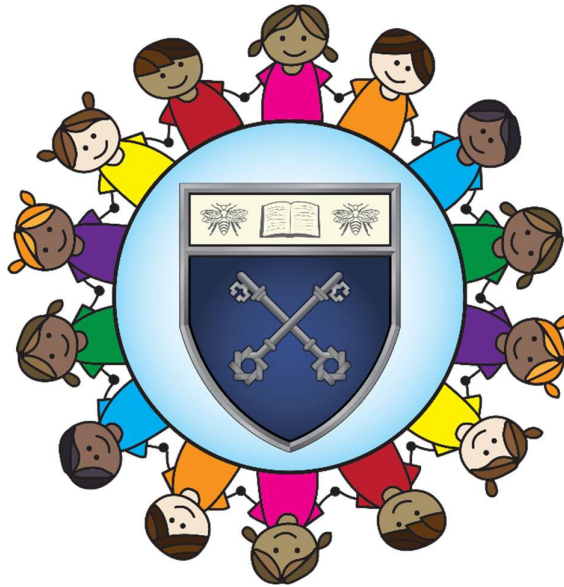


Art and Design Curriculum



Substantive, Procedural and
Disciplinary Knowledge



Substantive Knowledge

The Primary Curriculum 2014 States that the pupils should be taught:

Ar2/1.3 To know about great artists, architects and designers in history.

Substantive Concepts	Year 3	Year 4	Year 5	Year 6
Art Movements	Impressionism To begin to understand what Impressionism was and why artists followed the art movement. Modern Art To begin to understand what Modern Art is and why artists follow the art movement. Land Art To begin to understand what Land Art is and why artists follow the art movement.	Surrealism To begin to understand what Surrealism was and why artists followed the art movement. Art Deco To begin to understand what Art Deco was and why artists, designers and crafts people followed this art movement. Pop Art To begin to understand what Pop Art was and why artists followed the art movement.	Space Art To begin to understand what Space Art is and why artists follow the art movement. Arts and Craft Movement To begin to understand what the Arts and Craft Movement was and why artists, designers and crafts people followed the art movement. Cubism To begin to understand what Cubism was and why artists followed the art movement. To explain how the art form has contributed to the world of art, culture or history of a specific nation.	Expressionism To begin to understand what Expressionism was and why artists follow the art movement. Modern Art To develop an understanding of what Modern Art is and why artists follow the art movement. British Street Art To begin to understand what Street Art is and why artists follow the art movement. To explain how the art form has contributed to the world of art, culture or history of a specific nation.
Artists	Paul Cezanne Andy Goldsworthy Georgia O'Keeffe Caroline Gregson – Local Willow Artist	Rene Magritte Andy Wahol Miro and Peter Diem Clarice Cliff	Peter Thorpe William Morris Henri Rousseau Pablo Picasso	Edvard Munch L.S. Lowry Banksy Hugh Templeton – Local Watercolour Artist

	To know some key facts about the life of the artist. To evaluate and analyse the art works of the artist using the language of art.	To know some key facts about the life of the artist. To evaluate and analyse the art works of the artist using the language of art. To identify the elements of art in the artists artwork. (line, shape, form, space, colour, texture and value)	To know key facts about the life of the artist. To critically evaluate and analyse the art works of the artist using the language of art. To begin to explain how the artist has contributed to the world of art, culture or history of a specific nation. To identify the elements of art in the artists artwork. (line, shape, form, space, colour, texture and value)	To know key facts about the life of an artist. To critically evaluate and analyse the art works of the artist. To identify the elements of art in the artists artwork. (line, shape, form, space, colour, texture and value) To explain how the artist has contributed to the world of art, culture or history of a specific nation.
Art in History	Stone Age Art – Cave art Ancient Egyptian Art – Hieroglyphics and pottery	Mayan Art – headdress/masks Roman Art – Mosaics	Victorian Art - Designer – William Morris Anglo Saxons – Weaving/clothing Vikings- shield patterns/carvings on ships	WWII Art - War promotional posters/Lowry - VE Day Greek Art - Greek vases
	To understand how and why the artwork was created. To begin to explain how the artwork has contributed to the world of art and the history of a specific nation.	To understand how and why the artwork was created. To begin to explain how the artwork has contributed to the world of art and the history of a specific nation.	To understand how and why the artwork was created. To explain how the artwork has contributed to the world of art and the history of a specific nation.	To understand how and why the artwork was created. To explain how the artwork has contributed to the world of art and the history of a specific nation.



Procedural Knowledge

The Primary Curriculum 2014 States that the pupils should be taught:

Ar2/1.1 To create sketch books to record their observations and use them to review and revisit ideas

Procedural Concepts	Year 3	Year 4	Year 5	Year 6
Visual Literacy	To begin to evaluate and analyse creative works of art. To begin to identify some of the elements of art in the works of artists, craft makers or designers. (line, shape, colour, and texture) To collect inspiration from the works of artists, craft makers or designers and use this to inform their own work. To begin to use language appropriate to the chosen style of art. To begin to compare ideas, methods and approaches in their own and others' work. (What do they like? How could it be improved?)	To begin to evaluate and analyse creative works of art. To begin to identify some of the elements of art in the works of artists, craft makers or designers. (line, shape, space, colour and texture and value) To collect inspiration from the works of artists, craft makers or designers and use this to inform their own work. To begin to use language appropriate to the chosen style of art. To begin to compare ideas, methods and approaches in their own and others' work. (What do they like? How could it be improved?)	To evaluate and analyse creative works of art. To identify the elements of art in the works of artists, craft makers or designers. (line, shape, form, space, colour, texture and value) To collect inspiration from the works of artists, craft makers or designers and use this to inform their own work. To use language appropriate to the chosen style of art. To compare ideas, methods and approaches in their own and others' work. (What do they like? How could it be improved?)	To evaluate and analyse creative works of art. To identify the elements of art in the works of artists, craft makers or designers. (line, shape, form, space, colour, texture and value) To collect inspiration from the works of artists, craft makers or designers and use this to inform their own work. To use language appropriate to the chosen style of art. To compare ideas, methods and approaches in their own and others' work. (What do they like? How could it be improved?) To reflect on the ways in which their imaginative work has developed from a range of starting points.

Generate Ideas	To begin to discuss the styles of artists, craft makers or designers and use this to inform their own work. To begin to investigate different starting points for their work and choose which idea to develop further. To begin to record their ideas in a sketchbook. To discuss their ideas as they work.	To begin to discuss the styles of artists, craft makers or designers and use this to inform their own work. To investigate different starting points for their work and choose which idea to develop further. To record their thoughts and experiences in a sketch book, To explain how they are developing their ideas as they work.	To discuss the styles of artists, craft makers or designers and use this to inform their own work. To Investigate a range of starting points for their work, and choose which idea to develop further. To record their thoughts and experiences in a sketch book and annotate these with ideas for further development. To explain how they are developing their ideas as they work.	To confidently discuss the styles of artists, craft makers or designers and use this to inform their own work. To independently investigate a range of starting points for their work, and confidently develop their ideas further To record their thoughts and experiences in a sketch book and annotate these with ideas of further development. To use a sketch book to adapt and critically evaluate their work as their ideas develop.
Create	To select, and use appropriately, a variety of materials and techniques in order to create their own work in response to the brief.	To select, and use appropriately, a variety of materials and techniques in order to create their own work in response to the brief. To apply technical skills they are learning to improve the quality of their work. (E.g. Using different brushes for different purposes.	To select, and use appropriately, a variety of materials and techniques in order to create their own work in response to the brief. To use their acquired technical expertise to make work which effectively reflects their ideas and intentions. To use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.	To select, and use appropriately, a variety of materials and techniques in order to create their own work in response to the brief. To use their acquired technical expertise to make work which effectively reflects their ideas and intentions. To identify effective and ineffective features and use this to inform and evaluate their own work.

Vocabulary	To begin to use language appropriate to the chosen art form, to help them to explain their ideas. To begin to use language specific to a range of techniques.	To use language appropriate to the chosen art form, to help them to explain their ideas. To use language specific to a range of techniques.	To use language appropriate to the chosen art form, to help them to explain their ideas. To use language specific to a range of techniques.	To confidently use language appropriate to the chosen art form, to help them to explain their ideas. To confidently use language specific to a range of techniques.
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Disciplinary Knowledge

The Primary Curriculum 2014 States that the pupils should be taught:

Ar2/1.2 To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Disciplinary Concepts	Year 3	Year 4	Year 5	Year 6
Drawing	To make marks and lines with a wide range of drawing implements. To begin to explore shading and tone, using different media. To begin to use observational drawing skills to draw natural and manmade objects.	To begin to draw familiar objects with correct proportions. To explore shading, using different techniques. To begin to create texture with a wide range of drawing implements. To develop observational drawing skills to draw natural and manmade objects.	To use line, tone and shading to represent things seen, remembered or imagined in three dimensions. To begin to draw people and portraits using real life models.	To begin to develop an awareness of composition, scale and proportion in their work. Use simple perspective in their work using a single focal point and horizon. To begin to draw figures using real life models.
Drawing Vocabulary	Observational drawing, still life, sketch, drawing pencils, outline, straight line, curved line, wavy line, thick line, thin line, 2D shape and 3Dshape.	Observational drawing, still life, sketching, shading, tone, hatching, crosshatching, shadow, highlights, 2D shape and 3D shape.	Portrait, self-portrait, proportion, smudging, blending, three-dimensional shape and two-dimensional shape.	Perspective, single focal point, horizon line, scale, figure, figurative, graffiti, three-dimensional and two-dimensional.

Painting	To begin to mix colours and know which primary colours make secondary colours. To identify key aspects such as colour and tone, warm and cold colours. To work on a range of scales, using different types of brushes.	To develop colour mixing skills. To create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. To experiment creating, mood, feeling and movement using paint and learnt techniques.	To mix colours confidently. To use colour to express mood, divide foreground from the background or demonstrate tones.	To mix colours confidently. To use colour to express feeling and emotion. To use techniques, colours, tones and effects in an appropriate way to represent things seen.
Painting Vocabulary	Still life, primary colours, secondary colours, cool colours, warm colours, colour mixing, palette, background and composition.	Landscape, tertiary colours, foreground, colour washes, colour blending and composition.	Spacescape, neutral colours, skin tones, colour blending, pigment, dripping, stippling and scattering.	Cityscape, complementary colours, middle ground, watercolour and scale.
3D Form	To plan, design and make models from observation and imagination. To use a malleable material to create a simple pinch pot.	To plan, design and make a model from observation or imagination using a mould making material. (E.g, ModRoc or Papier- Mache)	To develop skills in using clay including slabs and coils.	To use recycled, natural and man-made materials to create sculptures.
3D Vocabulary	Clay, pinch pot, willow, weaving and frame.	Relief sculpture, mosaic, snipping, cutting, shaping and grouting.	Malleable material, slab, relief sculpture, glazing, varnishing and smoothing.	Armature, free standing, stable, florist wire, Modroc and Marquette.
Printing	To create a simple repeated pattern.	To create repeating pattern using different colours. (optional)	To experiment using layers and overlays to create new colours and textures.	To create images to print using two colour overlays. To create a simple stencil.
Printing Vocabulary	Impressed method, repeated pattern, polyprinting, printing block and frottage.	Relief method, transferring, printing blocks and repeated pattern.	Motif, complex patterns, marbling and marbling inks.	Stencilling, stencil, tracing and transferring.

Mixed Media (Including Textiles and collage)	To develop skills in cutting and joining. To create a collage using overlapping and layering. (optional)	To develop skills in stitching, cutting and joining. To experiment with a range of media to overlap and layer interesting colours, textures and effects.	To paint on fabrics using silk painting, fabric pens, tie-dyes or batik. To add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.	To use fabrics to create a 3D structure. To use a range of media to create collages. (optional) To create intricate printing patterns using two colour overlays. To use fabric paint to create an image on cloth.
Mixed Media Vocabulary	Cutting, tearing, pasting, decoration, twisting and folding.	Media, textures, crumpling, folding, felting, felt, yarn and repeated agitation.	Mixed media, layering, arranging, overlapping, silk painting, gutta, resists, sewing, threading, knotting and stitch.	Components, contrast, balance, fabric paints/pens, manipulating, draping and overlapping.
Digital Media	To record and collect visual information using digital cameras and video recorders. To create a series of images to make a moving image. (flip book) To create a backdrop and moveable images for a simple animation.	To use a graphics package to create images and effects with lines by controlling the brush tool with increased precision.	To import an image (scanned, retrieved, taken) into a graphics package.	To understand that a digital image is created by layering and create layered images from original ideas
Vocabulary	Backdrop, digital, frame and animation	Brush tool and graphics	Import, scan and retrieve.	Layering, and digital image.