

Art & Design

Key Stage 1




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. (see the Building Blocks and Subsequent years)
Our flexible curriculum enables schools to tailor Saracens Broadfields’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.
Every lesson includes disciplinary knowledge so children gains the opportunity to ‘Think like an Artist’:



	-exploring and developing ideas
	-evaluating and developing work
	-drawing
	-painting
	-print making
	-sculpture
	-creative craft
	-ceramics

	-textiles
	-collage
	-photography
	-installation
	-digital/new media
	-graphic design
	-debate about art
	-talk about art

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Units

KSI Art & Design is formed of 4 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
Drawing	Year 1	5
Painting	Year 1	5
Printmaking	Year 2	5
Sculpture	Year 2	5

Lessons

Unit 1 Drawing - Year 1

Building Blocks:

EYFS -

Nursery: Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Reception: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -

Experiment with a range of drawing implements to explore lines (e.g. pencils, crayons, pastels, charcoal, chalk, wax pastels)

- Experiment with line - patterns, dots, and colour
- Observe and draw from real-life using lines and patterns
- Draw freely and with pleasure

Year 1 Art Unit 2 Painting is completed first - Drawings through Cave painting, colour mixing, shades, hues

Lesson number	Lesson question	About the lesson	Key Question	Equipment List	Key Vocabulary	Disciplinary Knowledge
1.	An introduction to drawing. NSQ - What is mark making and what equipment can we use to mark make?	Pupils will learn to <ul style="list-style-type: none"> • Can recognise that ideas and emotions can be expressed in drawing. • Can experiment with drawing materials with an open mind. • Can understand what is meant by 'mark-making'. 	What does a 'good' artist's drawing look like? What is mark making? What famous artists use mark making techniques? What are the different marks you can make? (dots, lines, patterns)	Sketchbook Chalk Pencils Crayons Pastels Paper Ruler Felt tips	Curved, Mark, Line, Soft, Hard, Straight, Pattern. Identify	Explore drawings. Use and layer a variety of media – pencils, rubbers, crayons, pastels, felts, charcoal, chalk Analyse, describe and compare different mark making. Analyse, describe and compare different mark making techniques.

		<ul style="list-style-type: none"> • <p><i>Thinking like an artist: Talk about art</i></p>				
2.	<p>How can we express emotions through art?</p> <p>Why is colour important in art? (changed from this)</p>	<p>Pupils will learn</p> <ul style="list-style-type: none"> • Can try out a range of drawing materials and processes and recognise that they have different qualities. • Can use colour in a drawing to convey emotion. <p><i>Thinking like an artist: Talk and debate about art Drawing</i></p>	<p>How can colours affect our mood?</p> <p>How does colour make us feel?</p> <p>How can we express our emotions through art?</p> <p>What is another word for colour?</p> <p>Why is colour important in art?</p>	<p>Paper Sketchbook Pencil Colouring Materials</p>	<p>Colour, Hue, Cool, Warm, Emotion, Mood, Self portrait.</p>	<p>Explore different colours.</p> <p>Associate colours in Art with emotions.</p> <p>Discuss the importance of colour in Art.</p> <p>Describe how different colours in art can be linked with different emotions.</p>

3.	What are shadows and tones?	<p>Pupils will learn</p> <ul style="list-style-type: none"> Can name some of the drawing tools, techniques, and the formal elements (colours, shapes, tones etc.) that they use in making drawings. Can explore tone in drawing. <p><i>Thinking like an artist: Exploring and developing ideas Drawing</i></p>	<p>What is a shadow and where can we find them?</p> <p>How can I create a light and dark tone?</p>	<p>Sketchbook Pencils Colouring Materials Charcoal Masking tape</p>	<p>Tone, Shadow, Lighter, Darker.</p>	<p>Compare and describe differences between light and dark tones.</p> <p>Express opinions on light and dark tones.</p> <p>Discuss and analyse why artists use different tones in Art.</p> <p>Experiment with line, shape, pattern and Colour</p> <p>Use a sketchbook to gather and develop ideas</p>
4.	How can we bring our drawings to life?	<p>Pupils will learn</p> <ul style="list-style-type: none"> Can use drawing materials purposefully to achieve particular characteristics or qualities. Can understand how tone creates a sense of three-dimensionality. <p><i>Thinking like an artist: Talk about Art Exploring and developing ideas Drawing</i></p>	<p>What does tone mean when we are talking about colour?</p> <p>What is a 2D/3D shape?</p> <p>How do I create a three dimensional drawing?</p>	<p>Paper Light Source White Chalk Charcoal</p>	<p>Tone, Shading, 2D, 3D, Light source, Vivid.</p>	<p>Analyse elements of maths in 2D and 3D artwork.</p> <p>Compare different 2D and 3D artwork.</p> <p>Experiment with line, shape, tone and Colour</p>

5.	What is observational drawing?	Pupils will learn <ul style="list-style-type: none"> Can recognise and describe some simple characteristics of different kinds of drawing. Can show interest in and describe what they think about the drawings of others. <i>Thinking like an artist:</i> <i>Talk and debate about Art</i> <i>Observe</i> <i>Drawing</i>	What does observe mean?	Paper Pencils Scissors Sellotape	Observe, View finder, Texture, Observational drawing, Accurate.	Explore, compare and discuss observational drawing. Analyse reasons how and why observational art can be created. Explore and analyse different varieties of observational art. Analyse which different concepts, stories, processes can be shown through observational art.
Building towards.. Subsequent years: Year 2: Drawing skills will be needed in printmaking (designing their collagraphs) Year 4: Collage - fine line drawing and pattern Year 6: Graphic Design - typography and composition Careers: Architectural drafter, Fashion designer, Animator, Graphic Designer, Textile designer, Illustrator, Tattoo artist, Interior designer, Industrial designer, Motion graphics designer, Art director, Artist, Art teacher, Landscape architect, caricaturist, Courtroom Sketch Artist						

Unit 2 Painting - Year 1

Building Blocks:

EYFS - Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Use their imagination as they consider what they can do with different Materials. Explore natural materials, indoors and outside.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Explore colour and colour-mixing, begin to mix primary colours to make others.

To begin to understand that painting is different to drawing; painting is about covering space and use of colour. Experiment with different paint, brushes and brush sizes

- Begin to paint 'in the style of' key artists

UoW Cave baby topic (Understanding the Past) Understanding colours can be made by nature

PSE The Colour Monster - how colours represent emotions.

Lesson number	Lesson question	About the lesson	Key Question	Equipment List	Key Vocabulary	Disciplinary Knowledge (Thinking like an Artist)
1.	What were cave paintings?	Pupils will learn <ul style="list-style-type: none"> • Can recognise that ideas and emotions can be expressed through the medium of paint. • Know how to recognise and describe some simple characteristics of a range of paintings, from different histories and cultures , including contemporary. 	<p>How can we make natural paints today?</p> <p>What two actions will you use to make the paints? (crushing, mixing)</p>	<p>Thick card/paper</p> <p>Paint Palette</p> <p>Apron/Old shirt</p> <p>Food items that provide colour</p>	<p>Pigment,</p> <p>Crushing,</p> <p>Mixing,</p> <p>Liquid.</p>	<p>Explore cave paintings and analyse if cave paintings can be considered as art.</p> <p>Analyse and discuss what can be taken from cave paintings and what they show.</p> <p>Describe simple characteristics of a variety of cave paintings.</p> <p>Analyse and compare cave paintings from different</p>

						<p>histories and cultures.</p> <p>Associate different emotions to a variety of cave paintings.</p>
2.	What else can we paint with? (A world without paint brushes)	Pupils will learn <ul style="list-style-type: none"> Can experiment and explore with a wide variety of tools and materials to create different effects in paint. Can understand that paint can be made from a variety of ingredients in order to make colours. 	<p>Where can we find texture?</p> <p>How can we create texture in art?</p>	<p>Thick card/paper</p> <p>Paint Palette</p> <p>Apron/Old shirt</p> <p>Food items that provide colour</p>	<p>Texture, Technique, Splashing, Scraping, Pouring.</p>	<p>Describe different textures.</p> <p>Explore and compare a variety of painting techniques.</p> <p>Analyse and compare outcomes of using different techniques.</p>
3.	What happens when you mix colours?	Pupils will learn <ul style="list-style-type: none"> Can use a range of paint techniques to demonstrate recognition of different qualities and characteristics of the materials. Can understand that the medium of paint can be used to explore and visually demonstrate a range of 	<p>What are the three primary colours?</p> <p>Is there only one type of each colour?</p>	<p>Paint</p> <p>Paintbrush and pot</p> <p>Apron</p> <p>Thick Paper/card/sketch book</p> <p>Table cover</p>	<p>Colour, Hue, Mixing, Primary, Secondary.</p>	<p>Explore primary colours.</p> <p>Investigate colour mixing.</p> <p>Explore, compare and discuss different products of colour mixing.</p>

		textured surfaces in 2D.				
4.	What would a modern day cave painting look like? Part 1, create cave background	Pupils will learn <ul style="list-style-type: none"> Can transfer knowledge and understanding of exploratory work, to develop personal ideas on a variety of surfaces and scales. Can understand the importance of the whole: to consider the surface as inherent to the finished piece. 	<p>What did cave paintings look like?</p> <p>How can we make our paper look more like cave walls?</p> <p>What drawings will your modern cave paintings have?</p>	Craft/thick paper Paint Teabag Apron Table cover	Cave, Walls, Texture, Blotch, Dab, Scrunch, Limestone, Sandstone.	<p>Explore what cave paintings can show.</p> <p>Discuss and compare historic and modern day cave paintings.</p>
5.	What would a modern day cave painting look like? : Part 2, go on outdoor walk	Pupils will learn <ul style="list-style-type: none"> Begin to use the language of art connected to painting in discussions, making it meaningful for children's lived experiences. 	<p>How will you make your cave paintings unique to you?</p> <p>What animals will you sketch on your cave wall?</p> <p>What can we observe on our walk?</p>	None	<ul style="list-style-type: none"> - Paint, - Sketch, - Print, - Spray, - Dab. 	<p>Explore and explain own thoughts and ideas prior to creating artwork.</p> <p>Provide reasons as to how they intend to create their artwork.</p>

6.	What would a modern day cave painting look like? : Part 3, create sketches on cave painting	Pupils will learn <ul style="list-style-type: none"> ● Begin to use the language of art connected to painting in discussions, making it meaningful for children's lived experiences. ● Can talk about their own work, describing the process and beginning to articulate their own thoughts and ideas. 	How will you make your cave paintings unique to you? What animals will you sketch on your cave wall?	Paint Water pot and brush Apron Table cover Charcoal/ black pencil Small sponges/ teabag	- Paint, - Sketch, - Print, - Spray, - Dab.	Explore and explain own thoughts and ideas prior to creating artwork. Provide reasons as to how they intend to create their artwork. Describe and analyse own artwork.
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Building towards..

Subsequent years:

Year 1 Drawing: Why is colour important? Shadows and tone, observational drawing

Year 2 Printmaking: using paint to print with collagraphs,

Sculpture: how does design and colour improve the look of a sculpture?

Year 4 Collage: Creating a surface using paint

Year 6 New Media: Creating Abstract Art through a sound art piece

-Careers: Spray painter, painter, fine artist, Art resportation, Gallery manager, Curator, Art therapist, Muralist

Unit 3 Printmaking - Year 2

Building Blocks:

EYFS - Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Use their imagination as they consider what they can do with different Materials. Explore natural materials, indoors and outside. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing.

Mathematics:

To be able to talk about patterns around them,
Design and build repeated patterns
To identify, extend and create 2 part patterns such as ABABAB
To be able to continue, copy and create repeating
Know some 2d shapes and shapes properties,
To be able to rotate, manipulate and decompose

Year 1 Art Unit 2 Painting , colour mixing, shades, hues

Year 1 Maths: investigating repeating patterns

Recognise and name 2d shapes including quadrilaterals

Use Mathematical vocabulary to describe movement

Year 2 Maths: Order and arrange combinations of mathematical objects in patterns and sequences.

Lesson number	Lesson question	About the lesson	Key Question	Equipment List	Key Vocabulary	Disciplinary Knowledge (Thinking like an Artist)
1.	What is printmaking and can we do our own?	Pupils will learn <ul style="list-style-type: none"> Can try out different printmaking activities and make sensible choices about what to do next. Can explore surface texture as a starting point for observing 	What is a print? Where can you find them? What is texture? What is the technique for rubbing?	Paper Wax Crayons Scissors Glue Find textured surfaces (bark brick etc)	Rubbings, printmaking, texture, repeating pattern.	Exploring ideas through printmaking Design and build repeated patterns

		pattern				
2.	Using everyday objects, can you make a repeating monoprint?	Pupils will learn <ul style="list-style-type: none"> Know that different forms of creative works are made by artists, craft makers and designers, from all cultures and times. When looking at creative work, can express clear preferences and give some reasons for these (for instance, be able to say 'I like that because...') . 	<p>What is a monoprint?</p> <p>What is a repeating pattern?</p> <p>What are the two different types of pattern? (repeated pattern and rotated pattern)</p>	Paper Glue Scissors Squeezy paint leaves/ small objects Paintbrushes Sponges Rollers	<ul style="list-style-type: none"> - Monoprint, repeating pattern, - pressure, - rotated pattern, - evenly, - apply. 	<p>Talk about different artists' work</p> <p>Develop a pattern using 2 different monoprints</p>
3.	Can you make your own stamp using your favourite shapes?	Pupils will learn <ul style="list-style-type: none"> Can use drawing to record ideas and experiences to inform printmaking. Can deliberately choose to use particular printmaking techniques for a given purpose. Can experiment with stamping to create patterns. 	<p>What patterns can you see around you?</p> <p>What are your favourite patterns/ shapes?</p> <p>What is a motif?</p>	Paper Glue Scissors Felt tip/ marker pen Liquid paints kitchen / cleaning sponges Cardboard scraps	<ul style="list-style-type: none"> - printmaking, - motif, - stamp, - repeating pattern, - rotation, - rotated pattern, - overlap. 	<p>Explore shapes in the World of Art</p> <p>Develop a stamp based on shapes they have seen.</p> <p>Experiment with printing techniques - e.g. monoprint, block, relief, rubbings, carbon printing</p>

4.	How do you make a collagraph stamp?	Pupils will learn <ul style="list-style-type: none"> • Can develop and exercise some care and control over the range of printmaking materials they use (for instance, they do not accept the first mark but seek to refine and improve). • Can understand the meaning of 'collagraph' and develop a design for one. 	<p>What is a Collagraph?</p> <p>How do I design a collagraph stamp?</p>	<p>Paper Glue Scissors Liquid paint Cardboard scraps (large quantity) Paintbrushes Sponges Rollers Bits of string, wool and other small scraps.</p>	<ul style="list-style-type: none"> - printmaking, - motif, - stamp, - collagraph, - collage, - Texture, - Surface, - pressure. 	Develop printmaking by using a collagraph.
5.	What is your favourite collage and why?	Pupils will learn <ul style="list-style-type: none"> • Can talk about the printmaking materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use). • Can thoughtfully consider how to display their completed work. 	<p>What are the features of a face?</p> <p>Which artists use collages in their work?</p> <p>What's the same?</p> <p>What's different?</p> <p>What title would you give your work?</p>	<p>Paper Glue Scissors</p>	<ul style="list-style-type: none"> - Printmaking, - collage, - collagraph, - review, - stamp, - motif, - Texture, - Natascha Maksimovic. 	<p>Evaluating artists' work</p> <p>Debate about the Art</p>

<p>Building towards..</p> <p>Subsequent years:</p> <p>Year 2 Maths: Use mathematical vocabulary to describe movement in a straight line and distinguish between rotation as a turn both clockwise and anti-clockwise.</p> <p>Describe position, direction and movement in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise). Distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p> <p>Year 3 Maths: Recognise angles as a description of turn.</p> <p>Year 4 Art: Collage and using different textured surfaces</p> <p>Textiles and the process of applique</p> <p>Year 5 Maths:</p> <p>Identify, describe and represent the position of a shape following a translation, using the appropriate language, and know that the shape has not changed. Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> <p>Identify angles at a point and one whole turn (total 360°), angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) other multiples of 90°.</p> <p>Year 6 Art: Digital/ new Media art - designing pixelated art</p> <p>Year 6 Maths: Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p> <p>Careers: Fashion designer, interior designer, Graphic designer, Textile designer, furniture designer, Craft artist, mosaic artist, screen printer, print designer pattern maker, textile designer.</p>						

Unit 4 Sculpture - Year 2

Building Blocks:

EYFS - Explore materials with different properties.

To build a 'Crafty Construction' model that has multilayers of purposefully positioned pieces and spaces between. Use their imagination as they consider what they can do with different materials.

Experience of using construction kits to build walls, towers and frameworks

Experience of using basic tools e.g. scissors or hole punches with construction materials e.g. plastics, card.

Experience of different methods of joining card and paper.

o be able to use a variety of joining techniques to create their intended simple design

To be able to create and reflect – making changes and amendments as a result

Be able to follow instructions and sequences to create desired outcomes

Year 1 Design and Technology - Constructing Baby Bear's chair - Designing and assembling a sculpture

Year 2 History: Designing Stuart houses for the Great Fire

Lesson number	Lesson question	About the lesson	Key Question	Equipment List	Key Vocabulary	Disciplinary Knowledge (Thinking like an Artist)
1.	By observing different sculptures, what shapes can you see and how can they be arranged?	Pupils will learn <ul style="list-style-type: none"> Can recognise that ideas, thoughts and emotions can be expressed through the medium of sculpture - to understand the physicality of this process and its relationship to our three dimensional world. 	<p>What is sculpture?</p> <p>How were sculptures made?</p> <p>What different shapes can you spot in sculptures?</p> <p>What do you think of your piece of work?</p>	<p>Paper</p> <p>Scissors</p> <p>Glue</p> <p>Colouring Pencils</p>	<ul style="list-style-type: none"> - Sculpture, - Assemblage, - Relief, - 3 dimensional, - Freestanding, - Modified, - Carved, - Assembled, - Joined (welded metal) 	<p>Talk about Art by observing different sculptures.</p> <p>Evaluating their own work</p>

		<ul style="list-style-type: none"> Know how to recognise and describe some simple characteristics of a range of sculpture, from different histories and cultures, including contemporary. Recognising the wide variety of materials and processes involved. 	Would you change anything about it?			
2.	Can you explore different ways of joining materials as part of the sculptural process?	<p>Pupils will learn</p> <ul style="list-style-type: none"> Can experiment and explore with a wide variety of tools and materials to create different results through exploring sculptural processes. Can learn to manipulate a range of materials to create a structure. Can learn how to join materials in different ways. 	<p>How do you think sculptures were made?</p> <p>What are the four different joining techniques?</p> <p>What do you think of your piece of work?</p> <p>Would you change anything about it?</p>	<ul style="list-style-type: none"> - Cardboard - Scissors - Pen or pencil - Tape (for glue and paper strips) - Paper fasteners/ paperclips - Stapler - Hole punch 	<ul style="list-style-type: none"> - Scale, - Sculpture, - assemblage, - Relief, - 3 dimensional 3D, - Welding, - Assemblage, - Modelling, - weaving/sewing. 	Exploring and developing ideas through joining techniques in sculpture.

3.	Which joining techniques are suited to which structures?	<p>Pupils will learn</p> <ul style="list-style-type: none"> • Can begin to develop and use materials and joining techniques in response to stimulus. Children demonstrate a recognition of the qualities and characteristics of the materials. • Know the terms connected with the process of sculpture: tools, techniques, and elements, for example: texture; relief ; construct; edit ; form. • Can create shapes to use in their sculptures. 	<p>What does abstract mean?</p> <p>How can I use these four joining techniques to create a sculpture?</p> <p>What do you think of your piece of work?</p> <p>Would you change anything about it?</p>	<ul style="list-style-type: none"> - Cardboard - Scissors - Pen or pencil - Tape (for glue and paper strips) - Paper fasteners/ paperclips - Stapler - Hole punch 	<ul style="list-style-type: none"> - Sculpture, - Assemblage, - Scale, - Abstract, - 3 dimensional (3D) - Slotting, - Stapling, - Taping. 	<p>Construct with recycled, natural and man-made materials</p> <p>Evaluate different joining techniques used in Sculptures</p> <p>Evaluate their work.</p>
4.	How can design and colour improve the look of your sculpture?	<p>Pupils will learn</p> <ul style="list-style-type: none"> • Can transfer knowledge and understanding of design work to develop skills necessary to work harmoniously together. • Working to solve problems that occur and show perseverance. • Can reflect on their own work, and adapt 	<p>How can I make my sculpture even better?</p> <p>Which patterns/ shapes did you prefer?</p> <p>How did you match the shapes to certain colours and patterns?</p>	<ul style="list-style-type: none"> - Paper - Glue - Pen or pencil - Colouring tools - Paint and brushes 	<ul style="list-style-type: none"> - Sculpture, - Assemblage, - Scale, - Abstract, - 3 dimensional (3D), - Surface, - Combinations. 	<p>Evaluate and develop their work in order to improve their sculpture.</p>

		their sculpture by adding colour, texture and pattern to make it more interesting and exciting.				
5.	How can you present and explain your sculpture? (the big exhibition for parents)	Pupils will learn <ul style="list-style-type: none"> • Can talk about their own work, describing the process, and articulate their own thoughts and ideas with developing confidence. • Can use the language of art connected to sculpture in their discussions. • Can gain a sense of audience for their work. 	<ul style="list-style-type: none"> - What could be the title for your sculpture? - Thinking about its colours and shapes. Does it remind you of anything? - How does the sculpture make you feel? - Where will you present your sculpture? Will it be indoors or outdoors? Where do you like it best? Why do you like it 	Paper Glue Pen or pencil Colouring tools	<ul style="list-style-type: none"> - Sculpture, - assemblage, - Scale, - abstract, - 3 dimensional (3D), - Surface, - Figurative. 	Evaluate their work and talk about their Art

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Building towards..

Subsequent years:

Year 2 Design and Technology - joining techniques in textiles (making a puppet)

Year 3 Art - Ceramics (clay sculptures)

Year 4 Design and Technology -Keep it safe: shell, solid and combination structures (joining techniques through different types of structures - evaluating their strengths and differences.)

Year 5 Art - site specific installation art

Careers: Woodworker, Sculptor, Ice sculptor, glassblower, Found artist, Floral designer, Toy designer, Industrial designer, home stager

Learn More

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1. Coherence and flexibility

The art, craft and design curriculum for Key Stage 1 covers engaging and age-appropriate content for both 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 the key stage 1 and 2 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 1 and 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 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 difference.

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. 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. Please see the KS2 Art Curriculum Map for more information about the Key Stage 2 Art units.

9. Key stage 1 progress objectives

The tables below give additional information about each progress objective in the key stage 1 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 1 art and design units.

9.1 Generating ideas: progress objectives

Unit	Year group	Progress objectives
Unit IA: Drawing focus	Year 1	<ul style="list-style-type: none">• Can recognise that ideas and emotions can be expressed through drawing.• Can experiment with drawing materials with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them).

Unit 1B: Painting focus	Year 1	<ul style="list-style-type: none"> • Can recognise that ideas and emotions can be expressed through the medium of paint. • Can experiment and explore with a wide variety of tools and materials to create different effects in paint
Unit 2A: Printmaking focus	Year 2	<ul style="list-style-type: none"> • Can try out different printmaking activities and make sensible choices about what to do next. • Can use drawing to record ideas and experiences to inform printmaking.
Unit 2B: Sculpture focus	Year 2	<ul style="list-style-type: none"> • Can recognise that ideas, thoughts and emotions can be visually expressed through working in three dimensions, with a focus on sculpture. • Can experiment and explore with a wide variety of processes, materials and tools to explore ideas in 3D: Try out different activities and make sensible choices about what to do next.

9.2 Making: progress objectives

Unit	Year group	Progress objectives
Unit 1A: Drawing focus	Year 1	<ul style="list-style-type: none">• Can try out a range of drawing materials and processes and recognise that they have different qualities.• Can use drawing materials purposefully to achieve particular characteristics or qualities.
Unit 1B: Painting focus	Year 1	<ul style="list-style-type: none">• Can transfer exploratory work to develop personal ideas on a variety of surfaces and scale.• Can use a range of paint techniques to demonstrate recognition of different qualities and characteristics of the materials.
Unit 2A: Printmaking focus	Year 2	<ul style="list-style-type: none">• Can deliberately choose to use particular printmaking techniques for a given purpose.• Can develop and exercise some care and control over the range of printmaking materials they use (for instance, they do not accept the first mark but seek to refine and improve).
Unit 2B: Sculpture focus	Year 2	<ul style="list-style-type: none">• Can develop exploratory work (learning about and through using materials) to develop a personal response through the use of construction techniques: Develop and exercise some care and control over

		<p>the range of materials they use.</p> <ul style="list-style-type: none"> • Can use a range of materials and joining techniques to demonstrate a recognition of different qualities and characteristics of the materials: Deliberately choose to use particular techniques for a given purpose.
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9.3 Evaluating: progress objectives

Unit	Year group	Progress objectives
Unit 1A: Drawing focus	Year 1	<ul style="list-style-type: none"> • Can show interest in and describe what they think about the drawings of others.
Unit 1B: Painting focus	Year 1	<ul style="list-style-type: none"> • Can talk about their own work, describing the process and beginning to articulate their own thoughts and ideas.
Unit 2A: Printmaking focus	Year 2	<ul style="list-style-type: none"> • When looking at creative work, can express clear preferences and give some reasons for these (for instance, be able to say "I like that because...").
Unit 2B: Sculpture focus	Year 2	<ul style="list-style-type: none"> • Can talk about their own work, and the work of their peers, describing processes and developing confidence to articulate their own thoughts and ideas: When looking at creative work, express clear preferences and give some reasons for these. • Can use drawing to record ideas and

		experience.
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9.4 Underpinning knowledge and understanding: progress objectives

Unit	Year group	Progress objectives
Unit 1A: Drawing focus	Year 1	<ul style="list-style-type: none"> • Can recognise and describe some simple characteristics of different kinds of drawing. • Can name the drawing tools, techniques, and the formal elements (colours, shapes, tones etc.) that they use.
Unit 1B: Painting focus	Year 1	<ul style="list-style-type: none"> • Knows how to recognise and describe some simple characteristics of a range of paintings, from different histories and cultures, including contemporary. • Knows the names of painting tools, techniques, and elements, for example colours and shapes, that they use. • Begins to use the language of art connected to painting in their discussions.
Unit 2A: Printmaking focus	Year 2	<ul style="list-style-type: none"> • Know that different forms of creative works are made by artists, craftmakers and designers, from all cultures and times. • Can talk about the printmaking materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use).

Unit 2B: Sculpture focus	Year 2	<ul style="list-style-type: none">• Know how to recognise and describe key characteristics of a range of sculpture and 3D artwork, from different histories and cultures, including contemporary art.• Know the specific terms related to sculptural techniques and elements, for example: form, shape and volume. Begin to use the language of art connected to sculpture in their discussions.
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