

Structuring the Art & Design Curriculum



The United Curriculum for Art & Design has three strands:

Practical Knowledge

Practical knowledge includes all the things that pupils need to know in order to produce art. It includes:

- **Formal elements** (colour, form, line, pattern, shape, texture, tone).
- **Control of Materials** (drawing, painting, printmaking, 3D sculpture, textiles and photography/digital art)

These have each been sequenced so that pupils are explicitly taught aspects in small steps, allowing pupils to gradually build their understanding and mastery of practical knowledge.

Theoretical Knowledge

Theoretical knowledge includes the history of art. In the Primary Art & Design Curriculum, a range of artists have been selected to not only illustrate quality examples of the practical knowledge outline above, but to build pupils' knowledge of the diversity of artists (their backgrounds, inspiration, and approaches). They will also examine how artists have inspired each other, and how artists are connected within the paradigms of Traditional, Modern and Contemporary art.

Disciplinary Knowledge

Disciplinary knowledge asks the questions that are at the heart of the subject:

- **What is art?** Pupils learn about the diversity of artistic outcomes, the purpose and the meaning of art, and how it has been part of much of human history.
- **What do artists do?** Pupils learn about how artists are influenced by their own contexts and worldviews, and present this worldview through their art; they can choose to accurately represent the world around them, choose to express themselves and/or challenge others' worldviews through their art
- **What inspires artists?** Pupils learn about the range of ways that artists – and that pupils as artists – can be inspired.



United Curriculum: Art & Design



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Primary Colour</p> <p>Introducing sketchbooks, experimenting with mark-making and learning about primary colours. Producing an abstract piece of Art in the style of Paul Klee and Piet Mondrian.</p> <p>Paul Klee Piet Mondrian</p>	<p>Monoprinting</p> <p>Looking at architecture and urban landscapes through photography and recording surface textures. Producing a printing block using polystyrene of a visual texture they have seen around school to create a repeated pattern.</p> <p>Zaha Hadid</p>	<p>Cave Paintings</p> <p>Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective and earthy colours using mixed media.</p> <p>Satoshi Kitamura Pablo Picasso History</p>	<p>Pumpkin Sculpture</p> <p>Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap.</p> <p>Yayoi Kusama</p>	<p>Painting Effects</p> <p>Experimenting with colour mixing using the medium of water colour. Capturing autumn leaves in paint by exploring different painting and brush techniques to create a range of lines and visual textures.</p> <p>Henri Rousseau</p>	<p>Figure Sculpture</p> <p>Exploring how movement can be created in sculpture using an armature and clay to capture a 3D form of themselves in Anglo-Saxon 'warrior' poses.</p> <p>Alberto Giacometti History</p>
Spring	<p>Paper Sculpture</p> <p>Further exploration of mark making using a range of pens of different thicknesses. Creating a sculpture by folding and twisting paper and gluing onto a base. Understand 3D form is something that can be viewed from all sides and angles.</p> <p>Charles McGee</p>	<p>Colour and Tone</p> <p>Looking at tints, tones and shades of blue inspired by Picasso's paintings from his Blue Period to create a self-portrait.</p> <p>Pablo Picasso</p>	<p>Still Life</p> <p>Further exploration of continuous line drawing to recreate contour lines of still life objects. Looking at shading, tint and tone using mixed media to produce a composition of still life objects.</p> <p>Giorgio Morandi</p>	<p>Tints and Tones of the Rainforest</p> <p>Experimenting with adding varying about of primary colours together to make different shades, tints and tones of green using the medium of paint. Producing a Frida Kahlo-inspired portraiture.</p> <p>Frida Kahlo Geography</p>	<p>Collagraphy</p> <p>Looking at <i>Shackleton's Journey</i> and how artists have portrayed journeys and maps. Producing a collagraphy-style printing block inspired by the patterns and lines found of a map of their local area.</p> <p>William Grill English</p>	<p>Fossils</p> <p>Exploring a range of linear shading techniques to add visual texture and detail to a fossil drawing.</p> <p>Ernst Haeckel Science</p>
Summer	<p>Secondary Colour</p> <p>Drawing from observation of summer leaves found in their school environment, introducing secondary colours and experimenting with wax resist technique using the medium of water colour.</p> <p>Leonardo Da Vinci</p>	<p>Wave Watercolour</p> <p>Further exploration of create shades, tints and tones of blue using the medium of water colour and implementing a wax resist to create water textures.</p> <p>Katsushika Hokusai David Hockney Geography</p>	<p>Portraiture</p> <p>Further exploration of shades, tints and tones of skin colour to produce of self-portrait in the style of Kehinde Wiley. Further exploration of composition in art through use of a foreground and background.</p> <p>Kehinde Wiley</p>	<p>Roman Columns and Perspective</p> <p>Drawing from observation and exploring the idea of perspective and how this effects lightness and darkness in drawing, Exploring a range of pencil gradients for the purpose of shading to make drawings look visually 3D and textured.</p> <p>Greek Architecture History</p>	<p>Pottery</p> <p>Using an armature to form and shape clay to produce a pot inspired by different ancient civilizations studied.</p> <p>Barbara Hepworth History</p>	<p>Photography</p> <p>Considering the impact of light when capturing an image in photography.</p>

Primary Art & Design

