

# Art & Design

Key Stage 2

Curriculum map

## **Philosophy**

Six underlying attributes at the heart of curriculum and lessons.

- Lessons and units are knowledge and vocabulary rich so that pupils build on what they already know to develop powerful knowledge.
- Knowledge is sequenced and mapped in a coherent format so that pupils make meaningful connections.
- Our flexible curriculum enables schools to tailor Bell Lane's content to their curriculum and context.
- Our curriculum is evidence informed through rigorous application of best practice and the science of learning.
- We prioritise creating a diverse curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.
- Creating an accessible curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.

## Units

### Lessons

#### Unit 1 Creative craft

An introduction to creative crafts and experimentation with paper weaving

Exploring paper crafts

Taking inspiration from artists and craftspeople

Selecting and using materials and techniques for craft making

Finishing touches and evaluation of craft work

#### Unit 2 Ceramics

An introduction to clay work - Slabbing and joining

Pinching and coiling - Adding details

Sculpting in clay

Gathering ideas and making an art work from clay

Finishing touches and evaluation of clay work

Introduction to collage and experimentation with paper

Experiment with layering to create 4 collaged cupcakes

Experiment with fine-line drawing and pattern to create 20 cake ideas

Create surfaces to be used for collage (in next lesson)

Create a 2D collaged cake stand using your textured surfaces

#### Unit 4 Textiles

What are textiles?

What is weaving?

What are sewing and embroidery?

What is applique?

How can I embellish my textiles?

## Unit 5 - Photography

An introduction to photography

Investigating light

Exploring photography with everyday items

Photography and mixed media

Creating a gallery

## Unit 6 -Installation/ site-specific art

World on the Window - Window Hangings

The beauty of nature - ephemeral art

Urban culture - yarn bombing

Living and giving - the art of kindness

Miniature worlds

## Unit 7- Digital/ new media

Understand what New Media Art is and create Pixel Art

Explore Sound Art and create experiments using sound

Utilise your abstract shapes, inspired by sound, in a developed art piece

Experiment with algorithms to adapt in your next lesson

Develop one algorithm, abstract experiment using negative space

## Unit 8- Design/ graphic design

What is graphic design?

Bauhaus: learning about an important graphic design movement

Research a contemporary graphic artist and gather ideas

Develop and apply learning in your own design piece

Finishing touches and evaluation of graphic design work

## Learn More

Coherence and flexibility

Knowledge organisation

Knowledge selection

Inclusive and ambitious

Pupil engagement

Motivation through learning

A curriculum of quality

Additional information about sequence

Key stage 1 progress objectives

9.1 Generating ideas: progress objectives

9.2 Making: progress objectives

9.3 Evaluating: progress objectives

9.4 Underpinning knowledge and understanding: progress objectives

## Units

KS2 Art & Design is formed of 8 units and this is the recommended sequence:

<b>Unit Title</b>	<b>Recommended year group</b>	<b>Number of lessons</b>
Unit 1 - Creative Crafts	Year 3	5
Unit 2 - Ceramics	Year 3	5
Unit 3 - Collage	Year 4	5
Unit 4 - Textiles	Year 4	5
Unit 5 - Photography	Year 5	5
Unit 6 - Installation/ Site-specific art	Year 5	5
Unit 7 - Digital / new media	Year 6	5
Unit 8 - Design / graphic design	Year 6	5

Lessons

Year 3: Unit 1 Creative craft

Lesson number	Lesson question	About the lesson	Key Question	Equipment List	Key Vocabulary
1.	<p>What are creative crafts?</p> <p>How can we weave paper?</p>	<p><b>Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>About and describe the work of some craftspeople.</li> <li>To use a sketchbook for different purposes, including recording observations, planning and shaping ideas for their craft project.</li> <li>To experiment with paper weaving.</li> </ul>	<p>What are the different examples of craft making? (pottery, stained glass, jewellery)</p> <p>What equipment do you use for weaving?</p> <p>What materials are used for creative art? (yarn, string, wool)</p> <p>What techniques are used for creative art? (weaving, wicker)</p>	<p>Sketchbook Pencil Coloured pencils Gluesticks A4 paper Scissors Ruler Examples of weaved containers</p>	<p>loom warp weft yarn wicker weaving synthetic pliable interlace</p>
2.	<p>What are the different types of paper crafts?</p>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>to gather and review information, references and resources related to their ideas and intentions.</li> <li>To develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</li> </ul>	<p>Can you name some different paper crafts? (origami, kirie, sensu)</p> <p>Which artists can inspire me when designing a folding fan?</p> <p>What are some other examples of paper crafts? (paper mache, handmade paper, decoupage)</p>	<p>Sketchbook Pencil Gluesticks Paper Scissors Paintbrushes Paint Origami paper</p>	<p>Origami Kirie Sensu decoupage textile woodblock printing</p>

3.	<b>What inspiration can we take from artists and craftspeople?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can select, and use appropriately, a variety of materials and techniques in order to create their own craft work.</li> <li>• Can experiment with decoupage.</li> </ul>	<p>What is Decoupage?</p> <p>What can you see in this art?</p> <p>How do you think it was made?</p> <p>What materials do you think have been used to make it?</p> <p>What do you think of when you look at the artwork?</p> <p>What worked well?</p> <p>What could you improve on?</p> <p>What ideas will you use in your next piece of work?</p>	<p>Small squares of different papers</p> <p>PVA glue</p> <p>Glue spreaders</p> <p>Cardboard (10cm by 10cm)</p>	<p>Decoupage, Installation art, Mixed media Pattern Artists Craftspeople Mary Delaney Michael Brennand-Wood Chila Kumari Singh Burman</p>
4.	<b>Which techniques and materials can we select and use for craft making?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can explain how to use some of the tools and techniques they have chosen to work with in making their craft work.</li> <li>• To begin decorating a box with decoupage.</li> </ul>	<p>Which artists are famous for using decoupage in their work?</p> <p>Which ideas will you use and why?</p> <p>Will the inside and outside of the box be based on the same idea?</p> <p>What will the box hold?</p> <p>What is its purpose?</p> <p>Are there any sections with gaps?</p> <p>Do any parts need improving?</p> <p>Can you explain how you made it?</p> <p>What has worked well?</p> <p>What could be even better?</p>	<p>Box per child</p> <p>Small squares of different papers</p> <p>PVA glue</p> <p>Glue spreaders</p> <p>Scissors</p>	<p>Decoupage Medium Mary Delaney Michael Brennand-Wood Chila Kumari Singh Burman (Various techniques from the sequence.)</p>
5.	<b>How can we improve the product?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can take the time to reflect upon what they like and dislike about</li> </ul>	<p>What have you completed so far?</p> <p>What materials have you used?</p> <p>What techniques have you used?</p> <p>What do you need to do next?</p>		<p>Medium Embellish Exhibit Paper cutting</p>

		<p>their work in order to improve it (for instance, they think carefully before explaining to their teacher what they like and what they will do next).</p> <ul style="list-style-type: none"><li>• Can add finishing touches to their work and consider how to exhibit it.</li></ul>	<p>What materials, techniques and mediums will you use?</p> <p>Does your choice of materials work well on your box? Why?</p> <p>What was most successful?</p> <p>What would you change if you made it again? Why?</p>		<p>Weaving decoupage</p>
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Year 3: Unit 2 Ceramics

Lesson number	Lesson question	About the lesson	Key Question	Equipment List	Key Vocabulary
1.	<b>What is clay and how is it manipulated?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Know about and describe the work of some artists, craftspeople, architects and designers who use ceramics as their key process.</li> <li>• Can gather and review information, references and resources and relate these to ideas and intentions for clay work.</li> <li>• Can use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</li> <li>• Can understand basic techniques related to claywork: slabbing, joining and drawing into clay.</li> </ul>	<p>What is clay and where does it come from?</p> <p>What objects can be made from clay?</p> <p>Can you name the four hand building techniques when using clay? (slabbing, pinching, coiling, free modelling/ sculpting)</p> <p>What worked well?</p> <p>What could be even better?</p>	<p>Clay tools Scissors Clay Rolling pin Wooden guides</p>	<p>Ceramics kiln slabbing scoring Slip Pinching Coiling Free modelling Sculpting throwing particles</p> <p>Spiky Looping Swirling Bumpy curvy</p>
2.	<b>What are the techniques: pinching, coiling and impressing.</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can develop practical skills by experimenting with and testing the qualities of a range of techniques using clay.</li> <li>• Developing practical understanding of specific</li> </ul>	<p>What worked well? What could have been even better?</p>	<p>Clay tools Scissors Clay Paint and brushes</p>	<p>Pinching coiling Impressing Kiln Slabbing Clarice Cliff Geometric shapes</p>

		techniques: pinching and coiling and impressing.			
3.	<b>How will we use artist's work to influence and inspire our own free modelling sculptures?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can select, and use appropriately, a variety of ceramics techniques in order to create their own work.</li> <li>• Can utilise the work of an artist to inspire and develop their own ideas to influence making their own artwork.</li> <li>• Can explore free modelling.</li> </ul>	<p>What is sculpture?  What is its purpose?  How does it make you feel?  What does it make you think of?  What do you think sculptures are made out of?  What extra detail will you add?  How will you add texture or pattern?</p> <p>Compare to an artist's work. What's the same, what's different?</p>	Clay Clay tools	<p>Sculpture  Art installation  Free modelling  Slip  Antony Gormley</p> <p>Score  Pattern  Texture  Model  Impress</p>
4.	<b>Which ideas will I use to make my clay sculpture?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Know about and describe the work of some artists, craftspeople, architects and designers who use ceramics as their key process.</li> <li>• Can take the time to reflect upon what they like and what they might need to work on in their piece, in order to</li> </ul>	<p>Which artists use ceramics as a part of their work?  Is there anything you need to change?  What finishing touches will you add?</p>	Clay Clay tools	<p>Sculpt  carve  Vessel</p> <p>Slip  Scoring  Charlotte Mary Pack  Carved  Porcelain clay  Fired</p>

		<p>develop their ideas further.</p> <ul style="list-style-type: none"> <li>• Can explore carving, sculpting and creating a vessel.</li> </ul>			Phoebe Cummings
5.	<b>How will I explain the process and evaluate my sculpture?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can explain how to use some of the tools and techniques they have experienced in their ceramics project.</li> <li>• Can use a sketchbook for different purposes, including documenting their clay project.</li> <li>• Can create a plinth to display their work, adding paint and varnish.</li> </ul>	<p>How can you make your sculpture free standing?</p> <p>Where will you display your work?</p> <p>How does it make you feel?</p> <p>What are you most proud of?</p>	<p>Clay tools Scissors Clay Rolling pin Wooden guides paint/ paint brushes PVA glue</p>	<p>Plinth Display</p> <p>Impressing Slabbing coiling</p>

Year 4: Unit 3 Collage

Lesson number	Lesson question	About the lesson	Key Question	Equipment List	Key Vocabulary
1.	<b>Introduction to collage and experimentation with paper</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can investigate the nature and qualities of different collage materials and processes systematically.</li> <li>• Can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> </ul>	<p>What is a collage?</p> <p>Which artists explore collage in their work?</p> <p>What different techniques can I use to experiment collage? (ripping, cutting, layering)</p>	<p>Sketchbook Pencil Coloured Paper Scissors Gluestick</p>	<p>Collage layering experimentation</p>
2.	<b>Experiment with layering to create 4 collaged cupcakes</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can select and use relevant resources and references to develop their ideas for designing and making collages.</li> <li>• Can use sketchbooks and drawing purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome).</li> </ul>	<p>How can I create a cupcake collage using the above techniques?</p> <p>What different shapes could I use? (small, medium, large)</p>	<p>Sketchbook Pencil Coloured Paper (4 sheets each) Scissors Gluestick</p>	<p>Layer overlap constructing colour</p>

3.	<b>Experiment with fine-line drawing and pattern to create 20 cake ideas</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can regularly reflect upon their own collage work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</li> <li>• Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</li> <li>• Can experiment with line drawings connected to their collage work.</li> </ul>	How can I create a cupcake drawing using lines?	<p>Sketchbooks Pencils Fine line colour pens/ felt tip pens</p>	<p>Line drawing patterns experiment</p>
4.	<b>Create surfaces to be used for collage (in next lesson)</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can apply the technical skills they are learning to improve the quality of their collage work.</li> <li>• Can create textured surfaces using a variety of different papers and drawing materials.</li> </ul>	How can I create a surface using colouring pencils/paint/crayons?	<p>Colouring pencils Paint 3 sheets of A4 paper each crayons</p>	<p>Texture collage surface</p>
5.	<b>Create a 2D collaged cake stand using your textured surfaces</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Know about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that</li> </ul>		<p>Textured surfaces Scissors Glue Stick Cake stand handout</p>	<p>Background foreground composition layering</p>

		<p>they have studied.</p> <ul style="list-style-type: none"><li>• Can improve skills of overlapping and overlaying to place objects in front and behind.</li></ul>			
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Year 4: Unit 4 Textiles

Lesson number	Lesson question	About the lesson	Key Question	Equipment List	Key Vocabulary
1.	<b>What are textiles?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can gather and review information, references and resources related to their ideas and intentions with a focus on textiles.</li> <li>• Can use a sketchbook for planning and shaping ideas for a textiles project.</li> </ul>	<p>What are textiles?</p> <p>What are some examples of textiles?</p> <p>How are textiles made? (weaving, knitting, felting)</p>	<p>Sketchbook Pencil Scissors Colouring Materials Old Fabric</p>	<p>Textile deconstruction fibres material/cloth/fabric</p>
2.	<b>What is weaving?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques.</li> <li>• Can discuss and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople and designers that they have studied.</li> <li>• Can experiment with a range of materials to create a weaving.</li> </ul>	<p>What is weaving?</p>	<p>Sketchbook Pencil Scissors String/ Yarn paper</p>	<p>Pattern weaving warp weft yarn</p>

3.	<b>What are sewing and embroidery?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can select, and use appropriately, a variety of materials and techniques in order to create their own work: systematically investigate the nature and qualities of different materials and processes.</li> <li>• Can regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to develop their textile piece.</li> </ul>	<p>What is sewing and embroidery?</p> <p>What is a stitch? How do you make a running stitch?</p>	<p>Sketchbook Pencil Scissors Pins Needle Fabric Thread</p>	<p>Sampler embroidery needle stitch thread</p>
4.	<b>What is applique?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can apply the technical skills they are learning and show persistence to improve the quality of their work.</li> <li>• Can design and create a piece of applique work.</li> </ul>	<p>What is applique?</p> <p>How can I make my applique more interesting? (embellish)</p>	<p>Sketchbook Pencil Scissors Pins Needle Fabric Thread</p>	<p>Applique patch template pin</p>
5.	<b>How can I embellish my textiles?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can use their sketchbook for different purposes, including recording observations, noting how their ideas have been shaped.</li> <li>• Are able to demonstrate how tools and materials they have chosen to work with, should</li> </ul>	<p>What are embellishments and where can we find them?</p> <p>What materials can we use to embellish our work? (beads, buttons, sequins)</p>	<p>Sketchbook Pencil Scissors Pins Needle Buttons/ beads/ sequins Thread</p>	<p>Embellish sequin template design embroidery</p>

		<p>be used effectively and with safety.</p> <ul style="list-style-type: none"><li>• Can add embellishments to enhance their textile piece.</li></ul>			
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Year 5: Unit 5 Photography

Lesson number	Lesson question	About the lesson	Key Question	Equipment List	Key Vocabulary
1.	<b>How can photographs capture someone's space?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>to research and discuss the ideas and approaches of various photographers taking account of their particular cultural context and intentions.</li> <li>to understand and apply some basic knowledge and skills in camera use.</li> </ul>	<p>What are the features of a face?</p> <p>What is a single line face?</p> <p>What are the features of a camera? (lens, flash, viewfinder)</p> <p>What does a photo of someone's space say about someone?</p> <p>How to edit using a camera?</p>	<p>Sketchbook Pencil Camera/Device with camera Personal item (from child)</p>	<p>Subject capture Angle Lens Flash Viewfinder Zooming mechanism Illuminates Editing</p>
2.	<b>How does the type of lighting impact a photograph?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>Can engage in open-ended research and exploration in the process of initiating and developing their own personal ideas for photography.</li> <li>Can describe the processes they are using and how they hope to achieve high quality outcomes.</li> </ul>	<p>What can a photograph tell us about someone?</p> <p>What are the two different types of light? (natural, artificial)</p> <p>How does light impact your photographs</p>	<p>Sketchbook Pencil Camera/Device with camera Object to photograph</p>	<p>Natural light artificial light Illuminate Viewfinder Flash Lens Zoom Capture</p>

3.	<b>How can we use everyday objects to create an interesting image?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can confidently investigate and exploit the potential of new and unfamiliar tools (e.g., apps).</li> <li>• Can use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</li> <li>• Can experiment with manipulation techniques to achieve a creative outcome.</li> </ul>	<p>How does light affect things around it?</p> <p>How can I use everyday items i.e. torch, colander to enhance my photos?</p> <p>How do I edit my photos?</p>	<p>Sketchbook Pencil</p> <p>Camera/device with a camera</p> <p>Sandwich bags/cling film</p> <p>Mirror/shiny surface</p> <p>Bright torch/smartphone</p> <p>Colanders/cheese graters</p>	<p>Manipulate monochrome crop</p>
4.	<b>What is mixed media?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</li> <li>• Can combine photography with drawing in a mixed-media piece.</li> </ul>	<p>How can angles, light and play affect my photos?</p>	<p>Sketchbook Pencil Camera/Device with camera Cellophane/clear plastic Marker pen Blu tac/ sticky tape</p>	<p>Mixed media series Overlay Lines, patterns and doodles Angles Light Play</p>
5.	<b>How can I create a gallery to present my work?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can regularly analyse and reflect on their progress taking account of what they hoped to achieve.</li> <li>• Can thoughtfully create a</li> </ul>	<p>What will you call your work?</p> <p>What will you name your collection?</p>	<p>Sketchbook Pencil Computer</p>	<p>Gallery Exhibition Portfolio Monochrome Sources of artificial light Cropping</p>

		gallery to showcase the unit's work.	How will you present your work?		
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Year 5: Unit 6 Installation / site-specific art

Lesson number	Lesson question	About the lesson	Key Question	Equipment List	Key Vocabulary
1.	<b>What is Installation art?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can engage in open-ended research and exploration in the process of initiating and developing their own personal ideas.</li> <li>• Can confidently use sketchbooks for a variety of purposes, including: recording observations; developing ideas; testing materials; planning and recording information</li> </ul>	<p>What is Installation art?</p> <p>What is site-specific art?</p> <p>What space in your world could you bring to life with your artwork?</p> <p>What message will your artwork send?</p> <p>How will your artwork transform the space?</p>	<p>Sketchbook Crayons Wax/baking paper Iron Pencil Pencil sharpener Scissors Ribbons/string</p>	<p>Installation piece site specific Arrangement Space Message Transformation Sculpture</p>
2.	<b>How can nature be used to create art?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can confidently investigate and exploit the potential of new and unfamiliar materials to communicate to others.</li> <li>• They know how to research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</li> <li>• They confidently use sketchbooks for developing</li> </ul>	<p>What is natural art?</p> <p>What is ephemeral art?</p> <p>What is foraging?</p>	<p>Sketchbook Pencil A camera/device Paper Glue Scissors</p>	<p>Ephemeral art foraging Arrangement Space Message Transformation</p>

		ideas.			
3.	<b>What is yarn bombing?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</li> <li>• Can understand the interaction between craft and the urban landscape.</li> </ul>	What is yarn bombing?	Sketchbook Wool Drawing materials (pencil, charcoal, chalk) Pencil Scrap material Scissors	Yarn bombing reclaim Monochrome Space Message Transformation Finger Knitting
4.	<b>How can art be used to spread a positive message?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can regularly analyse and reflect on their progress taking account of what they hoped to achieve.</li> <li>• Can create a socially-engaged artwork, considering the audience.</li> </ul>	What is participatory art?	Sketchbook Crayons Straws/Lollipop sticks/pipe cleaners Plastic/paper cups Pencil Plain paper Scissors Glue sticks	Participatory art text art emotion in art Site-specific Ephemeral Space Message Transformation
5.	<b>How can I create a miniature world?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Know how to describe the processes they are using and how they hope to achieve high quality outcomes.</li> <li>• Can repurpose materials to create a miniature installation.</li> </ul>	What is miniature art?  How do I create a miniature world? How can I use recycled materials to create a miniature world?	Sketchbook Recycled Materials Magnifying glass Pencil Glue/tape scissors	Miniature scale Repurpose Observe Space Message transformation

Year 6: Unit 7 Digital/ New Media

Lesson number	Lesson question	About the lesson	Key Questions	Equipment List	Key Vocabulary
1.	<b>What is New Media Art?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>To independently develop a range of ideas which show curiosity, imagination and originality.</li> <li>To design a pixelated art piece to reflect a chosen theme.</li> </ul>	<p>What is new media art?</p> <p>What are pixels?</p>	<p>Sketchbook Paints and Paintbrushes Or Colouring pencils</p>	<p>New media art Contemporary art Pixels Biotechnology Cyborg art Sound art Pixelated art Abstract</p>
2.	<b>What is Sound Art?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>To describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</li> <li>To systematically investigate, research and test ideas</li> <li>To plan using sketchbooks and other appropriate approaches.</li> </ul>	<p>What is sound art?</p> <p>How do I create it?</p>	<p>Sketchbook Pencil</p> <p>Colouring pencils (a quiet space to create and record sounds headphones)</p> <p>Access to Audacity or similar software</p>	<p>Sound art Contemporary art Abstract art soundscapes Tone Definition</p>

3.	<b>How can I use sound to create an art piece?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>● About the technical vocabulary and techniques for modifying the qualities of different materials and processes.</li> <li>● To create a larger-scale artwork from last lesson's drawings.</li> </ul>	<p>What is abstract art?</p> <p>How do we create it?</p>	<p>Sketchbook Pencil</p> <p>Paints and Paintbrushes Or Colouring pencils</p> <p>A3 /larger sized watercolour paper if using paints</p>	<p>Tone Definition Abstract art Digitise</p>
4.	<b>How do I use algorithms to create art?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>● To independently take action to refine their technical skills in order to improve their mastery of materials and techniques.</li> <li>● To independently select and effectively use relevant processes in order to create successful and finished work.</li> </ul>	<p>What is an algorithm?</p>	<p>Sketchbooks Pencils</p> <p>A4 paper with 6 rectangles drawn on (although can be done directly in sketchbooks)</p>	<p>Algorithm Abstract art Experimentation Continuous</p>
5.	<b>How can I develop my work using negative space?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>● To provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.</li> <li>● To understand how to make effective use of negative space.</li> </ul>	<p>How could I digitise my work?</p>	<p>Sketchbook Pencil Paints and Paintbrushes Or Colouring pencils Fine line pen</p> <p>Last week's algorithm sketches A4/A3 watercolour paper</p>	<p>Algorithm Negative space Colour scheme Enlarge Colour schemes Contrasting colours</p>

Year 6: Unit 8 Design / graphic design

Lesson number	Lesson question	Pupils will learn	Key Question	Equipment List	Key Vocabulary
1.	<b>What is graphic design?</b>	<ul style="list-style-type: none"> <li>To describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</li> <li>To systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.</li> </ul>	<p>What is graphic design?</p> <p>What examples of graphic design can you find?</p> <p>How do graphic designers use typography?</p>	<p>Sketch books            Colouring pencils            Pencil            A4 paper</p>	<p>Form            Typography            Content            Concept            Graphic Designers</p>
2.	<b>What is Bauhaus design?</b>	<ul style="list-style-type: none"> <li>To independently develop a range of ideas which show curiosity, imagination and originality with a focus on graphic design.</li> <li>To take account of the influence of different historical, cultural and social contexts.</li> <li>To independently take action to refine their technical and craft skills in order to develop their mastery of materials and techniques</li> </ul>	<p>What is the Bauhaus design?</p> <p>What shapes and colours are used in the Bauhaus design?</p> <p>How can I use shapes in typography?</p>	<p>Sketch books            Colouring pencils            Pencil            A4 paper            Scissors</p> <p>Empty cereal boxes/            pictures of the designs of cereal boxes for reference..</p> <p>Everyday objects to draw around for shapes (plates, credit cards etc)</p>	<p>Form            Function            Bauhaus</p>

3.	<b>Who is Freyja Crow?</b>	<ul style="list-style-type: none"> <li>● To independently select and effectively use relevant processes in order to create satisfying designs.</li> <li>● To know and understand technical vocabulary and techniques for modifying the qualities of different materials and processes.</li> <li>● To take inspiration from a contemporary graphic artist to develop a personal design.</li> </ul>	<p>What is a multi-disciplinary artist?</p> <p>What characteristics of graphic design may they use in their work?</p>	<p>Sketch books          Colouring pencils          Pencil          A4 paper          Mirror          Cutlery</p>	<p>Illustration          Multi-disciplinary          Contemporary          Embroidery</p>
4.	<b>How do I carry out a design brief? (Part 1)</b>	<ul style="list-style-type: none"> <li>● To independently take action to refine their technical and craft skills in order to develop their mastery of materials and techniques.</li> <li>● To consolidate learning about typography and composition.</li> </ul>	<p>How can we evaluate existing designs?</p> <p>How does form and typography affect a design?</p>	<p>Sketchbook          Pencil          Coloured pencils          Ruler          A4 Paper          Cutlery</p>	<p>Layout          Grid          Brief</p>
5.	<b>How do I carry out a design brief? (Part 2)</b>	<ul style="list-style-type: none"> <li>● To provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.</li> <li>● To articulate the processes involved in creating their final artwork.</li> </ul>	<p>What is typesetting?</p>	<p>Sketchbook          Pencil          Coloured pencils          Ruler          A4 Paper          Cutlery</p>	<p>Gradient          proof          Typesetting          Tone          Colour gradients</p>

Learn More

Contents

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### **1. Coherence and flexibility**

The art, craft and design curriculum for Key Stage 2 covers engaging and age-appropriate content for all 4 year groups. Pupils are introduced to a broad range of knowledge, understanding and skills across 12 areas of making: drawing, painting, printmaking, sculpture, creative craft, ceramics, collage, textiles, photography, installation and site-specific art, digital and new media, design and graphic design.

Each unit, consisting of 5 lessons, can be delivered as a standalone scheme of work to complement schools' existing provision for art, craft and design education. Although no prior knowledge is required within each area of making, the lessons within each unit are planned for continuity and progression and should therefore be delivered in sequence.

Whilst we recognise that learning can be in, through, about and with art, craft and design, the focus of this curriculum is on intrinsic rather than extrinsic learning - i.e. the stated knowledge, understanding and skills in each lesson's objectives are specific to the discipline rather than cross-curricular or transdisciplinary. This is a knowledge-rich curriculum, where skills are also underpinned by essential knowledge.

## **2. Knowledge organisation**

Due to the broad scope of the discipline, learning in art, craft and design does not progress in a linear fashion. Any one of the 12 areas of making in this curriculum could be taught to any age group, with appropriate teacher instruction and support. Pupils' knowledge, understanding and skills are developed through experience in making, viewing and talking about art, craft and design. Importantly, lesson objectives encompass the productive, critical and cultural dimensions of learning in the discipline.

Units in this curriculum address opportunities for learning in:

- Knowledge and understanding (acquiring and applying knowledge to inform progress) '
- Generating ideas (skills of designing & developing Ideas)
- Making (skills of making art, craft and design)
- Evaluating (skills of judgement and evaluation)

Central to this curriculum is an emphasis on drawing, digital processes and sketchbook practice, all of which are interwoven throughout the units to create a spiral curriculum. Drawing is a tool for thinking and as such offers pupils a valuable way of recording their observations, ideas and memories, which inform knowledge acquisition. Digital processes might take the form of internet or app-based research activities, as well as the documentation of practical activities or conversations about art, craft and design through pupil photography, video and audio recordings. Sketchbooks provide a space for the development of work, 'storing' knowledge, and offer teachers useful insights into pupils' learning progress in terms of strengths and areas for development. Importantly, owning a sketchbook and taking responsibility for this can increase pupil autonomy and self-motivation.

As noted above, each unit can be delivered independently of other units.

## **3. Knowledge selection**

The knowledge included within this curriculum demonstrates that art, craft and design is a rich discipline with both practical (i.e., the productive dimension) and academic content (i.e., the critical and cultural dimensions). The national curriculum specifies 3 areas of making that pupils should be taught at Key Stage 2 as a basic entitlement: drawing, painting and sculpture - to be complemented by other techniques. This curriculum includes 12 areas of making across the primary age phase, making it a quality curriculum that, as noted above, is knowledge-rich and scaffolds skill-acquisition through guided participation.

As a note of caution, whilst the key stage 1 and 2 art curriculum features 12 areas of making, it contains only 1 unit (consisting of 5 lessons) for each of these areas. Taken wholesale, it does not cover every aspect of art, craft and design practice that might be possible or desirable to cover within the primary age range. Ideally, this curriculum is best supplemented by other learning activities both in and out of school, which we suggest includes visits to cultural institutions such as galleries and museums. Additionally, we would like to emphasise the potential for integrating artistic activities and ways of thinking across the primary curriculum to enhance learning in other subjects, such as the use of drawing as a tool for learning.

#### **4. Inclusive and ambitious**

This art, craft and design curriculum is inclusive in many ways. Content reflects the broad range of learning possibilities in the discipline across the 12 areas of making, suitably pitched to the age group. Lessons aim to be inclusive for all pupils in terms of interests and needs, with appropriate scaffolding; and the chosen artists, craft makers, architects, designers, and film-makers referred to within each unit reflects the cultural diversity of these creative practitioners to offer inspiration and celebrate differences.

#### **5. Pupil engagement**

Art, craft and design, as a primary school subject, is one that encompasses not only the physical skills of making. Children are also required to engage emotionally and socially as well as intellectually. In this way children will be taught the knowledge, skills and concepts that are particular to each of the processes they will encounter on this scheme, using pedagogy that is underpinned by holistic learning methods. Inclusive practice, that is advocated in these lessons, ensures that all units of work and lesson plans are focused on children's interests and experiences, therefore encouraging them to feel committed and enthused to learning in this area of the curriculum.

Children will be introduced to a wide range of creative practitioners in art, craft and design from different times, cultures, and societies. They will engage in multisensory activities that will enable them to build long term memory, and through the teacher's use of open-ended questioning they will develop confidence in their own abilities and understanding of this subject area. Children will be expected to articulate their own learning both through dialogic practice as well personal reflection.

#### **6. Motivation through learning**

The units of work and lesson plans are designed to facilitate a deep love of learning in this subject area, and for children to learn to appreciate working with the unknown, creativity and innovation. The units are designed to encourage teachers to enjoy learning alongside their pupils and to celebrate the element of surprise, as well as the individual outcomes that arise as a result. Learning in art, craft and design is a journey, for both pupil and teacher, and

these lessons emphasise the joy of visual expression, giving confidence to experiment with processes and ideas, whilst at the same time guiding pupils towards satisfying visual outcomes.

**7. A curriculum of quality**

This art, craft and design curriculum ensures a breadth of experience, knowledge and skills across the primary age phase. It covers a wide range of processes across the years of a child's life whilst in primary education, making the content accessible and varied. It is linked to the national curriculum, and develops clear progression of skills and concepts throughout the overarching scheme. With pupil progress at its heart, this scheme builds upon and revisits important processes, such as drawing. It utilises key learning opportunities to aid progression, placing Bruner's(1960) spiral curriculum as a framework. The lessons are designed to be both enjoyable and challenging at every level, with expected outcomes as diverse as the children themselves

**8. Additional information about sequence**

Units in each year group can be taught in the sequence AB or BA. As noted above, for mixed age classes, teachers can choose to deliver units within the appropriate key stage: Lower Key Stage 2 (Year 3 & 4) or Upper Key Stage 2 (Year 5 & 6). Furthermore, teachers can elect to deliver units from any age group where they feel the learning content and objectives are appropriate for their class, based on pupils' prior experience, interests, and ability.

**9. Key stage 1 progress objectives**

The tables below give additional information about each progress objective in the key stage 2 art curriculum: generating ideas, making, evaluating, and underpinning knowledge and understanding.

For each progress objective, you can see how that objective is developed across each of the key stage 2 art and design units.

**9.1 Generating ideas: progress objectives**

Unit	Year group	Progress objectives
Unit 3A: Creative craft focus	Year 3	<ul style="list-style-type: none"> <li>● Can gather and review information, references and resources related to their ideas and intentions.</li> <li>● Can use a sketchbook for different purposes, including recording observations,</li> </ul>

		planning and shaping ideas for their craft project.
Unit 3B: Ceramics focus	Year 3	<ul style="list-style-type: none"> <li>● Can gather and review information, references and resources and relate these to ideas and intentions for clay work.</li> <li>● Can use a sketchbook for different purposes, including recording</li> </ul>
Unit 4A: Collage focus	Year 4	<ul style="list-style-type: none"> <li>● Can select and use relevant resources and references to develop their ideas for designing and making collages.</li> <li>● Can use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome).</li> </ul>
Unit 4B: Textiles focus	Year 4	<ul style="list-style-type: none"> <li>● Can select and use relevant resources and references to develop their ideas with a focus on textiles.</li> <li>● Can use sketchbooks purposefully to develop understanding, inform ideas and plan for an outcome that shapes ideas for a textiles project.</li> </ul>
Unit 5A: Photography focus	Year 5	<ul style="list-style-type: none"> <li>● Can engage in open ended research and exploration in the process of initiating and developing their own personal ideas for photography.</li> <li>● Can confidently use sketchbooks for a variety of purposes including: recording</li> </ul>

		observations; developing ideas; testing materials; planning and recording information.
Unit 5B: Installation/site-specific art focus	Year 5	<ul style="list-style-type: none"> <li>● Can engage in open ended research and exploration in the process of initiating and developing their own personal ideas</li> <li>● Can confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</li> </ul>
Unit 6A: Digital and new media focus	Year 6	<ul style="list-style-type: none"> <li>● Can independently develop a range of ideas which show curiosity, imagination and originality.</li> <li>● Can systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (For instance, sketchbooks will show in advance how work will be produced and how the qualities of materials will be used).</li> </ul>
Unit 6B: Design/graphic design focus	Year 6	<ul style="list-style-type: none"> <li>● Can independently develop a range of ideas which show curiosity, imagination and originality with a focus on graphic design.</li> <li>● Can systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.</li> </ul>

## 9.2 Making: progress objectives

Unit	Year group	Progress objectives
Unit 3A: Creative craft focus	Year 3	<ul style="list-style-type: none"> <li>● Can develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</li> <li>● Can select, and use appropriately, a variety of materials and techniques in order to create their own craft work.</li> </ul>
Unit 3B: Ceramics focus	Year 3	<ul style="list-style-type: none"> <li>● Can develop practical skills by experimenting with and testing the qualities of a range of techniques using clay.</li> <li>● Can select, and use appropriately, a variety of ceramics techniques in order to create their own work.</li> </ul>
Unit 4A: Collage focus	Year 4	<ul style="list-style-type: none"> <li>● Can investigate the nature and qualities of different collage materials and processes systematically.</li> <li>● Can apply the technical skills they are learning to improve the quality of their collage work. (For instance, in painting they select and use different brushes for different purposes).</li> </ul>
Unit 4B: Textiles focus	Year 4	<ul style="list-style-type: none"> <li>● Can systematically investigate the nature and qualities of different materials and processes.</li> <li>● Can apply the technical skills they are</li> </ul>

		learning and show persistence to improve the quality of their work.
Unit 5A: Photography focus	Year 5	<ul style="list-style-type: none"> <li>● Can confidently investigate and exploit the potential of new and unfamiliar tools (e.g., apps).</li> <li>● Can use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</li> </ul>
Unit 5B: Installation/ site-specific art focus	Year 5	<ul style="list-style-type: none"> <li>● Can confidently investigate and exploit the potential of new and unfamiliar materials</li> <li>● Can use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</li> </ul>
Unit 6A: Digital and new media focus	Year 6	<ul style="list-style-type: none"> <li>● Can independently take action to refine their technical skills in order to improve their mastery of materials and techniques.</li> <li>● Can Independently select and effectively use relevant processes in order to create successful and finished work.</li> </ul>
Unit 6B: Design/ graphic design focus	Year 6	<ul style="list-style-type: none"> <li>● Can independently take action to refine their technical and craft skills in order to develop their mastery of materials and techniques.</li> <li>● Can independently select and effectively use relevant processes in order to create satisfying designs.</li> </ul>

### 9.3 Evaluating: progress objectives

Unit	Year group	Progress objectives
Unit 3A: Creative craft focus	Year 3	<ul style="list-style-type: none"> <li>• Can take the time to reflect upon what they like and dislike about their work in order to improve it (for instance, they think carefully before explaining to their teacher what they like and what they will do next).</li> </ul>
Unit 3B: Ceramics focus	Year 3	<ul style="list-style-type: none"> <li>• Can take the time to reflect upon what they like and what they might need to work on in their piece, in order to develop their ideas further.</li> </ul>
Unit 4A: Collage focus	Year 4	<ul style="list-style-type: none"> <li>• Can regularly reflect upon their own collage work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</li> </ul>
Unit 4B: Textiles focus	Year 4	<ul style="list-style-type: none"> <li>• Can regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to develop their textile piece.</li> </ul>
Unit 5A: Photography focus	Year 5	<ul style="list-style-type: none"> <li>• Can regularly analyse and reflect on their progress taking account of what they hoped to achieve.</li> </ul>
Unit 5B: Installation/ site-specific art focus	Year 5	<ul style="list-style-type: none"> <li>• Can regularly analyse and reflect on their progress taking account of what they hoped to achieve.</li> </ul>
Unit 6A: Digital and new media focus	Year 6	<ul style="list-style-type: none"> <li>• Can provide a reasoned evaluation of both</li> </ul>

		their own and professionals' work which takes account of the starting points, intentions and context behind the work.
Unit 6B: Design/ graphic design focus	Year 6	<ul style="list-style-type: none"> <li>● Can provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.</li> </ul>

#### 9.4 Underpinning knowledge and understanding: progress objectives

Unit	Year group	Progress objectives
Unit 3A: Creative craft focus	Year 3	<ul style="list-style-type: none"> <li>● Know about and describe the work of some artists, craftspeople, architects and designers.</li> <li>● Can explain how to use some of the tools and techniques they have chosen to work with in making their craft work.</li> </ul>
Unit 3B: Ceramics focus	Year 3	<ul style="list-style-type: none"> <li>● Know about and describe the work of some artists, craftspeople, architects and designers who use ceramics as a mode.</li> <li>● To be able to explain how to use some of the tools and techniques they have experienced in their ceramics project.</li> </ul>
Unit 4A: Collage focus	Year 4	<ul style="list-style-type: none"> <li>● Know about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied.</li> </ul>

		<ul style="list-style-type: none"> <li>● Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</li> </ul>
Unit 4B: Textiles focus	Year 4	<ul style="list-style-type: none"> <li>● Can discuss and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople and designers that they have studied.</li> <li>● Are able to demonstrate how tools and materials they have chosen to work with, should be used effectively and with safety.</li> </ul>
Unit 5A: Photography focus	Year 5	<ul style="list-style-type: none"> <li>● Can research and discuss the ideas and approaches of various photographers taking account of their particular cultural context and intentions.</li> <li>● Can describe the processes they are using and how they hope to achieve high quality outcomes.</li> </ul>
Unit 5B: Installation/ site-specific art focus	Year 5	<ul style="list-style-type: none"> <li>● Know how to research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</li> <li>● Know how to describe the processes they are using and how they hope to achieve high quality outcomes.</li> </ul>
Unit 6A: Digital and new media focus	Year 6	<ul style="list-style-type: none"> <li>● Can describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural</li> </ul>

		<p>and social contexts in which they worked.</p> <ul style="list-style-type: none"> <li>• Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</li> </ul>
Unit 6B: Design/ graphic design focus	Year 6	<ul style="list-style-type: none"> <li>• Know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</li> <li>• Know and understand technical vocabulary and techniques for modifying the qualities of different materials and processes. craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. • Know and understand technical vocabulary and techniques for modifying the qualities of different materials and processes.</li> </ul>