughts on politics as they happened. • There was a lot of resistance to her work in Dada by male artists.
Component of Learning Link – Photo Opportunity Link to mixed media unit. Use to launch the photo opportunity unit.	