

United Curriculum

Primary Art & Design

Information for School Websites

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United Curriculum
Primary
Part of United Learning



United Curriculum Principles: Art & Design

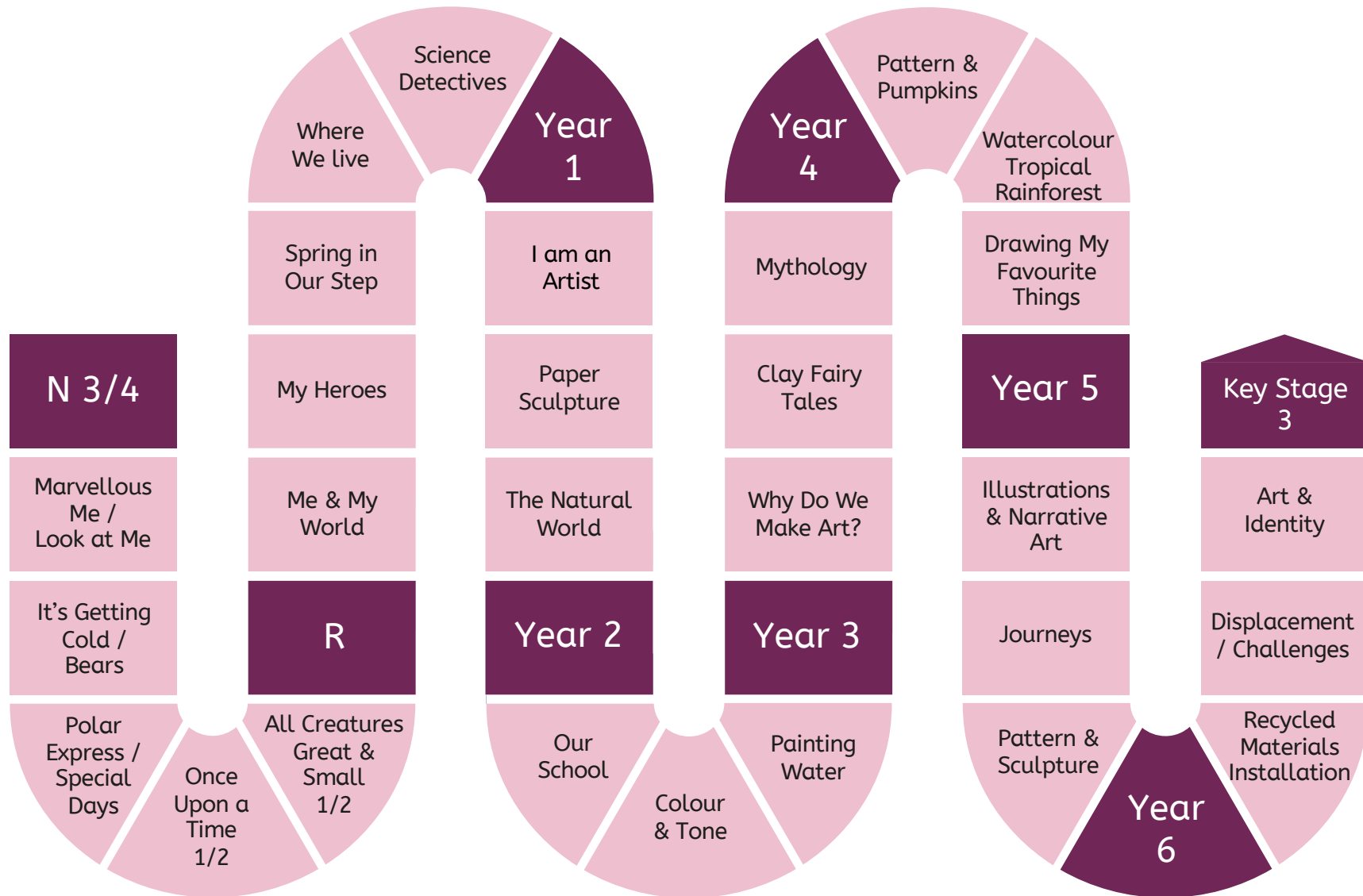


The United Curriculum for Art provides all children, regardless of their background, with:

- **Entitlement**
Regardless of their starting point, the curriculum allows pupils to produce creative work, to explore ideas and develop the confidence to excel in a broad range of artistic techniques. All pupils will learn about artists and cultures from across history and across the world.
- **Coherence**
Taking the National Curriculum as its starting point, the curriculum is sequenced from Early Years to Key Stage 3 and beyond so that pupils gradually develop and build their practical knowledge, including the formal elements, the use of a range of materials in two and three dimensions, and the techniques required to produce artwork. Theoretical and disciplinary knowledge is sequenced so that pupils build a deeper understanding across key stages.
- **Mastery**
All pupils will be explicitly taught about the formal elements – colour, form, line, pattern, shape, texture and tone – and other aspects of art knowledge in small steps. Pupils will revisit, develop and apply their skills with increasing technical proficiency.
- **Adaptability**
Our art curriculum is designed to give teachers flexibility, allowing them to select and adapt resources for their specific context. Schools are encouraged to bring it to life for their pupils by supplementing it with artists from their local area. In Key Stage 3, schools should select outcomes, materials and skills focus for units based on local context and teacher expertise.
- **Representation**
The Art curriculum provides children with the opportunity to explore historical and contemporary artists and artworks, who represent their own and others' cultures, values and beliefs. We will explore the context in which the art was produced, and consider the full breadth of human experience and expression through art.
- **Education with Character**
We aim to build and maintain pupils' confidence in their ability as artists to create. The curriculum will develop aspects of character such as resilience, confidence and risk taking. Through the curriculum, pupils are given opportunities to share, reflect and learn about each other's experiences whilst recognising the things we have in common.



United Curriculum: Art & Design



United Curriculum: Art & Design



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	I Am An Artist [Aut1] Introducing sketchbooks, experimenting with mark-making and learning about primary colours. Paul Klee Piet Mondrian Wassily Kandinsky	Our School [Aut1] Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking. Zaha Hadid The Boyle Family	Why Do We Make Art? [Aut2] Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective. Satoshi Kitamura Pablo Picasso History	Pattern & Pumpkins [Aut1] Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap. Yayoi Kusama	Illustration & Narrative Art [Aut1] Developing a visual response to a text, creating digital art. Raphael, Leonardo, Michelangelo Marjane Satrapi, Mel Treginning English	Recycled Materials Installation [Aut2] Using plastic waste to create an installation. Ifeoma Anyaeji Serge Attukwei Clottey Veronika Richterová Katharine Harvey Geography, Science
Spring	Paper Sculpture Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light. Charles McGee	Colour and Tone [Spr1] Looking at tints, tones and shades in <i>The King Who Banned the Dark</i> and Picasso's paintings from his Blue Period. Emily Haworth-Booth Pablo Picasso English	Clay Fairy Tales Using clay to produce a collaborative visual representation of a fairy tale crime. Anthony Browne Quentin Blake English	Watercolour Tropical Rainforest Exploring use of watercolours to create a collaged response to the work of artists studied. Abel Rodriguez Henri Rousseau Henri Matisse Geography	Journeys [Spr1] Looking at <i>Shackleton's Journey</i> and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes. Richard Long, Frida Kahlo, Lubaina Himid English	Displacement / Challenges [Spr2] Looking at the work of artists who have been refugees or have produced art in different circumstances. Pissarro, Wiltshire, Schwitters, Kerr Geography
Summer	The Natural World Drawing from observation, printmaking using leaves and introducing secondary colours. Leonardo Da Vinci Claude Monet Frances Hatch	Painting Water Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings. Katsushika Hokusai David Hockney Claude Monet Geography	Mythology [Sum2] Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary. Raphael Van Gogh Frank Auerbach, Chris Ofili History	My Favourite Things [Sum1] Looking at objects from the British Museum using <i>This or That</i> by Goodhart. Drawing a still life based on personal possessions. Pippa Goodhart Joseph Cornell English	Pattern & Sculpture Using origami to create bird sculptures out of printed designs exploring pattern and the natural world. Mark Hearld Jackie Morris	Art & Identity [Sum2] Considering the impact of the British Empire on art and how our art can reflect our identity. Drawing the face and creating a shared exhibition. Yinka Shonibare Sonia Boyce [History]

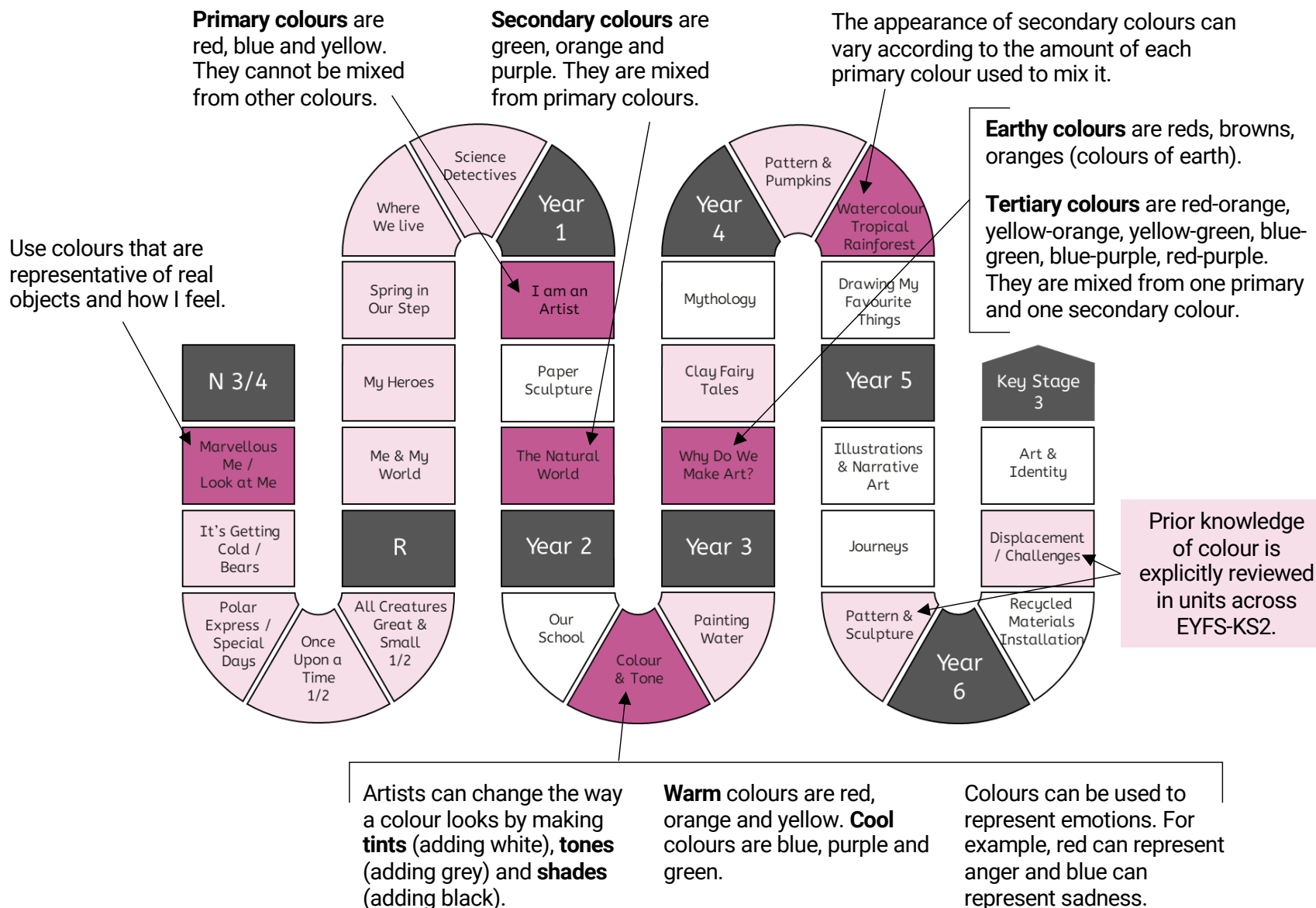
NB: The **artists** suggested in each unit provide quality examples of practical knowledge and provide exposure to artists from across history from diverse backgrounds. However, you could **supplement and replace these artists where appropriate** with those from your local area.



Progression in Practical Knowledge



Formal Elements
Colour
Tone
Line
Form
Space
Shape
Pattern
Texture
Control of Materials
Mark Making
Painting
Drawing
Printing
Sculpture
Digital
Mixed Media



Progression in Practical Knowledge



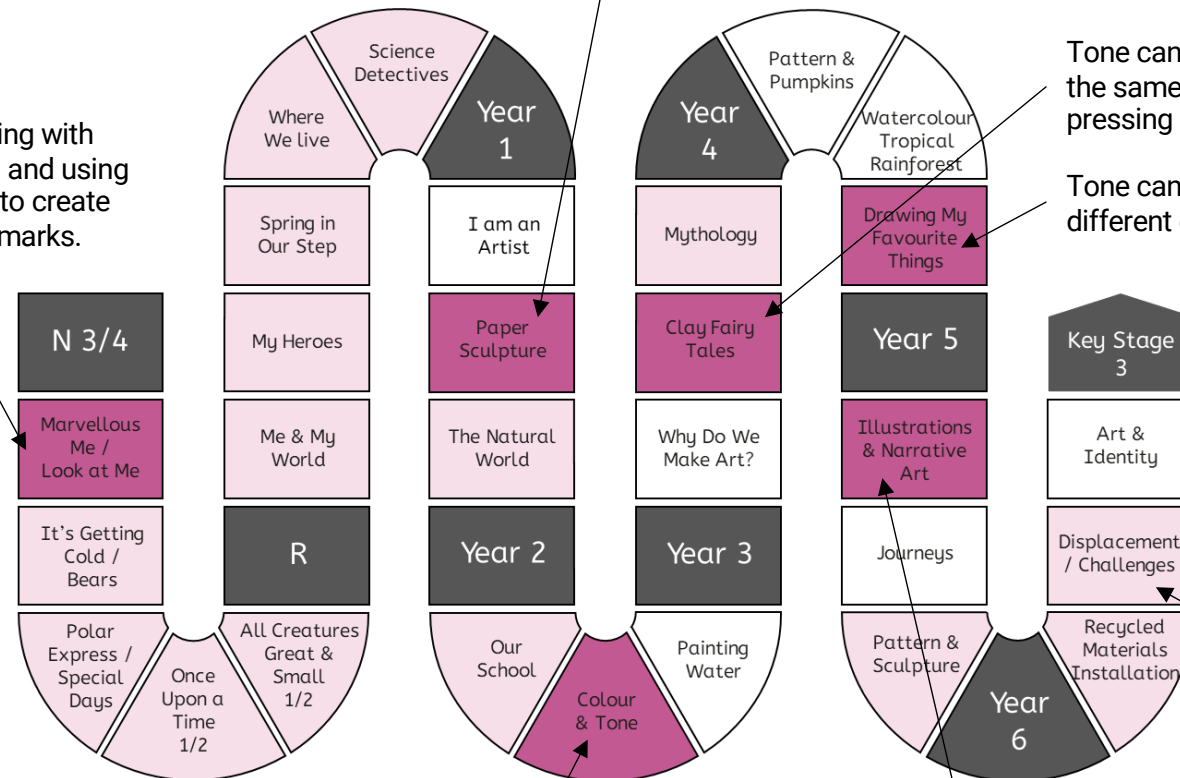
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Tone is about light and dark in an artwork. A strong tone means there is a big difference (contrast) between the light and the dark areas.

Doing the same thing with different materials - like pencil, fineliner, biro, felt tip - can create a different tone.

Shadows are an area of darkness that can be created by a sculpture or other 3D object.

Explore mark making with different materials and using different pressure to create lighter and darker marks.



Tone can be created using the same pencil by pressing harder or lighter.

Tone can be created using different grades of pencil.

Prior knowledge of tone is explicitly reviewed in units across EYFS-KS2.

Manipulate shadows using torches to create a different tone.

Tone can be created using white pens and pencils, which highlight areas of the artwork.

Linear shading is a method of creating tone, often with a pen. Examples of linear shading include hatching, cross hatching and contoured hatching.



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A line is a mark made on a surface that joins different points.

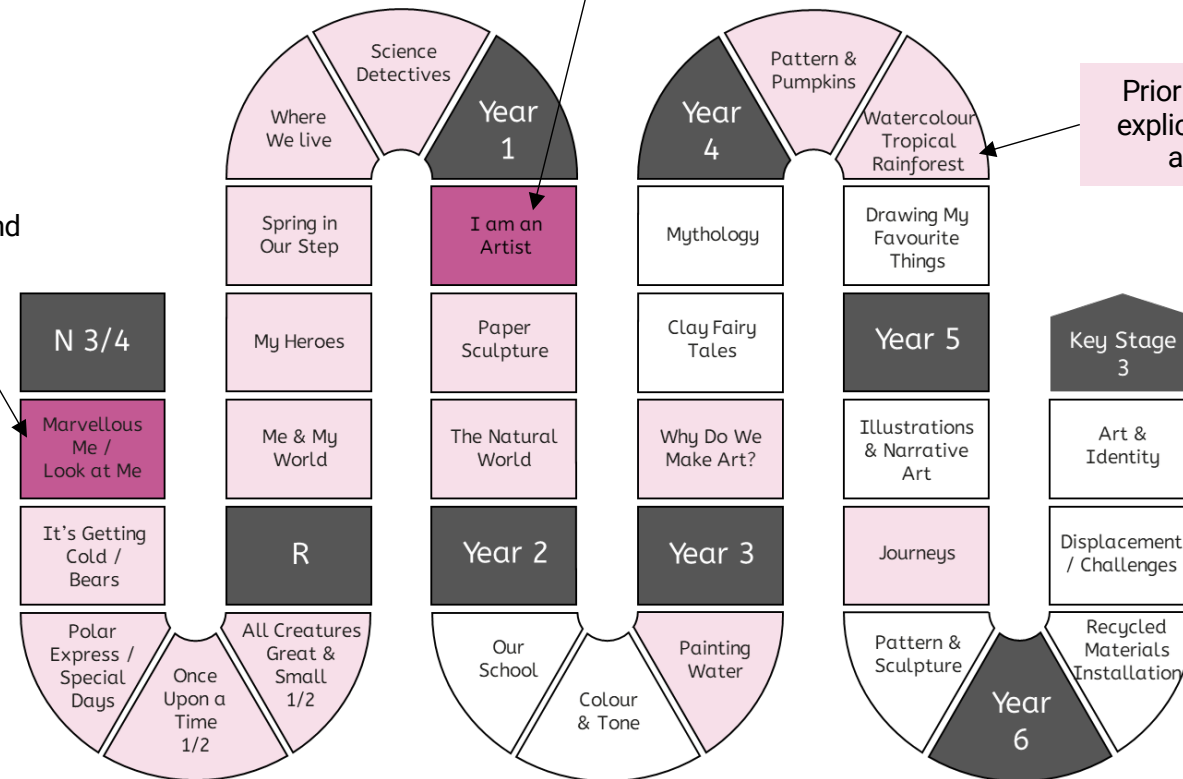
Lines can vary in length, width, direction and shape.

A continuous line drawing is one where the pencil does not leave the page.

Doing the same thing with different materials - like pencil, crayon, pens, charcoal - can create different lines.

Make marks including lines and closed shapes.

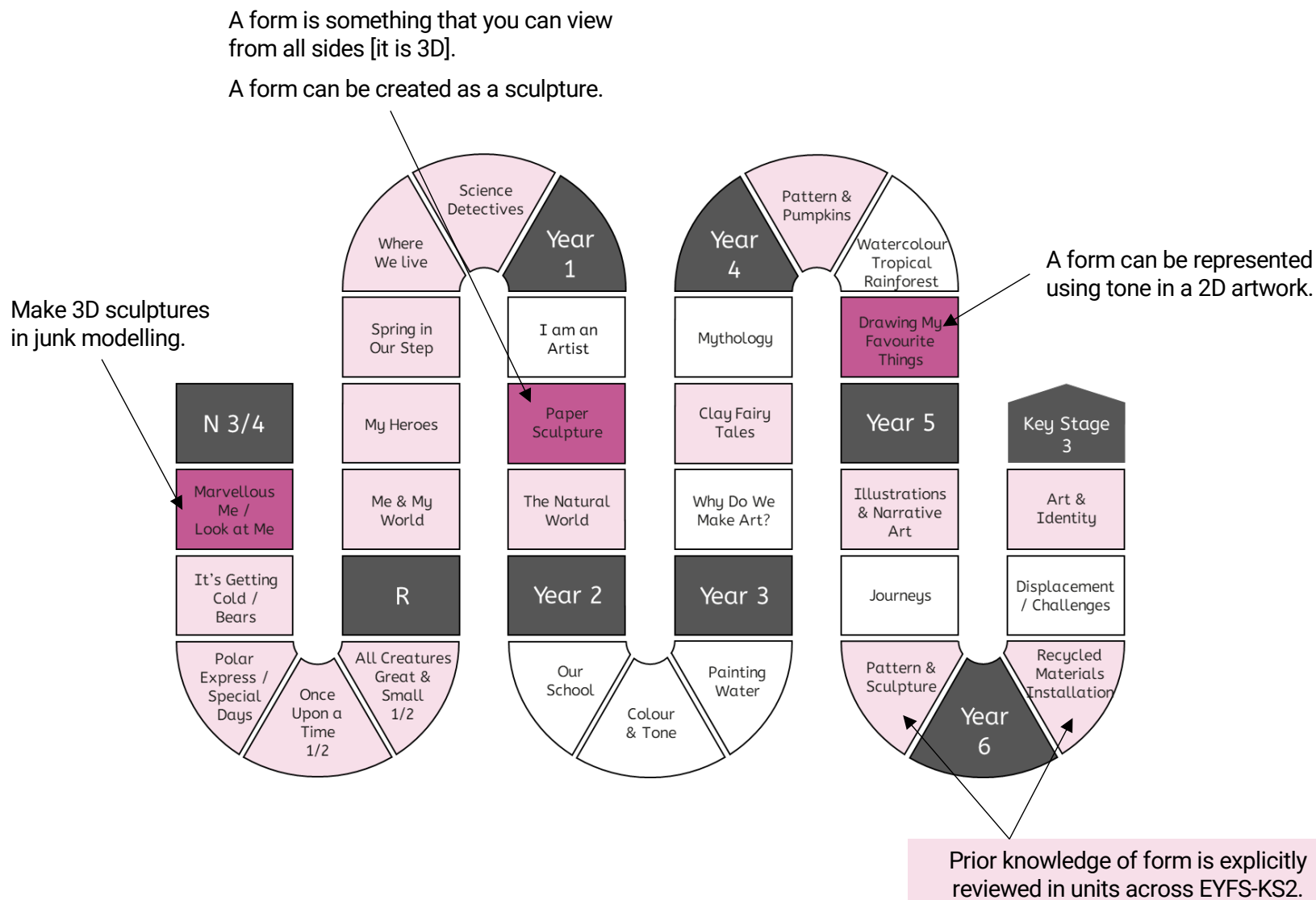
Prior knowledge of line is explicitly reviewed in units across EYFS-KS2.



Progression in Practical Knowledge



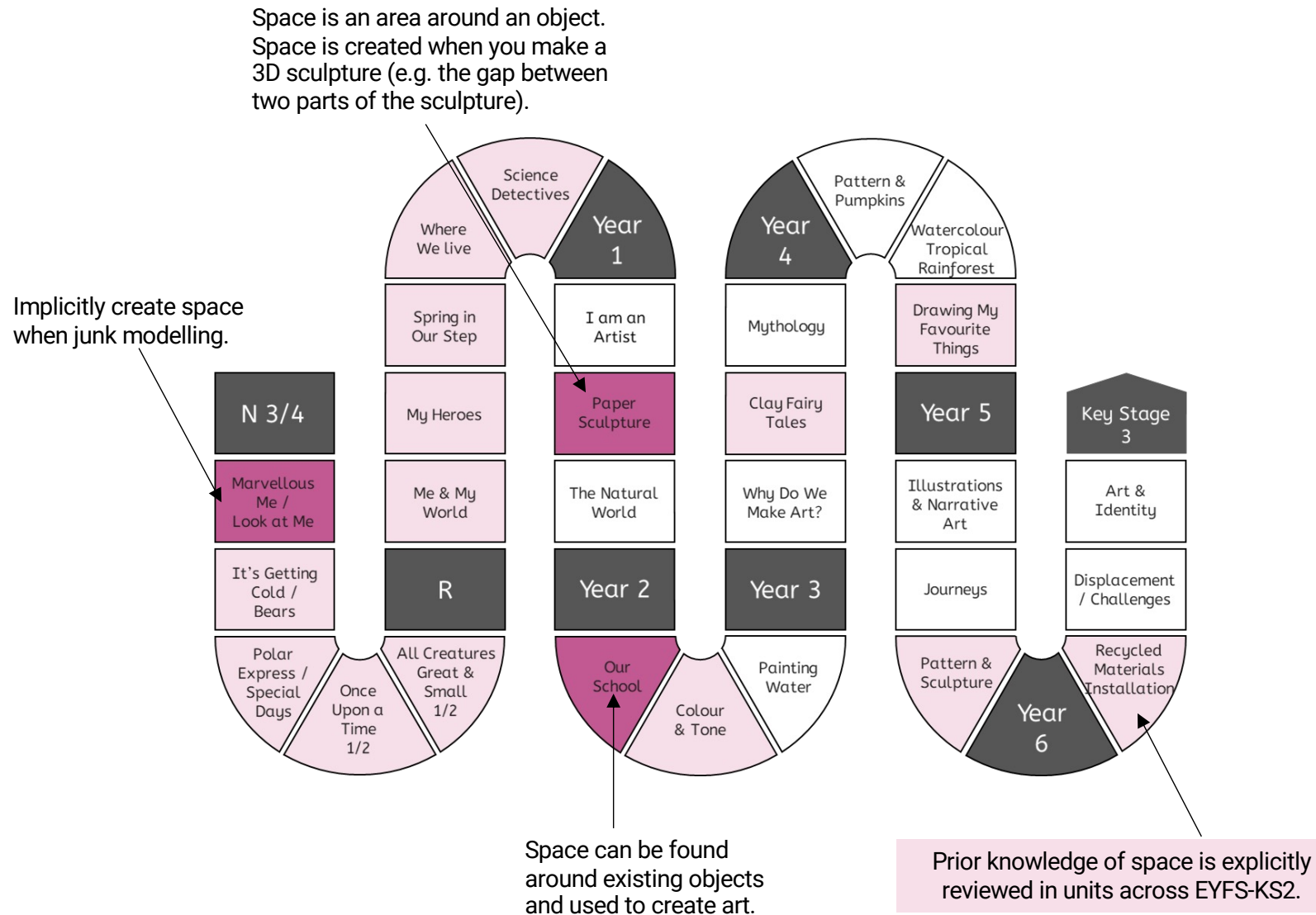
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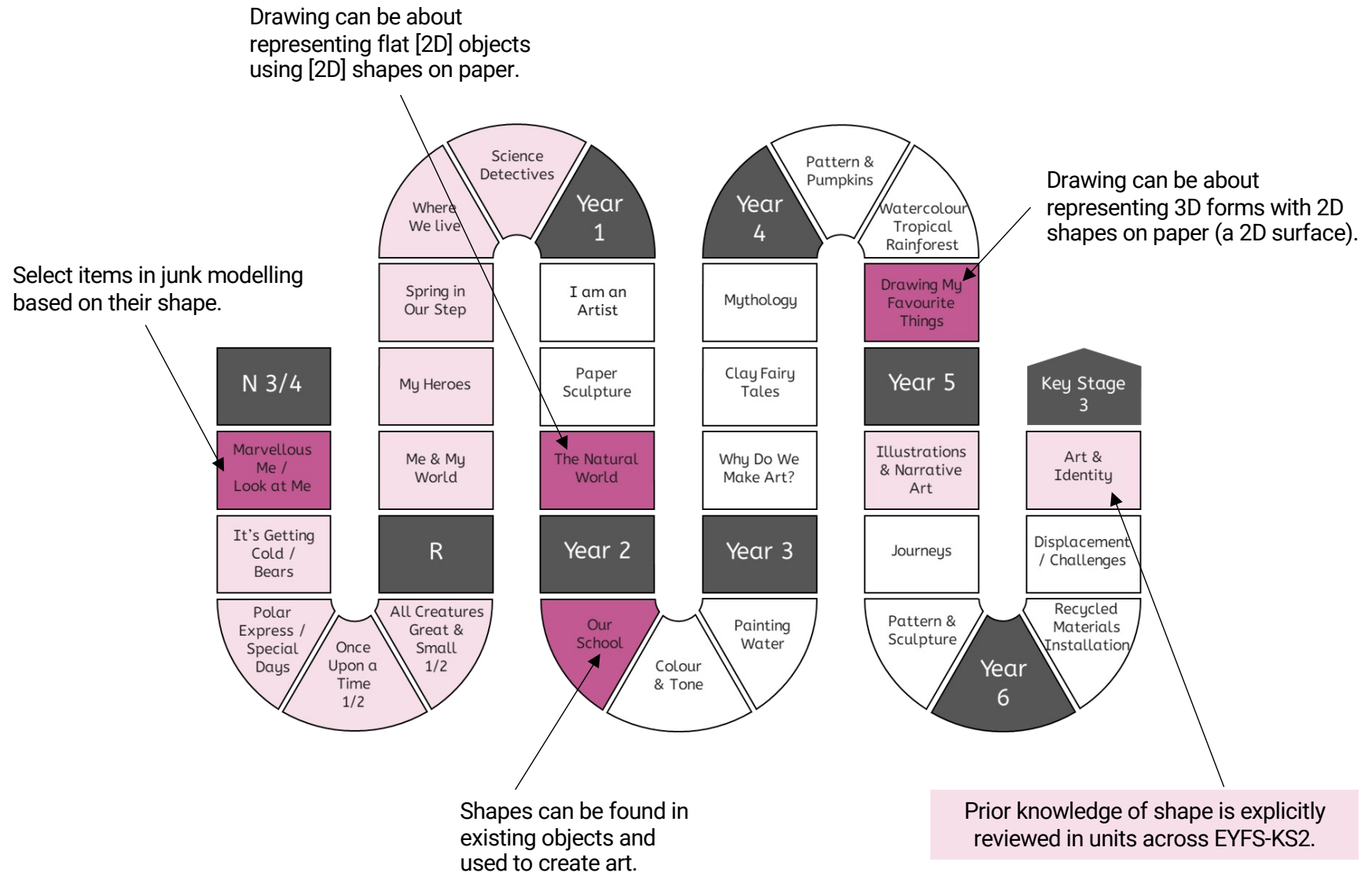
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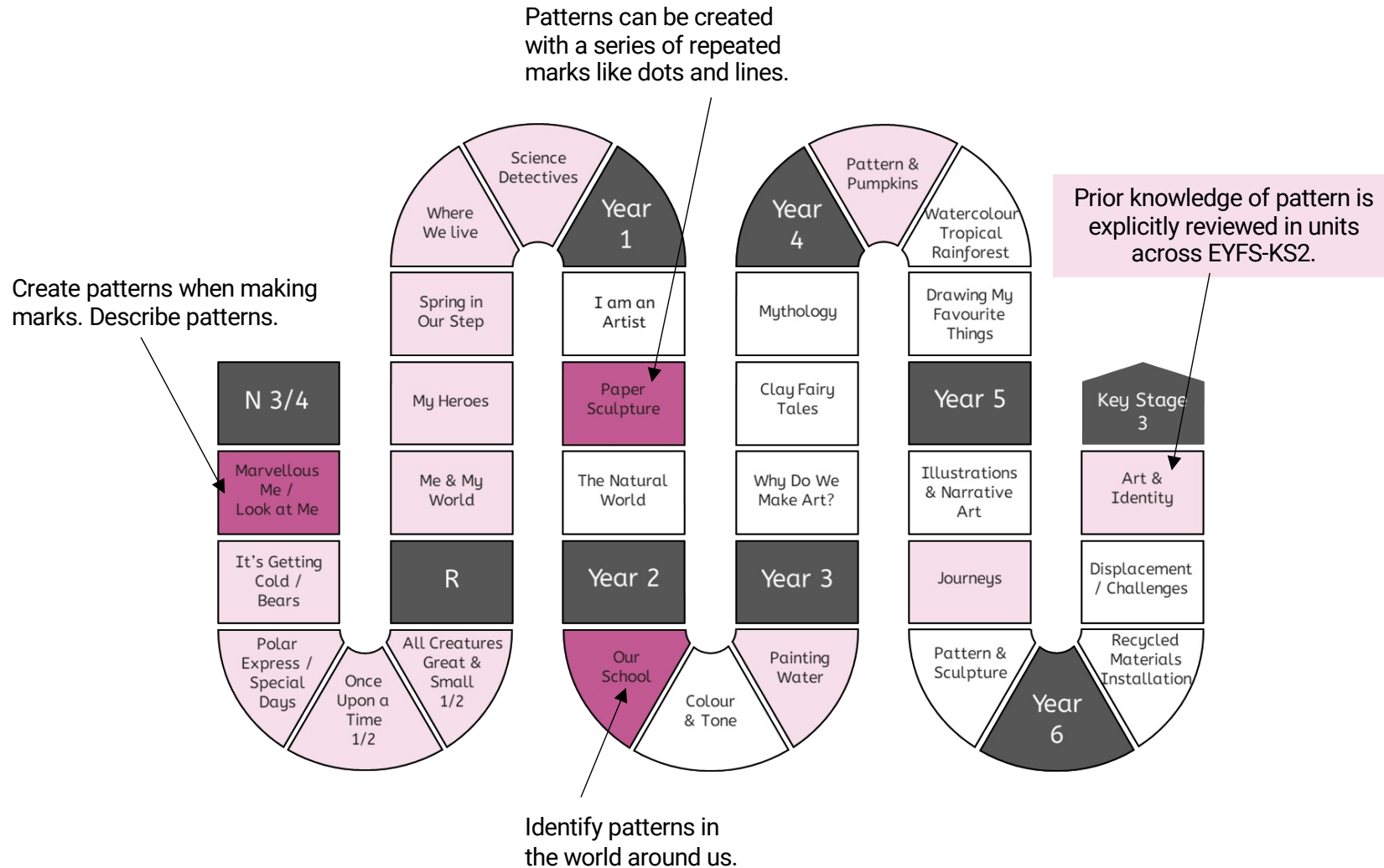
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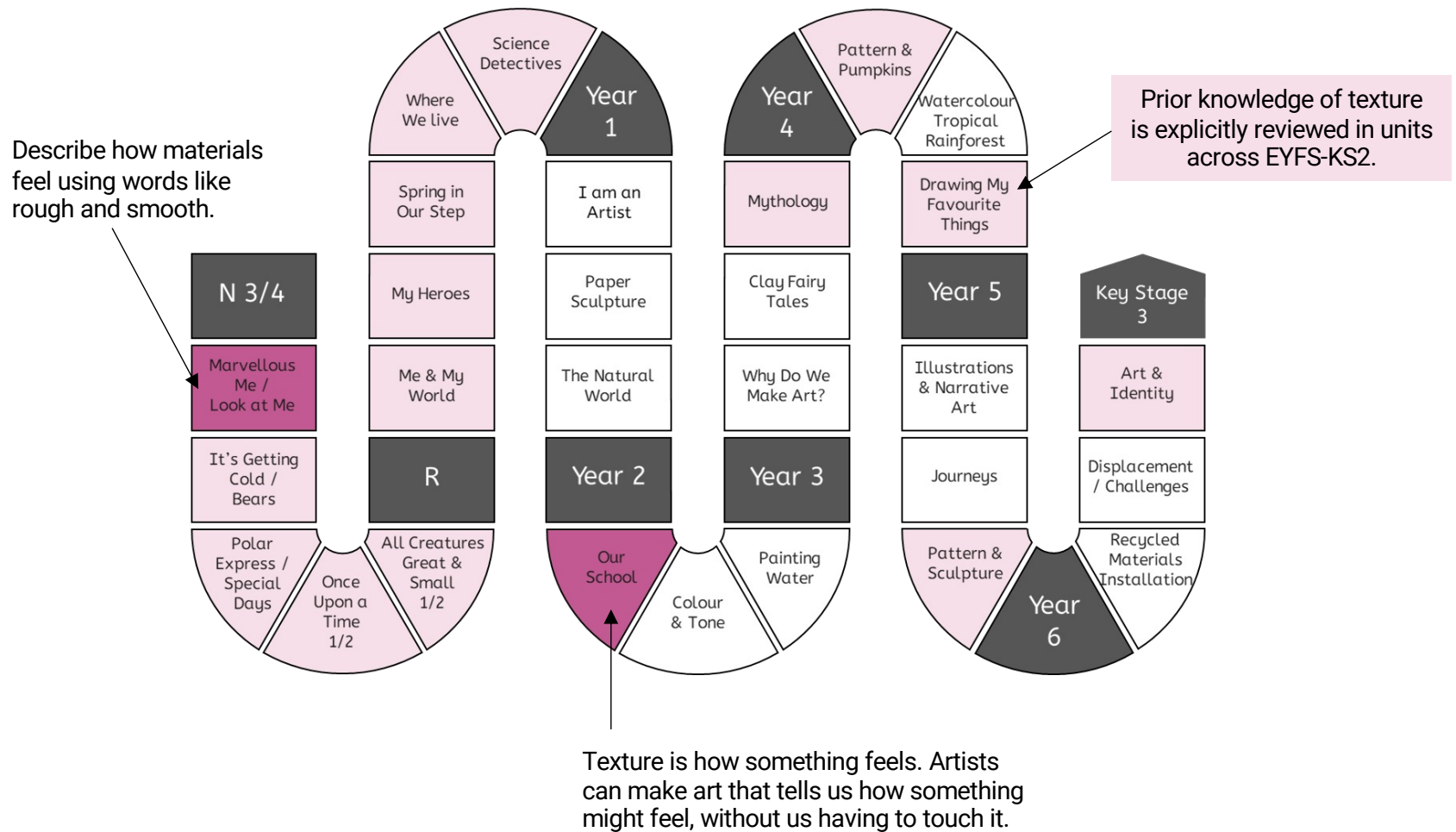
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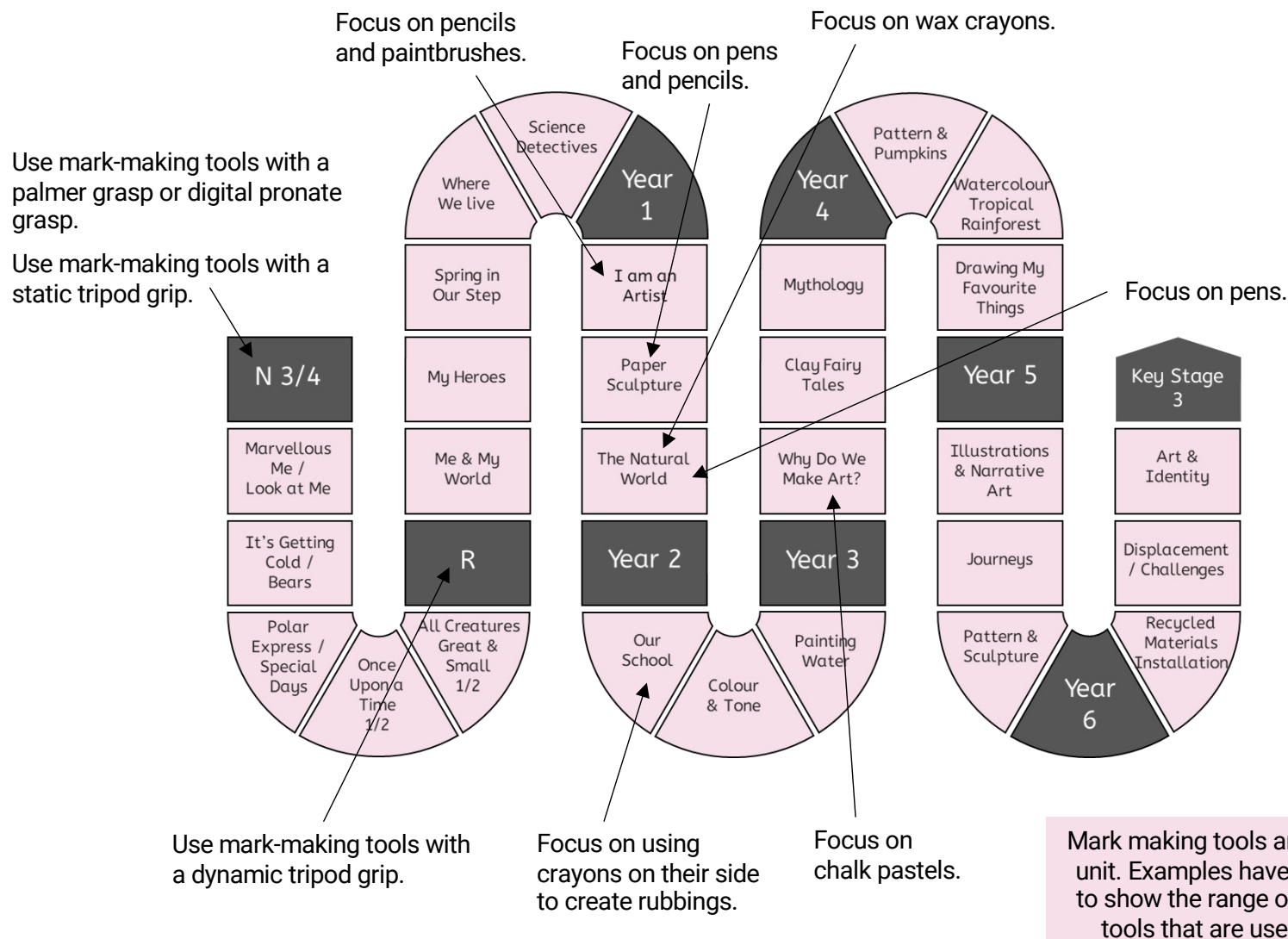
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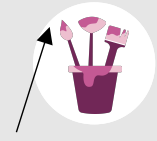
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Use poster paints.

Use wax resist technique with watercolour paints.

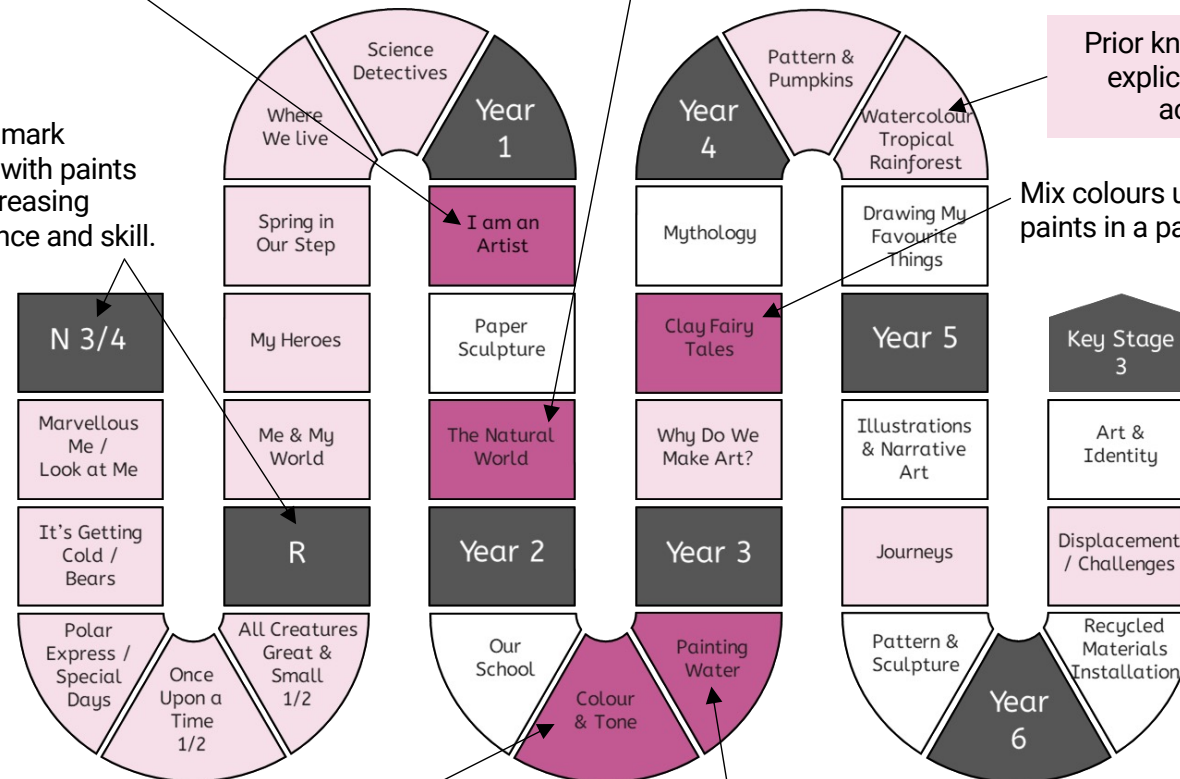
Mix colours using watercolour paints on the page (not in a palette).

Use a flat wash brushstroke with watercolour paint.

Explore mark making with paints with increasing confidence and skill.

Prior knowledge of painting is explicitly reviewed in units across EYFS-KS2.

Mix colours using acrylics paints in a palette.



Mix colours using poster paints in a palette.

Use stippling, tapered and dry brushstrokes with watercolour paint.

Use wet on wet and 'less to more see through' [opaque to translucent] techniques.

Use different amounts of water to create stronger [more opaque] and weaker [more translucent] colours.

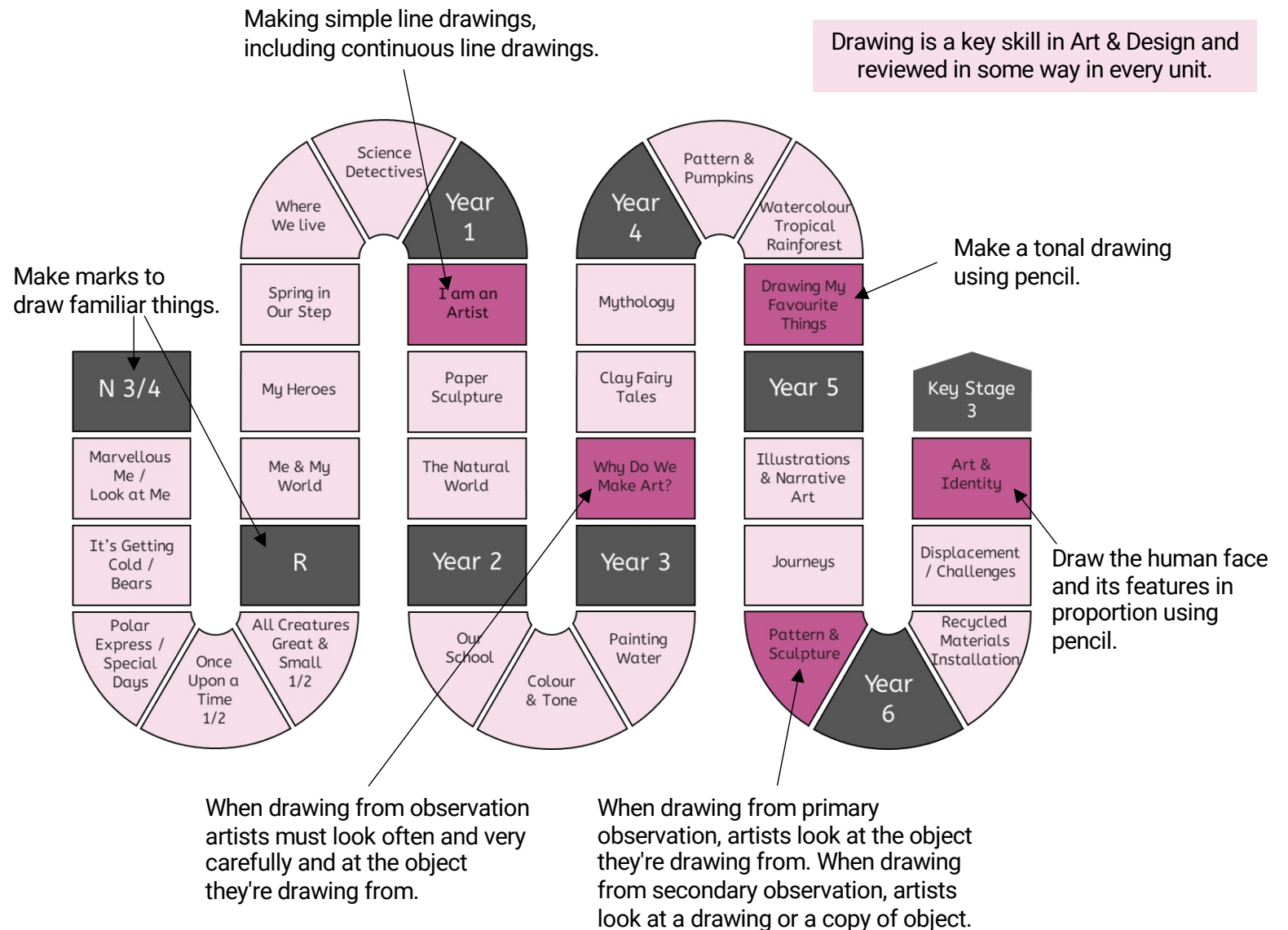
Different paintbrushes are suited to different brush strokes and techniques.



Progression in Practical Knowledge



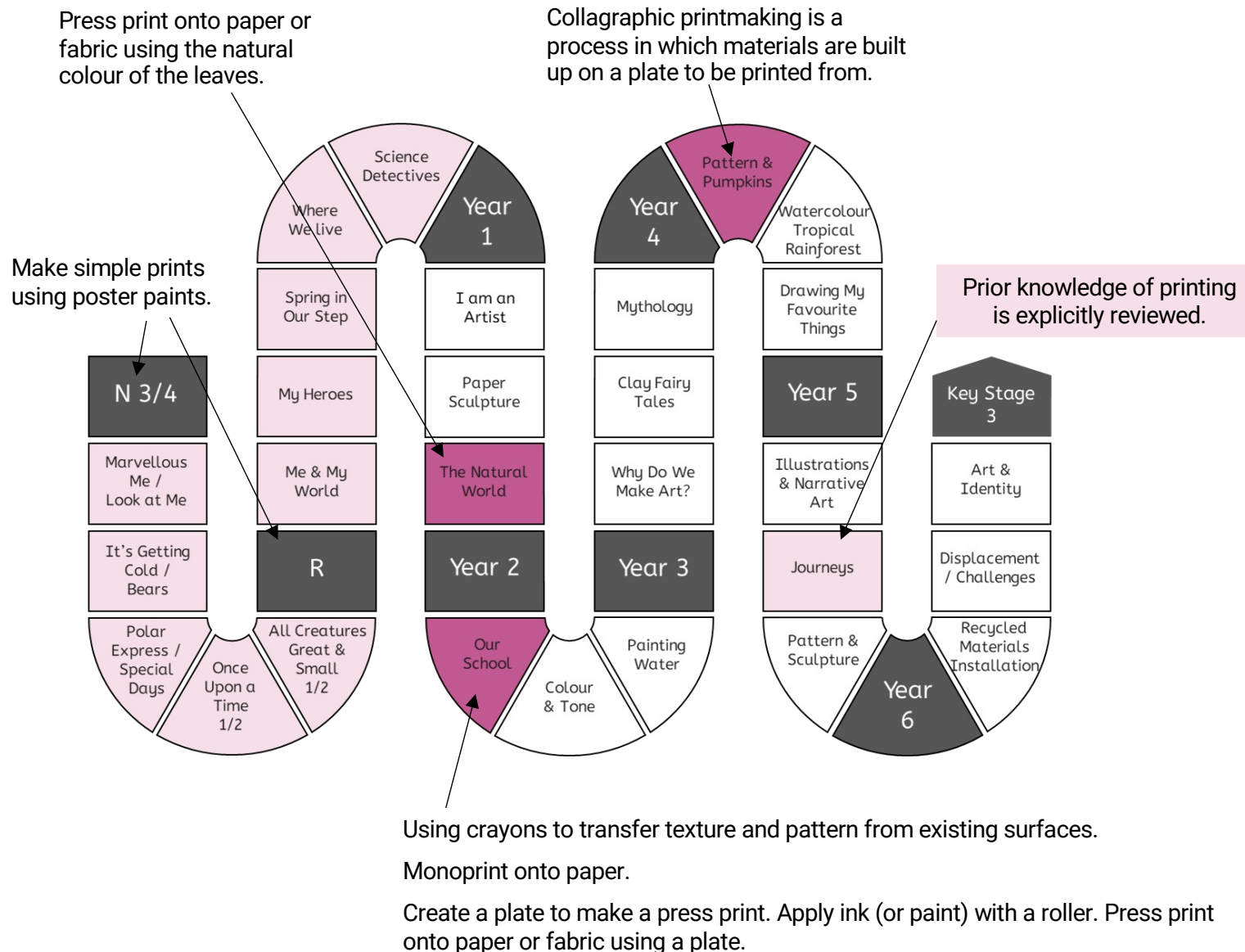
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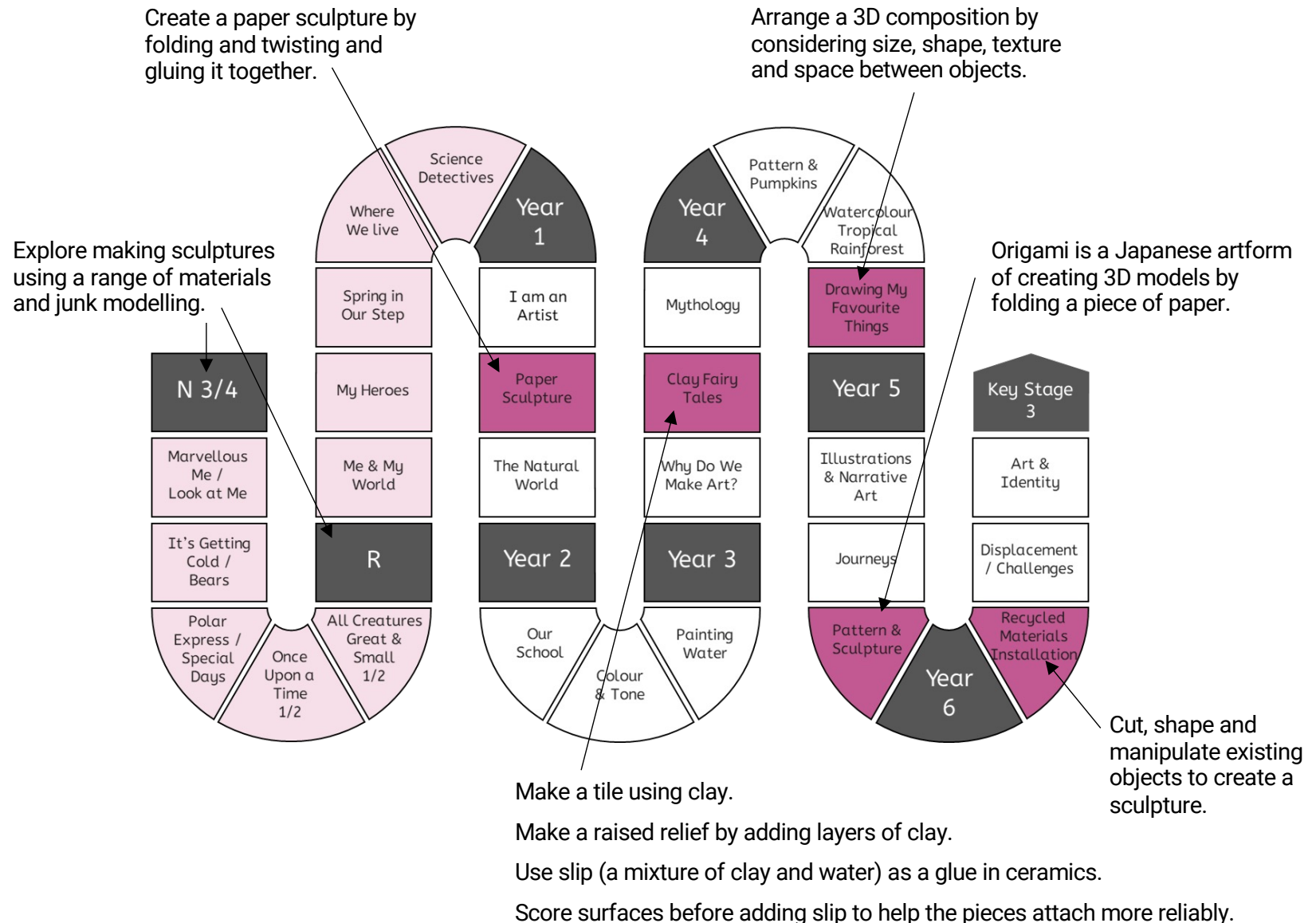
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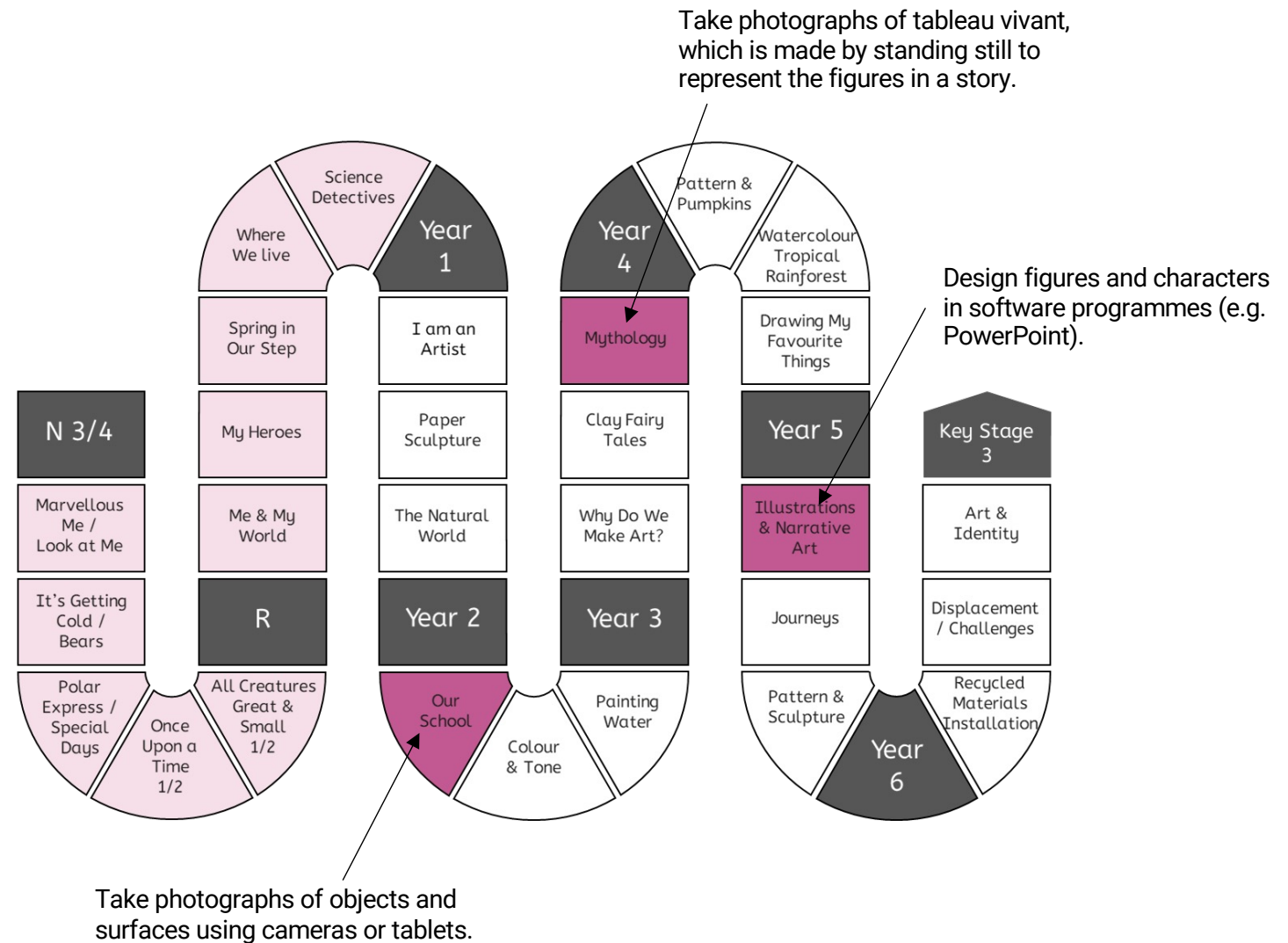
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Progression in Theoretical Knowledge



Different Artworks

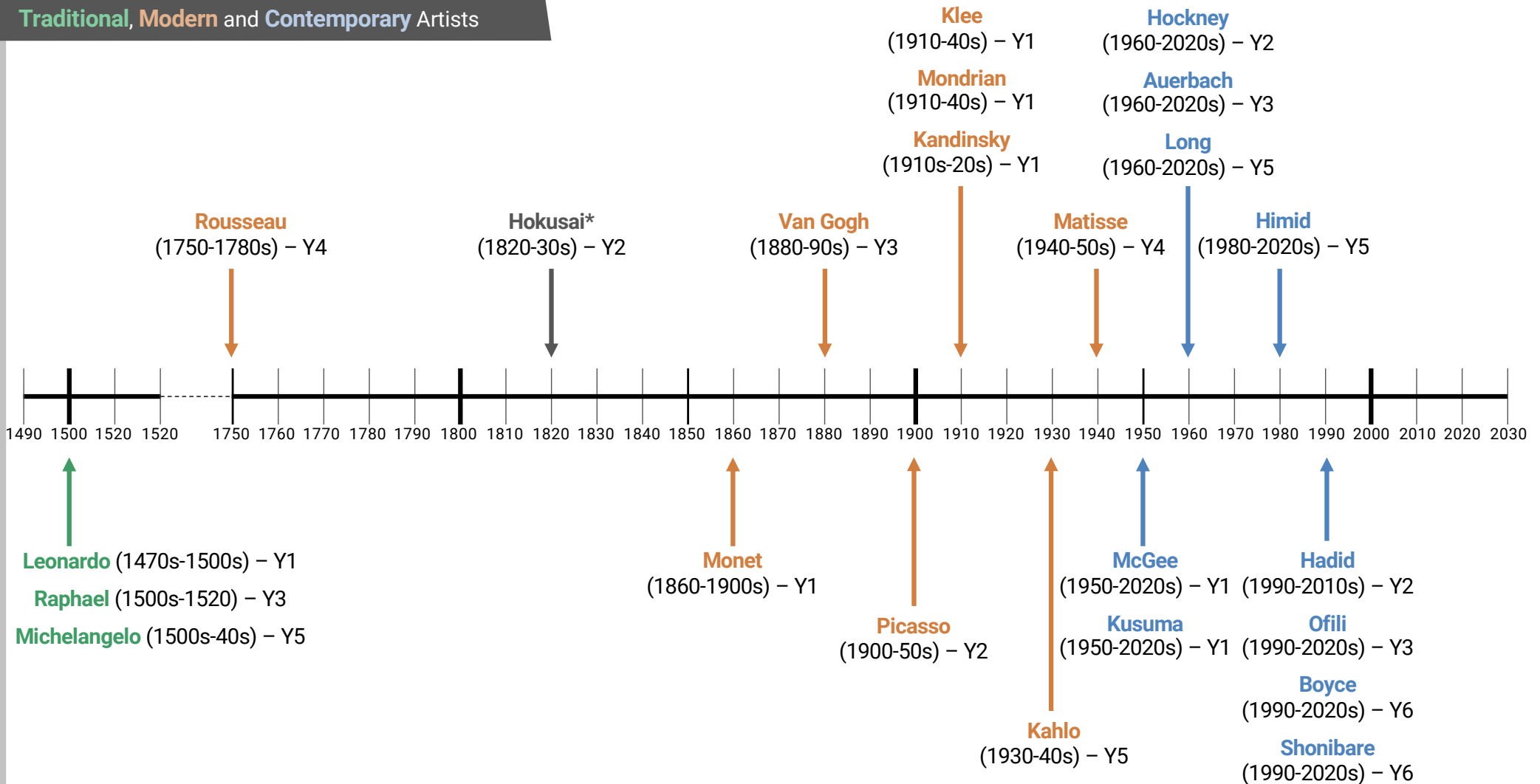
EYFS	• Illustrations are the pictures in a book that tell a story. • Different artists make art in different ways.
Y1	• Abstract art is art that does not try to look like things in the real world. Instead, it is made up of shapes, colors, and lines that might not look like anything you recognize. Representational art tries to look like things in the real world, such as people, animals, or objects. When you look at representational art, you can usually tell what it is supposed to be. • Art can be flat [2D] or something that you look around [3D]. • A sculpture is an artwork can be viewed from all sides [it is 3D]. A sculptor is an artist who makes sculptures.
Y2	• Illustrations help to tell a story. Artists who make illustrations are called illustrators. • A collage is an artwork made by sticking pieces of paper or other materials onto a background.
Y3	• Mixed-media is artwork that uses more than one art material e.g., paint and pens. • Ceramics is the process of making art from clay. • A montage is a mixed-media artwork including collaged photographs. • Traditional art describes everything from early Christian art to the 1850s and is usually representational. • Modern art describes art made from around the 1850s to the 1970s. Modern artists wanted their art to show how they felt. It was more abstract than representational. • Contemporary art describes artwork being made by living artists, or art that has been made recently (e.g., 1980s onwards). Contemporary art can be anything and artists create work using traditional, modern and other techniques. • Traditional, modern and contemporary art definitions can only be applied to western art. • Artists can arrange objects or images in a composition. • Traditional composition is often made up of foreground, midground and background. • Perspective is the way a flat (2D) image looks deep (3D). • Illustrations help to tell a story. Narrative art tells a story on its own.
Y4	• A viewfinder can be used to identify an interesting section within a composition. • An assemblage is a 3D artwork usually made of found objects. • A still life is a genre of artwork that shows a collection of objects.
Y5	• Artwork does not have to be abstract or representational. It is a spectrum. Some artworks are representational (so you can recognise the objects from the real world), but they don't look realistic. • Expressive art conveys emotions and feelings. There are more examples of expressive art in modern and contemporary than traditional art. Expressive art can be representational or abstract.
Y6	• Installation art is designed to fill a specific space, often for a particular length of time. • An exhibition is a display of artwork. It is curated by a curator.



Progression in Theoretical Knowledge



Traditional, Modern and Contemporary Artists



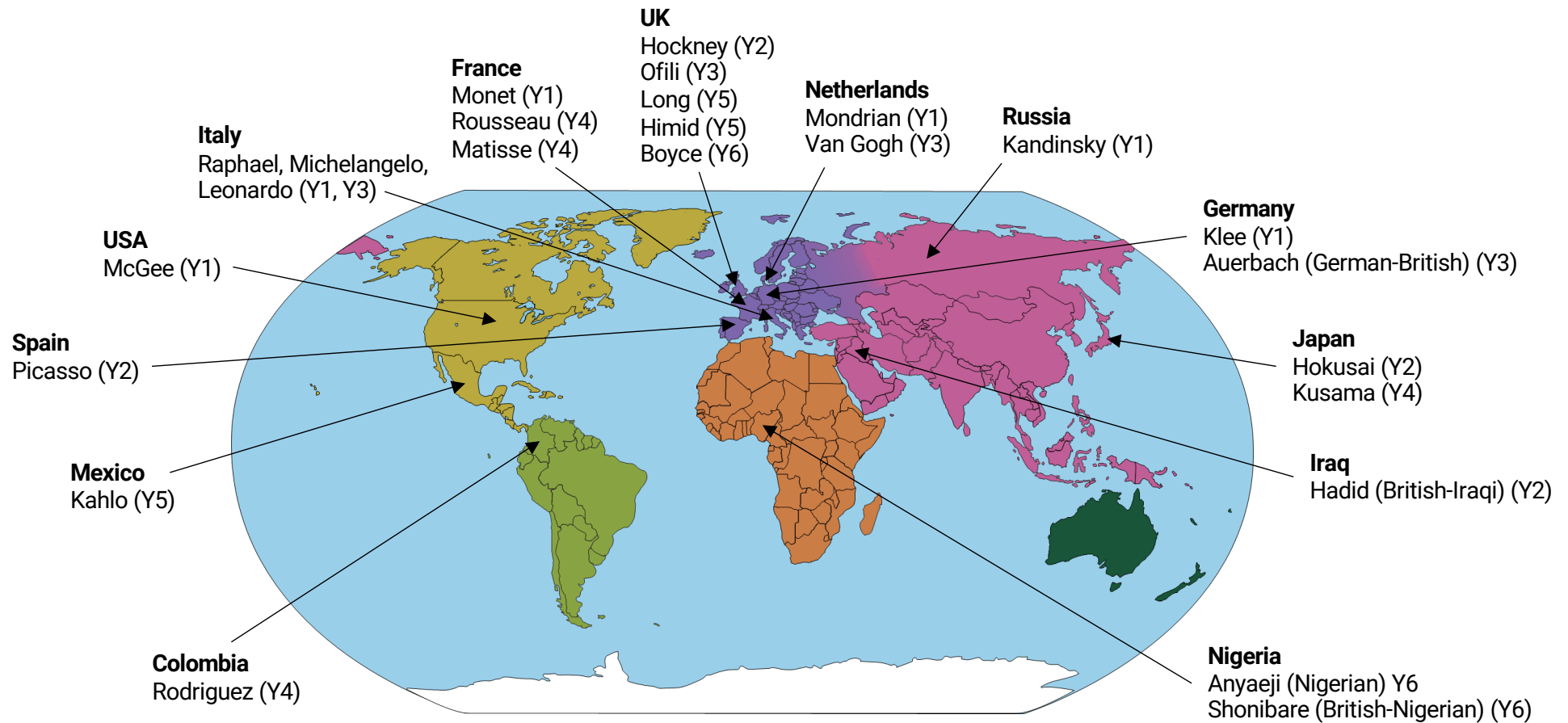
*The art history terms *traditional*, *modern* and *contemporary* art are only applied to western art.



Progression in Theoretical Knowledge



Artists from around the world



Progression in Disciplinary Knowledge



	What do artists do?	What inspires artists?	Understanding Artworks
EYFS	Artists explore and play.	Artists can be inspired by the stories they read.	Make statements about my artwork.
Y1	- Artists experiment, explore and play. - A sketchbook is a special book that artists use.	Artists can be inspired by the natural world.	- Review the above. - Discuss the work of artists, including our own.
Y2	- Review the above. - Artists often create art for its own sake. Designers create things that are useful and have a purpose. - Sometimes artists are designers who create art for a specific purpose. - Architects are artists and designers who design buildings. - Art can be made by individual artists, or by a group of artists who collaborate.	- Review the above. - Artists can be inspired by hidden details in seemingly ordinary objects. - Artists can be inspired by the artificial (man-made) world.	- Review the above. - Label the features of different artworks with key words.
Y3	- Review the above. - Creating art is something humans have done from the very beginnings of their existence. - Artists make choices about materials that are appropriate for their composition.	- Review the above. - Artists can be inspired by each other, and we can make connections between our artworks and theirs.	- Review the above. - Annotate the features of different artworks and the effects they have on the viewer.
Y4	Review the above.	- Review the above. - Artists can be inspired by their own experiences and stories.	- Review the above. - Annotate my artwork with connections to another artist's work.
Y5	- Review the above. - Artists can make mood boards to help them collect and shape ideas.	Review the above.	- Review the above. - Compare the artwork of two artists. - Curate an exhibition, deciding how the artwork will be displayed.
Y6	Review the above.	- Review the above. - Artists can be inspired to bring difficult or contentious issues to light and provoke debate and discussion.	- Review the above. - Write as an art historian to analyse artists and their artworks.

