



The Curriculum for Art & Design has three strands:

Practical Knowledge – Art

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).
- Techniques (drawing, painting, printmaking, 3D sculpture, textiles and photography/digital art)
- Use of materials (including clay, paint, pencils, charcoal, fabric).

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.

| | Drawing | Painting | Printmaking | 3D/Sculpture | Textiles | Photography/Digital |
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| Y1 | Mark making Use of different media to create marks. Linear drawing Controlling media to explore drawing different lines. | Primary colours Using ready mixed poster paint to apply colour to shapes. Learning basic colour theory. | Press printing Using found objects to print from. Beginning to explore different art processes and developing skill in controlling media and materials. | Paper folding Initial experiments with working in 3D. Creating space and form. | Fabric printing Working with fabric in a similar way to paper introduces the concept of textile art. | Photographing paper sculptures Using cameras/tablets to photograph light and shadow cast by sculptural forms. Developing concept of tone as well as building on control of materials. |
| Y2 | Tonal shading Using pencil to explore the ability to create light and dark tones. Linear shading | Secondary colours Using paint to mix primary colours together to make secondary colours. Developing understanding of colour theory. Tints, tones, shades | Bark/texture rubbing Building on understanding of working with found materials and recognising texture and pattern. | Layering/suspending Developing understanding of space and shape by layering and suspending paper in water project. | Batik Using wax resist techniques to apply pattern to fabric. Revisiting: Fabric printing | Photographing school site Boyle Family inspired photography, focus on composition. Texture and pattern. |



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| | Hatching and cross-hatching to explore tone. | Exploring tone within colour. Developing understanding of colour theory. | | | | |
| Y3 | Drawing from secondary observation Working from existing images to create a drawing. | Tertiary colours Blending primary and secondary colours together to create more subtle hues. Painting using watercolours Developing understanding of media by using new materials. | Monoprinting Using simple linear drawing skills to create printmaking outcomes engages students in the process of mark making in a different way, embedding their understanding more effectively than simply repeating the drawing exercise. | Clay- relief Creating a sculptural form by working in raised relief builds on the understanding of 3D form while allowing for greater control and additional detail. Developing understanding of texture and pattern. | | Exploration of light as a drawing tool Looking at Picasso's drawings using a torch Developing an understanding of how photography has been used in different ways by artists. Exploring possibilities of creative photography. |
| Y4 | Drawing from primary observation Studying objects directly to create a drawing. | Painting using watercolours Building on previous understanding by applying paint to show opaque and translucent colour. | Repeating shapes/creating pattern Understanding the use of printmaking to create repeating patterns. | Clay- modelling Learning to create 3D form. | Batik Using wax resist techniques to apply pattern to fabric. | Photoshop (or equivalent) Creating repeating patterns using either primary or secondary images |



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| Y5 | <p>Illustration</p> <p>Using drawing skills to develop a creative response to a chosen text.</p> <p>Being able to select key features from a text to create an imaginative response.</p> <p>Drawing decorative pattern</p> <p>Using pattern inspired by nature to create abstract drawings.</p> | <p>Colour to convey mood/meaning</p> <p>Understanding the use of colour to convey feelings/emotions and how colour has been used by artists to convey a message.</p> <p>How colour is interpreted by different cultures.</p> <p>Application of paint</p> <p>Using watercolours to build detail.</p> <p>Overlaying colour.</p> | <p>Collagraph printmaking</p> <p>creating textures with recycled materials to build low relief printing plates.</p> | <p>Origami</p> <p>Using paper folding to create bird forms</p> | | <p>Animation</p> <p>Creating a moving image based on illustrations.</p> |
| Y6 | <p>Drawing to convey mood</p> <p>Using tonal shading to convey a sense of atmosphere.</p> | <p>Acrylic painting</p> <p>Exploring use of acrylics.</p> | <p>Polystyrene press printing</p> <p>Drawing into polystyrene to create printing plates.</p> <p>Reduction printmaking</p> <p>Exploring possibilities of reduction printmaking using</p> | <p>Creating sculptural pieces using non-recyclable materials</p> <p>Looking at the work of Ifeoma Anyaeji who creates sculptural forms using plastic waste.</p> <p>Sewing</p> <p>Using sewing to create 3D forms.</p> | <p>Adire/tie dye</p> <p>Explore the traditional Nigerian dyeing process. Explore use of pattern and how it has been reinterpreted by contemporary artists.</p> | |



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| | | | polystyrene printing plates. | | Sewing Using sewing as part of exploration of 3D forms. | |
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Theoretical Knowledge (Substantive) - Art

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.

| | Art History | Individual/Cultural Context | Materials/Processes |
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| Y1 | <p>Paul Klee described a line as 'a dot that went for a walk'</p> <p>Charles McGee used mark making to create patterns.</p> <p>Piet Mondrian used primary colours and bold black lines in his most recognizable works.</p> <p>Leonardo Da Vinci pressed a sage leaf in his diary and included directions for making a good print.</p> | <p>One of the earliest examples of printmaking using leaves is from Syria in 1228AD. It is the only known example from the Islamic world.</p> <p>Tataki zome is a traditional Japanese dyeing process using natural dyes from leaves and flowers and hammering them onto fabric. This process introduces the idea of textiles art and is also an excellent way of creating a simple but effective print.</p> | <p>José-Luis Sáez is a Spanish photographer who uses an iPhone to photograph architecture in black and white, highlighting the contrast in tone created by light and shadow.</p> <p>Frances Hatch uses natural objects such as stones and grass to create marks.</p> <p>Charles McGee folded paper to create sculptural forms.</p> |
| Y2 | <p>Claude Monet painted outdoors in natural light. His paintings of water show light reflections on the surface,</p> <p>David Hockney painted stylised representations of water in the 1960s.</p> | <p>Batik is a traditional Indonesian artform using wax resistant dyes to create patterns in cloth.</p> | <p>Katsushika Hokusai used woodblock printing to create his famous series of prints called <i>36 Views of Mount Fuji</i> which includes the <i>Great Wave off Kanagawa</i>.</p> <p>David Hockney revisited his earlier paintings and now uses an iPad as a painting alternative.</p> <p>The Boyle Family take close-up photographs of streets, buildings and road-markings. Their work shows</p> |



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| | | | contrasting textures and patterns which pupils will be able to successfully translate into their own work. |
| | Art History | Individual/Cultural Context | Materials/Processes |
| Y3 | <p>Pablo Picasso simplified drawings of animals to emulate the cave paintings he had studied at Lascaux.</p> <p>Artists have frequently worked from secondary sources and have been inspired by each others work. We study the work of other artists to encourage our own creativity.</p> <p>Looking at the use of naturally available pigments used to create the Lascaux cave paintings and comparing with the bold use of primary colour studied in Yr1 (Piet Mondrian).</p> | <p>The Lascaux cave paintings are estimated to be 17,000 years old and depict scenes of hunting and large animals.</p> | <p>Joan Miró and Pablo Picasso used printmaking as an exploration of line throughout their career. Link back to Yr1 introductory project and practice taking a line for a walk.</p> <p>Picasso used a torch to draw in the air during a long exposure photograph.</p> |
| Y4 | <p>Artists have created still life artworks for centuries. They often contain coded messages such as memento mori (e.g. a skull, candle or hourglass).</p> | <p>Batik is a traditional Indonesian artform using wax resistant dyes to create patterns in cloth.</p> | <p>Abel Rodriguez documents his forest home with observational studies.</p> <p>Yayoi Kusama uses repeating pattern, light and reflection between mirrors to give the viewer a sense of endlessness.</p> |



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| | <p>Still life is an exercise in composition and objects were traditionally carefully chosen and arranged.</p> <p>Theodore Rousseau used bold, bright colours to create an imagined jungle landscape.</p> | | |
| Y5 | <p>Narrative art is art which tells a story, and was the most common form of art in the Western world until the nineteenth century. Stories which were most commonly depicted were Biblical scenes, as well as those from classical mythology and literature.</p> <p>A contemporary interpretation of narrative art is illustration, either from graphic novels or comic book storyboards where the images form the basis for the narrative; or children's books, in which the images are for the benefit of a developing reader.</p> | <p>There was an expectation that audiences would understand the story being depicted in narrative paintings, and would recognise the symbolism used to identify individual figures e.g. blue cloth for the Virgin Mary, or the moon to represent the goddess Artemis.</p> <p>Origami is the famous Japanese art of paper folding, dating back to the 1600s.</p> | <p>Mark Heard is inspired by the natural world and creates paper sculptures of birds, which are decoratively patterned.</p> |
| Y6 | <p>Yinka Shonibare is inspired by the impact of the British Empire and incorporates imagery from traditional western art in his work.</p> | <p>Adire is the traditional Nigerian art of dyeing cloth, usually with indigo. Small seeds or stones are used to create intricate tie-dye patterns, and a waxy paste is used to draw detailed pattern work.</p> | <p>Ifeoma Anyaeji uses non-recyclable plastics to create sculptures, baskets and furniture.</p> |



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.

| | What is art? | What do artists do? | What inspires artists? |
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| Y1 | <ul style="list-style-type: none"> • Art doesn't have to be representational. It can be abstract or non-figurative. • Art can be 2-dimensional, e.g., a drawing on paper or 3-dimensional e.g., a model made out of clay. • Art is a way for humans to make sense of the world around them, either by documenting it, reinterpreting it or celebrating it visually. | <ul style="list-style-type: none"> • A sketchbook is a special book that artists use. • Artists experiment, explore and play. • Artists draw with lots of different media e.g., pencils, pens, charcoal and chalk. • Artists use colour in different ways to represent ideas and meanings. | <ul style="list-style-type: none"> • Artists can be inspired by the freedom of expression they had as children, or by children's drawings. • Artists can be inspired by the natural world and have been making art based on the natural world for almost as long as humans have existed. |
| Y2 | <ul style="list-style-type: none"> • Art can be for a specific purpose, such as designing a building or illustrating a story. • The purpose of art differs in different cultures. | <ul style="list-style-type: none"> • Artists paint representations of the world around them. • Artists use new and evolving technology to create different ways of making art. • Artists use traditional and ancient methods of creating art. • Most artwork is individual and is made by an artist working on their own. Other artwork is collaborative and is made by a group of artists. | <ul style="list-style-type: none"> • Artists can be inspired by architecture and the man-made world. • Artists can be inspired by the fragmented or broken and notice details that others wouldn't usually see. |



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| Y3 | <ul style="list-style-type: none">• Art is ancient. Humans have expressed themselves artistically throughout our existence. | <ul style="list-style-type: none">• Artists document the world around them, using whatever tools and materials they can create. | <ul style="list-style-type: none">• Artists can be inspired by the natural world.• Artists can be inspired by ancient art created by our ancestors. |
| Y4 | <ul style="list-style-type: none">• Sometimes art has hidden messages, or symbols.• Art can celebrate identity through representation of objects. | <ul style="list-style-type: none">• Artists create compositions based on objects that are meaningful to them.• Artists include images in their artwork that might have more than one meaning. | <ul style="list-style-type: none">• Artists can be inspired by objects or possessions.• Artists can be inspired by the materials they are using to create art. |
| Y5 | <ul style="list-style-type: none">• Art has been used to tell stories when the majority of people couldn't read. | <ul style="list-style-type: none">• Artists use symbols and images that have meaning to the viewer to tell stories visually. | <ul style="list-style-type: none">• Stories from classical mythology, literature and religious texts all inspire artists.• Artists can be inspired by cultures which are not their own and reinterpret traditional artwork from those cultures to create their work. |
| Y6 | <ul style="list-style-type: none">• Art has different meanings in different cultures. Sometimes these cultures are represented simultaneously in an artwork to highlight or celebrate the differences. | <ul style="list-style-type: none">• Artists use their own cultural understanding in their artwork.• Artists explore the past and its impact on the present.• Artists bring difficult or contentious issues to light and provoke debate and discussion through their work. | <ul style="list-style-type: none">• Artists are inspired by their own and other cultures.• Artists are inspired by the past and its impact on the present.• Artists are inspired by injustice, and they use their work to challenge it. |