

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 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':



Thinking like an artist....



Thinking 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

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:

Unit Title	Recommended year group	Number of lessons
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

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 basic tools e.g. scissors or holes punches with construction materials e.g. plastics, card.

Experience of different methods of joining card and paper.

To 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 DT - Cutting and joining through making baby bear's chair

Year 2 Art - Joining techniques in Sculpture

Year 2 DT - Investigating properties of everyday materials (Mechanisms)

Experiment with different joining techniques (Textiles) linking to weaving

Year 2 Science - Use of Everyday Materials - term rigid/ flexible

Lesson number	Lesson question	About the lesson	Key Question	Equipment List	Key Vocabulary	Disciplinary Knowledge (Thinking like as artist)
1.	What is weaving?	Pupils will learn: <ul style="list-style-type: none"> About and describe the work of some craftspeople. To use a sketchbook for different 	<p>What are the different examples of craft making? (pottery, stained glass, jewellery)</p> <p>What equipment do you use for weaving?</p>	<p>Sketchbook</p> <p>Pencil</p> <p>Coloured pencils</p> <p>Gluesticks</p> <p>A4 paper</p> <p>Scissors</p> <p>Ruler</p> <p>Examples of weaved</p>	<p>loom</p> <p>warp</p> <p>weft</p> <p>yarn</p> <p>wicker</p> <p>weaving</p> <p>synthetic</p> <p>pliable</p>	<p>Develop different techniques – e.g. weaving,</p> <p>Exploring and developing ideas</p> <p>Evaluating work</p> <p>Talk about Art (Through creative craft)</p>

		<p>purposes, including recording observations, planning and shaping ideas for their craft project.</p> <ul style="list-style-type: none"> To experiment with paper weaving. 	<p>What materials are used for creative art? (yarn, string, wool)</p> <p>What techniques are used for creative art? (weaving, wicker)</p>	containers	interlace	
2.	What different types of paper crafts are there?	<p>Pupils will learn</p> <ul style="list-style-type: none"> to gather and review information, references and resources related to their ideas and intentions. To develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. 	<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</p> <p>Pencil</p> <p>Gluesticks</p> <p>Paper</p> <p>Scissors</p> <p>Paintbrushes</p> <p>Paint</p> <p>Origami paper</p>	<p>Origami</p> <p>Kirie</p> <p>Sensu</p> <p>decoupage</p> <p>textile</p> <p>woodblock printing</p>	<p>Collect, refine and alter ideas</p> <p>Exploring and developing ideas</p> <p>Evaluating work</p> <p>Talk about Art (Through creative craft)</p>

3.	What is decoupage?	Pupils will learn <ul style="list-style-type: none"> Can select, and use appropriately, a variety of materials and techniques in order to create their own craft work. Can experiment with decoupage. 	<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</p> <p>Pattern Artists Craftspeople</p> <p>Mary Delaney</p> <p>Michael Brennand-Wood</p> <p>Chila Kumari Singh Burman</p>	<p>Experiment with overlapping and layering in collages, using a range of media</p> <p>Evaluating work</p> <p>Talk about Art (Through creative craft)</p> <p>Can use a sketchbook for different purposes, including recording observations, planning and shaping ideas for their craft project.</p>
4.	How can we use decoupage?	Pupils will learn <ul style="list-style-type: none"> Can explain how to use some of the tools and techniques they have chosen to work with in making their craft work. To begin decorating a 	<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</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</p> <p>Mary Delaney</p> <p>Michael Brennand-Wood</p> <p>Chila Kumari Singh Burman</p> <p>(Various</p>	<ul style="list-style-type: none"> Can gather and review information, references and resources related to their ideas and intentions. Can use a sketchbook for different purposes, including recording observations, planning and shaping ideas for

Y4 Art - Collage links to decoupage. Textiles - revisits weaving as a lesson before learning sewing skills

Y4 History - Roman Britain Mosaics compare to decoupage

Y6 DT: Textiles combining different fabric shapes - using weaving then the Y4 stitching techniques as a joining technique for their product.

Careers: Artisan, Etsy shop owner, Craft instructor/ designer, blogger or you tuber, Event planner, Product developer, Art therapist, Curator, Craft shop owner/ employee, freelance blogger/ writer, Product reviewer, Craft researcher, Event Decorator, Retail Visual Merchandiser, Craft software Developer.

Year 3: Unit 2 Ceramics

Building Blocks:

EYFS - UoW: Making divas for Diwali out of clay using the pinching technique

Playdough Disco (for finer motor skills daily) Explore natural materials, indoors and outside.

Year 2 Art - Introduction to Sculpture (including those made from clay)

Lesson number	Lesson question	About the lesson	Key Question	Equipment List	Key Vocabulary	Disciplinary Knowledge (Thinking like as artist)
1.	What is clay?	<p>Pupils will learn</p> <ul style="list-style-type: none"> Know about and describe the work of some artists, craftspeople, architects and designers who use ceramics as their key process. Can gather and review information, references and resources and relate these to ideas and intentions for clay work. Can use a sketchbook for different 	<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</p> <p>Scissors</p> <p>Clay</p> <p>Rolling pin</p> <p>Wooden guides</p>	<p>Ceramics</p> <p>kiln</p> <p>slabbing</p> <p>scoring</p> <p>Slip</p> <p>Pinching</p> <p>Coiling</p> <p>Free modelling</p> <p>Sculpting</p> <p>throwing</p> <p>particles</p> <p>Spiky</p> <p>Looping</p> <p>Swirling</p> <p>Bumpy</p> <p>curvy</p>	<ul style="list-style-type: none"> Manipulate and explore shape and form of clay using basic techniques – e.g. rolling, kneading and shaping; Can gather and review information, references and resources and relate these to ideas and intentions for clay work.

		<p>purposes, including recording observations, planning and shaping ideas.</p> <ul style="list-style-type: none"> • Can understand basic techniques related to claywork: slabbing, joining and drawing into clay. 				
2.	What techniques are used to manipulate clay?	<p>Pupils will learn</p> <ul style="list-style-type: none"> • Can develop practical skills by experimenting with and testing the qualities of a range of techniques using clay. • Developing practical understanding of specific techniques: pinching and coiling and impressing. 	<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>	<p>Exploring and developing ideas through ceramics, construct a simple form such as a pinch pot or coil pot</p> <p>Evaluating work</p>

3.	How will we use artist's work to influence and inspire our own free modelling sculptures?	Pupils will learn <ul style="list-style-type: none"> Can select, and use appropriately, a variety of ceramics techniques in order to create their own work. Can utilise the work of an artist to inspire and develop their own ideas to influence making their own artwork. Can explore free modelling. 	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? Compare to an artist's work. What's the same, what's different?	Clay Clay tools	Sculpture Art installation Free modelling Slip Antony Gormley Score Pattern Texture Model Impress	<ul style="list-style-type: none"> Can gather and review information, references and resources and relate these to ideas and intentions for clay work. Make informed choices about different clay techniques – e.g. rolling, kneading, shaping, pinching; creating surface patterns and textures; build a textured relief tile; construct a simple clay base for modelling other shapes; build a functional form
4.	How do we make our free standing sculptures?	Pupils will learn <ul style="list-style-type: none"> Know about and describe the work of some artists, craftspeople, architects and designers who use ceramics as their key process. Can take the time to reflect upon what they like and 	Which artists use ceramics as a part of their work? Is there anything you need to change? What finishing touches will you add?	Clay Clay tools	Sculpt carve Vessel Slip Scoring Charlotte Mary Pack Carved Porcelain clay Fired Phoebe Cummings	<ul style="list-style-type: none"> Can gather and review information, references and resources and relate these to ideas and intentions for clay work. Adapt their models; evaluate other sculptures (through Ceramics)

		<p>what they might need to work on in their piece, in order to develop their ideas further.</p> <ul style="list-style-type: none"> • Can explore carving, sculpting and creating a vessel. 				
5.	<p>How will I explain the process and evaluate my sculpture?</p>	<p>Pupils will learn</p> <ul style="list-style-type: none"> • Can explain how to use some of the tools and techniques they have experienced in their ceramics project. • Can use a sketchbook for different purposes, including documenting their clay project. • Can create a plinth to display their work, adding paint and varnish. 	<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>	<ul style="list-style-type: none"> - Adapt their models; - Evaluating and developing work (through Ceramics)

Building towards..

Subsequent years:

Year 3 History: Making Stone Age tools and weapons (involving clay)

Year 4 History: Ancient Greece - study on the Vases made in this period. Roman Britain: ceramic mosaics

Careers: Ceramic Artist, Pottery Studio Owner, Ceramics Instructor, Production Potter, Ceramic Designer, Art Gallery Manager/ Curator, Ceramic Product Developer, Ceramics Technician, Art Therapist, Ceramics retailer, Ceramics Historian Ceramic Product Photographer, Event planning involving pottery.

Year 4: Unit 3 Collage

Building Blocks:

EYFS - EAD Explore different materials, using all their senses to investigate them.

Manipulate and play with different materials. Join different materials and explore different textures. • Develop their own ideas and then decide which materials to use to express them.

- Join different materials and explore different textures.
- 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.

UoW Explore materials with different properties, including nature

PD Use a range of small tools, including scissors

Year 1 Art - Drawing unit will support the line drawings

Year 1 DT - cutting and joining (Baby Bear's chair)

Year 3 Art: Paper crafts - exploring decoupage over a series of weeks, invention of paper in China

Year 4 DT: Keep it safe: shell, solid and combination structures - [To measure, mark out, cut and shape materials](#)

Lesson number	Lesson question	About the lesson	Key Question	Equipment List	Key Vocabulary	Disciplinary Knowledge (Thinking like an artist)
1.	What are the different collaging techniques?	<p>Pupils will learn</p> <ul style="list-style-type: none"> • Can investigate the nature and qualities of different collage materials and processes systematically. • Can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. 	<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</p> <p>Pencil</p> <p>Coloured Paper</p> <p>Scissors</p> <p>Gluestick</p>	<p>Collage</p> <p>layering</p> <p>experimentation</p>	<ul style="list-style-type: none"> • Experiment with overlapping and layering in collages, using a range of media <p>(Exploring and developing ideas through collage.)</p>

2.	What is layering?	Pupils will learn <ul style="list-style-type: none"> Can select and use relevant resources and references to develop their ideas for designing and making collages. 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). 	<p>How can I create a cupcake collage using the above techniques?</p> <p>What different shapes could I use? (small, medium, large)</p>	Sketchbook Pencil Coloured Paper (4 sheets each) Scissors Gluestick	Layer overlap constructing colour depth	<p>Exploring and developing ideas through collage.</p> <ul style="list-style-type: none"> Can select and use relevant resources and references to develop their ideas for designing and making collages.
3.	What is fine-line drawing?	Pupils will learn <ul style="list-style-type: none"> Can regularly reflect upon their own collage work, and use comparisons with the work of others (pupils and artists) to identify how to improve. Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety. Can experiment with line drawings connected to their 	<p>How can I create a cupcake drawing using lines?</p>	Sketchbooks Pencils Fine line colour pens/ felt tip pens	Line drawing patterns experiment	<p>Use different media to achieve variations in line, shape, pattern and colour;</p> <p>Evaluating and developing work through collage.</p> <p>Debate about Art.</p>

		collage work.				
4.	What strokes can be used to create different surfaces?	Pupils will learn <ul style="list-style-type: none"> Can apply the technical skills they are learning to improve the quality of their collage work. Can create textured surfaces using a variety of different papers and drawing materials. 	How can I create a surface using colouring pencils/paint/crayons?	Colouring pencils Paint 3 sheets of A4 paper each crayons	Texture collage surface	Use a wide variety of media to independently create a collage, including overlapping and layering; select and use a range of cutting tools; embellish decoratively using more layers of found materials to build complexity to collage
5.	How was the collage created?	Pupils will learn <ul style="list-style-type: none"> 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. Can improve skills of overlapping and overlaying to place objects in front and behind. 		Textured surfaces Scissors Glue Stick Cake stand handout	Background foreground composition layering	Collect, refine, adapt, extend and evaluate ideas

Building towards..

Subsequent years:

Y4 History: Connect collage and Roman use of mosaics

Y6 Art: New media Art - exploring abstract Art

Graphic design: Typography through Collage

Careers: Collage artist, Mixed Media Artist, Graphic Designer, Illustrator (including books/ covers) Art teacher, Art Therapist, Gallery Curator, Graphic Artist, Editorial Layout Designer, Collage Blogger, Collage Art Critic/ Writer, Collage Product Developer (eg Greeting cards, stationery, prints)

Year 4: Unit 4 Textiles

Building Blocks:

EYFS -EYFS - EAD Explore different materials, using all their senses to investigate them.

Manipulate and play with different materials. Join different materials and explore different textures. • Develop their own ideas and then decide which materials to use to express them.

- Join different materials and explore different textures.
- 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.

UoW Explore materials with different properties.

PD Use a range of small tools, including scissors.

Year 1 Science -Everyday materials (Identifying them and exploring their uses)

Year 2 DT Making a Puppet - joining techniques with fabrics

Year 2 Science: Uses of Everyday materials - exploring their properties

Year 3 Art Paper crafts - Introduction to weaving

Year 3 History: Prehistoric Britain Workshop - how people from the past made clothes

Lesson number	Lesson question	About the lesson	Key Question	Equipment List	Key Vocabulary	Disciplinary Knowledge (Thinking like as artist)
1.	What are textiles?	Pupils will learn <ul style="list-style-type: none"> • Can gather and review information, references and resources related to their ideas and intentions with a focus on textiles. • Can use a sketchbook for planning and shaping ideas for a textiles project. 	What are textiles? What are some examples of textiles? How are textiles made? (weaving, knitting, felting)	Sketchbook Pencil Scissors Colouring Materials Old Fabric	Textile deconstruction fibres material/cloth/fabric	Use a sketchbook for practising skills and recording knowledge Exploring and developing work through textiles.

2.	What is weaving?	Pupils will learn <ul style="list-style-type: none"> • Can develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques. • 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. • Can experiment with a range of materials to create a weaving. 	What is weaving?	Sketchbook Pencil Scissors String/ Yarn paper	Pattern weaving warp weft yarn	<ul style="list-style-type: none"> • Develop different techniques – e.g. weaving, Debate about Art Evaluating work and developing their own weaving.
3.	What are sewing and embroidery?	Pupils will learn <ul style="list-style-type: none"> • 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. 	What is sewing and embroidery? What is a stitch? How do you make a running stitch?	Sketchbook Pencil Scissors Pins Needle Fabric Thread	Sampler embroidery needle stitch thread	Develop different techniques – e.g. embroidery. Evaluating and developing work Debate about art (through textiles)

		<ul style="list-style-type: none"> 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. 				
4.	What is applique?	Pupils will learn <ul style="list-style-type: none"> Can apply the technical skills they are learning and show persistence to improve the quality of their work. Can design and create a piece of applique work. 	What is applique? How can I make my applique more interesting? (embellish)	Sketchbook Pencil Scissors Pins Needle Fabric Thread	Applique patch template pin	Develop different techniques – e.g. applique
5.	How can I embellish my textiles?	Pupils will learn <ul style="list-style-type: none"> Can use their sketchbook for different purposes, including recording observations, noting how their ideas have been shaped. Are able to demonstrate how tools and materials they have chosen to work with, should be used effectively and with 	What are embellishments and where can we find them? What materials can we use to embellish our work? (beads, buttons, sequins)	Sketchbook Pencil Scissors Pins Needle Buttons/ beads/ sequins Thread	Embellish sequin template design embroidery	Choose to join fabrics in different ways – e.g. stitching with different threads and needles appropriate to task, stapling, pinning Evaluating and developing their work through textiles. Talk about Art

		safety. <ul style="list-style-type: none"> • Can add embellishments to enhance their textile piece. 				
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Building towards..

Subsequent years:

Year 6 DT: [Unit 8 Textiles: combining different fabric shapes](#), [What are the properties of different fabrics?](#) [What are modern and smart textile materials?](#) [How can textiles become more sustainable?](#) [What are the different types of stitches used in textiles?](#)

Careers:Textile Designer, Fashion Designer, Costume Designer, Textile Artist, Fabric Shop Owner/ Manager, Textile Engineer, Textile Quality Control Specialist, Textile Conservationist or Restorer, Textile Product Developer, Textile Historian or Curator, Textile Merchandiser, Interior Designer specialising in textiles , Textile Buyer or Sourcing Specialist, Textile Production Manager, Textile Educator or Instructor, Textile Recycling and Sustainability Specialist, Textile and Fabric Sales Representative, Textile Researcher

Year 5: Unit 5 Photography

Building Blocks:

EYFS - UofW: Explore how things work. Talk about what they see, using a wide vocabulary.

Year 1 Art- Drawing Unit - using shading to create tone

Year 2 Art - Printmaking, to beginning of photography

Year 3 Science - Light - Investigating using natural and artificial light

Lesson number	Lesson question	About the lesson	Key Question	Equipment List	Key Vocabulary	Disciplinary Knowledge (Thinking like as artist)
1.	How can photographs capture someone's space?	<p>Pupils will learn</p> <ul style="list-style-type: none"> to research and discuss the ideas and approaches of various photographers taking account of their particular cultural context and intentions. to understand and apply some basic knowledge and skills in camera use. 	<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</p> <p>Pencil</p> <p>Camera/Device with camera</p> <p>Personal item (from child)</p>	<p>Subject capture</p> <p>Angle</p> <p>Lens</p> <p>Flash</p> <p>Viewfinder</p> <p>Zooming mechanism</p> <p>Illuminates</p> <p>Editing</p>	<ul style="list-style-type: none"> to research and discuss the ideas and approaches of various photographers taking account of their particular cultural context and intentions. <p>Talk about Art through photography</p>
2.	How does the type of lighting impact a photograph?	<p>Pupils will learn</p> <ul style="list-style-type: none"> Can engage in open-ended research and 	<p>What can a photograph tell us about someone?</p>	<p>Sketchbook</p> <p>Pencil</p> <p>Camera/Device with camera</p>	<p>Natural light</p> <p>artificial light</p> <p>Illuminate</p> <p>Viewfinder</p>	<p>Exploring and evaluating work from famous photographers.</p>

		<p>exploration in the process of initiating and developing their own personal ideas for photography.</p> <ul style="list-style-type: none"> • Can describe the processes they are using and how they hope to achieve high quality outcomes. 	<p>What are the two different types of light? (natural, artificial)</p> <p>How does light impact your photographs</p>	Object to photograph	Flash Lens Zoom Capture	Identify effect of light on people and objects from different directions and develop the concept of perspective
3.	How can we use everyday objects to create an interesting image?	<p>Pupils will learn</p> <ul style="list-style-type: none"> • Can confidently investigate and exploit the potential of new and unfamiliar tools (e.g., apps). • Can use their acquired technical expertise to make work which effectively reflects their ideas and intentions. • Can experiment 	<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>	Manipulate monochrome crop	<p>Identify effect of light on people and objects from different directions and develop the concept of perspective</p> <p>(Exploring and developing ideas through photography.)</p>

		with manipulation techniques to achieve a creative outcome.				
4.	What is mixed media?	Pupils will learn <ul style="list-style-type: none"> • Can confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. • Can combine photography with drawing in a mixed-media piece. 	How can angles, light and play affect my photos?	Sketchbook Pencil Camera/Device with camera Cellophane/clear plastic Marker pen Blu tac/ sticky tape	Mixed media series Overlay Lines, patterns and doodles Angles Light Play	Use a wide range of techniques, complimentary/contrasting colours and textures when designing and making, Debate their ideas about the mixed media photography.

5.	How can I create a gallery to present my work?	Pupils will learn <ul style="list-style-type: none"> Can regularly analyse and reflect on their progress taking account of what they hoped to achieve. Can thoughtfully create a gallery to showcase the unit's work. 	What will you call your work? What will you name your collection? How will you present your work?	Sketchbook Pencil Computer	Gallery Exhibition Portfolio Monochrome Sources of artificial light Cropping	Use a wide variety of media to independently create a collage, including overlapping and layering; Evaluate and develop their ideas.
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Building towards..

Subsequent years:

Year 6 Art - Digital/ New Media - pixels, pixelated art, cyborg art -all based on photographs

Year 6 Science - Light - Investigating using natural and artificial light. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Year 6 DT: Computer aided design - to crop, edit, adjust using the right angles and spacing.

KS3 Science: Use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye. Light transfers energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras.

Careers: Photographer (portrait, wedding, fashion, nature, etc.) Photojournalist, Commercial Photographer, Product Photographer, Event Photographer, Fine Art Photographer, Photo Editor, Studio Manager or Assistant, Photography Instructor or Workshop Leader, Photography Blogger or Influencer, Photo Retoucher or, Digital Artist, Photo Lab Technician, Image Consultant, Photo Archivist or Librarian, Forensic Photographer, Aerial Photographer, Scientific or Medical Photographer, Travel Photographer, Real Estate Photographer, Stock Photographer, Photography Equipment Sales Representative, Photography Curator or Gallery Manager

Year 5: Unit 6 Installation / site-specific art

Building Blocks:

EYFS - Use their imagination as they consider what they can do with different materials. Explore natural materials, indoors and outside. Manipulate and play with different materials. Join different materials and explore different textures. • Develop their own ideas and then decide which materials to use to express them.

• Join different materials and explore different textures.

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

Year 2 Art - Sculptures - being site specific (Hornet in Watford to recognise the football team etc)

Year 2 DT- Making finger puppets (joining techniques as a basis for finger knitting

Year 3 History - foraging for materials for their Stone Age tools

Year 4 Art - Textiles - sewing techniques, help with finger knitting.

Year 5 Geography: Natural Resources - importance of reusing and recycling

Lesson number	Lesson question	About the lesson	Key Question	Equipment List	Key Vocabulary	Disciplinary Knowledge (Thinking like as artist)
1.	What is Installation art?	Pupils will learn <ul style="list-style-type: none"> • Can engage in open-ended research and exploration in the process of initiating and developing their own personal ideas. • Can confidently use sketchbooks for a variety of purposes, including: recording 	<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</p> <p>Crayons</p> <p>Wax/baking paper</p> <p>Iron</p> <p>Pencil</p> <p>Pencil sharpener</p> <p>Scissors</p> <p>Ribbons/string</p>	<p>Installation piece</p> <p>site specific</p> <p>Arrangement</p> <p>Space</p> <p>Message</p> <p>Transformation</p> <p>Sculpture</p>	<p>Can carry out open-ended research and exploration in the process of initiating and developing their own personal ideas.</p>

		observations; developing ideas; testing materials; planning and recording information				
2.	What is ephemeral art?	Pupils will learn Can confidently investigate and exploit the potential of new and unfamiliar materials to communicate to others. 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. They confidently use sketchbooks for developing ideas.	What is natural art? What is ephemeral art? What is foraging?	Sketchbook Pencil A camera/device Paper Glue Scissors	Ephemeral art foraging Arrangement Space Message Transformation	investigate and exploit the potential of new and unfamiliar materials to communicate to others. - Collect, refine, adapt, extend and evaluate ideas Demonstrate knowledge about primary/secondary colours, warm and cold, complimentary and contrasting colours; create shades independently using black and white; show the effect of light and colour, texture and tone on natural objects

						(exploring and developing work)
3.	How can we transform an object or reclaim a space?	Pupils will learn <ul style="list-style-type: none"> • Can use their acquired technical expertise to make work which effectively reflects their ideas and intentions. • Can understand the interaction between craft and the urban landscape. 	What is yarn bombing?	Sketchbook Wool Drawing materials (pencil, charcoal, chalk) Pencil Scrap material Scissors	Yarn bombing reclaim Monochrome Space Message Transformation Finger Knitting	Talk about Art <ul style="list-style-type: none"> • Use a wide range of techniques, complimentary/contrasting colours and textures when designing and making, Evaluate works of art (yarn bombing)
4.	How can art be used to spread a positive message?	Pupils will learn <ul style="list-style-type: none"> • Can regularly analyse and reflect on their progress taking account of what they hoped to achieve. • Can create a socially-engaged artwork, considering the 	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	Exploring and developing ideas through site specific art. Collect, refine, adapt, extend and evaluate ideas in Art.

		audience.				
5.	What is miniature art?	Pupils will learn <ul style="list-style-type: none"> Know how to describe the processes they are using and how they hope to achieve high quality outcomes. Can repurpose materials to create a miniature installation. 	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	Exploring and developing ideas through site specific art. Collect, refine, adapt, extend and evaluate ideas in Art

Building towards..

Subsequent years:

Year 5 Geography: Energy and Sustainability - importance of being sustainable

Year 6 DT: [combining different fabric shapes](#): [What are the different types of stitches used in textiles?](#)

KS3 Art: to increase their proficiency in the handling of different materials. Working collaboratively on projects, learning how to plan, set up, and present their own site-specific or installation artworks. Exploring how these forms of art express ideas and emotions uniquely, and how they engage audiences in different ways compared to traditional art forms.

Careers: Site-Specific Installation Artist, Public Art Sculptor, Exhibition Curator, Gallery Director or Manager, Public Art Administrator, Arts Administrator for Cultural Organisations, Public Art Consultant, Art Educator, Art Conservationist specialising in installations, Exhibition Designer, Event Planner with a focus on art installations, Museum Technician or Preparator, Set Designer for Theater and Film Landscape Architect (specialising in art integration) Art Writer or Critic, Cultural Event Coordinator, Art Festival Organiser, Community Arts Organiser, Art Installer or Mounter

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Year 6: Unit 7 Digital/ New Media

Building Blocks:

Year 1 Art- Painting - contrasting colours on the Colour Wheel, **Drawing** - these skills are central to typography.

Year 2 Computing: What are algorithms? **Coding:** [Scratch jr. Cool Characters](#)

Year 3 Computing Coding: [Lost in Space](#) Control: [Introduction to Ozobots - Control lessons](#)

Year 4 Computing: Algorithms through: [Physical Computing \(Microbits Introduction\)](#)

Year 5 Art - Photography

Year 5 Computing: [Vector Drawing](#)

Year 6 Computing: Algorithms through [Variables in Games](#)

Lesson number	Lesson question	About the lesson	Key Questions	Equipment List	Key Vocabulary	Disciplinary Knowledge (Thinking like as artist)
1.	What is New Media Art?	Pupils will learn <ul style="list-style-type: none"> To independently develop a range of ideas which show curiosity, imagination and originality. To design a pixelated art piece to reflect a chosen theme. 	What is new media art? What are pixels?	Sketchbook Paints and Paintbrushes Or Colouring pencils	New media art Contemporary art Pixels Biotechnology Cyborg art Sound art Pixelated art Abstract	Explore and develop ideas through digital media. <ul style="list-style-type: none"> Use a wide range of techniques, complimentary/contrasting colours
2.	What is Sound Art?	Pupils will learn To describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the	What is sound art? How do I create it?	Sketchbook Pencil Colouring pencils (a quiet space to create and record sounds headphones) Access to Audacity	Sound art Contemporary art Abstract art soundscapes Tone Definition	<ul style="list-style-type: none"> Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media Use a wide range of

		<p>influence of the different historical, cultural and social contexts in which they worked.</p> <p>To systematically investigate, research and test ideas</p> <p>To plan using sketchbooks and other appropriate approaches.</p>		or similar software		techniques, complimentary/contrasting colours
3.	How can I use sound to create an art piece?	<p>Pupils will learn</p> <ul style="list-style-type: none"> About the technical vocabulary and techniques for modifying the qualities of different materials and processes. To create a larger-scale artwork from last lesson's drawings. 	<p>What is abstract art?</p> <p>How do we create it?</p>	<p>Sketchbook</p> <p>Pencil</p> <p>Paints and Paintbrushes</p> <p>Or</p> <p>Colouring pencils</p> <p>A3 /larger sized watercolour paper if using paints</p>	<p>Tone</p> <p>Definition</p> <p>Abstract art</p> <p>Digitise</p>	<p>Develop their sketches to a larger scale by exploring effect of light on people and objects from different directions and develop the concept of perspective</p>
4.	How do I use algorithms to create art?	<p>Pupils will learn</p> <ul style="list-style-type: none"> To independently take action to refine their technical skills in order to improve their mastery of materials 	<p>What is an algorithm?</p>	<p>Sketchbooks</p> <p>Pencils</p> <p>A4 paper with 6 rectangles drawn on</p>	<p>Algorithm</p> <p>Abstract art</p> <p>Experimentation</p> <p>Continuous</p>	<p>Explore and develop their work identifying the process.</p> <p>Use a sketchbook to research, collect, record and</p>

		<p>and techniques.</p> <ul style="list-style-type: none"> To independently select and effectively use relevant processes in order to create successful and finished work. 		(although can be done directly in sketchbooks)		develop ideas independently, including the use of mixed media
5.	What is negative space?	<p>Pupils will learn</p> <ul style="list-style-type: none"> 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. To understand how to make effective use of negative space. 	How could I digitise my work?	<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>	<p>Use a wide range of techniques, complimentary/contrasting colours and textures when designing and making, Evaluate, Explore and Develop their work</p> <p>Debate about Art</p>

Building towards..**Subsequent months/ years:****Year 6 Computing:** [Web Page Creation](#)**Year 6 DT:** [3D computer aided design](#) (Analysing designs, effect range of design ideas, sharing and evaluating designs)**Year 6 Art:** Graphic Design (see next Unit)

KS3 Art: Introduction to basic animation concepts using software. This covers frame-by-frame animation or basic principles of animation. Learning about design principles specific to digital media, such as resolution, colour theory, and composition in the digital realm. Exploring techniques to create digital collages and mixed media art using digital tools.

Careers: Graphic Designer, Web Designer, Multimedia Artist, User Interface (UI) Designer, User Experience (UX) Designer, Motion Graphics Designer, Video Game Designer, Animator, Video Editor, 3D Modeler or Animator, Digital Illustrator, Social Media Manager, Content Creator (Blogging, Vlogging, Podcasting), Digital Marketing Specialist, Advertising Art Director, Interactive Media Developer, Virtual Reality (VR) or Augmented Reality (AR) Developer, Digital Art Curator, E-learning Content Developer, Sound Designer for Digital Media, Digital Media Producer, Digital Media Sales Representative

Year 6: Unit 8 Design / graphic design

Building Blocks:**Year 1 Art: Painting** - exploring the colour wheel, shades, hues, tints, tones**Year 1 Computing:** [Creating Digital Drawings](#)**Year 5 Computing:** [Vector Drawing](#)**Year 6 Computing:** [Web Page Creation](#)**Year 6 DT:** [3D computer aided design](#) (Analysing designs, effect range of design ideas, sharing and evaluating designs)**Year 6 Art:** New Media - looking at abstract forms through modern Art (see unit above)

Lesson number	Lesson question	Pupils will learn	Key Question	Equipment List	Key Vocabulary	Disciplinary Knowledge (Thinking like as artist)

1.	What is graphic design?	<p>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.</p> <p>To systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.</p>	<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</p> <p>Colouring pencils</p> <p>Pencil</p> <p>A4 paper</p>	<p>Form</p> <p>Typography</p> <p>Content</p> <p>Concept</p> <p>Graphic Designers</p>	<ul style="list-style-type: none"> • Collect, refine, adapt, extend and evaluate ideas through graphic design. <p>Debate about Art.</p>
2.	What is Bauhaus design?	<p>To independently develop a range of ideas which show curiosity, imagination and originality with a focus on graphic design.</p> <p>To take account of the influence of different historical, cultural and social contexts.</p> <p>To independently take</p>	<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</p> <p>Colouring pencils</p> <p>Pencil</p> <p>A4 paper</p> <p>Scissors</p> <p>Empty cereal boxes/ pictures of the designs of cereal boxes for reference..</p>	<p>Form</p> <p>Function</p> <p>Bauhaus</p>	<p>Collect, refine, adapt, extend and evaluate ideas through graphic design.</p> <p>Make and explain informed choices about use of media and draw parallels between own drawings and those of other artists (including annotating the art of other people)</p>

		action to refine their technical and craft skills in order to develop their mastery of materials and techniques		Everyday objects to draw around for shapes (plates, credit cards etc)		
	Which Bauhaus features can I include in my poster?	<p>To independently develop a range of ideas which show curiosity, imagination and originality with a focus on graphic design.</p> <p>To take account of the influence of different historical, cultural and social contexts.</p> <p>To independently take action to refine their technical and craft skills in order to develop their mastery of materials and techniques.</p>	<p>What is the Bauhaus design?</p> <p>What features are characteristic of Bauhaus movement</p>	<p>Sketch books</p> <p>Colouring pencils</p> <p>Pencil</p> <p>A4 paper</p> <p>Shapes</p>	<p>Form</p> <p>Function</p> <p>Bauhaus</p> <p>Typography</p> <p>Shapes</p> <p>Monochrome</p>	<p>Collect, refine, adapt, extend and evaluate ideas through graphic design.</p> <p>Make and explain informed choices about use of media and draw parallels between own drawings and those of other artists (including annotating the art of other people)</p>
3.	Who is Freyja Crow?	<p>To independently select and effectively use relevant processes in order to create satisfying designs.</p> <p>To know and understand technical</p>	<p>What is a multi-disciplinary artist?</p> <p>What characteristics of graphic design may</p>	<p>Sketch books</p> <p>Colouring pencils</p> <p>Pencil</p> <p>A4 paper</p> <p>Mirror</p> <p>Cutlery</p>	<p>Illustration</p> <p>Multi-disciplinary</p> <p>Contemporary</p> <p>Embroidery</p>	<p>Make and explain informed choices about use of media and draw parallels between own drawings and those of other artists (including annotating the art of other people)</p>

		<p>vocabulary and techniques for modifying the qualities of different materials and processes.</p> <p>To take inspiration from a contemporary graphic artist to develop a personal design.</p>	<p>they use in their work?</p>			<p>Use a sketchbook to research, collect, record and develop ideas independently.</p> <p>Produce increasingly accurate drawings of typography designs</p>
4.	<p>How do I carry out a design brief? (Part 1)</p>	<p>To independently take action to refine their technical and craft skills in order to develop their mastery of materials and techniques.</p> <p>To consolidate learning about typography and composition.</p>	<p>How can we evaluate existing designs?</p> <p>How does form and typography affect a design?</p>	<p>Sketchbook</p> <p>Pencil</p> <p>Coloured pencils</p> <p>Ruler</p> <p>A4 Paper</p> <p>Cutlery</p>	<p>Layout</p> <p>Grid</p> <p>Brief</p>	<ul style="list-style-type: none"> - independently take action to refine their technical and craft skills in order to develop their mastery of materials and techniques. - Explore and develop ideas in Graphic design using their evaluations of artist's work.
5.	<p>How do I carry out a design brief? (Part 2)</p>	<p>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.</p> <p>To articulate the processes involved in creating their final</p>	<p>What is typesetting?</p>	<p>Sketchbook</p> <p>Pencil</p> <p>Coloured pencils</p> <p>Ruler</p> <p>A4 Paper</p> <p>Cutlery</p>	<p>Gradient proof</p> <p>Typesetting</p> <p>Tone</p> <p>Colour gradients</p>	<p>Demonstrate knowledge on colours; create shades independently using black and white; show the effect of light and colour, texture and tone on manmade objects</p> <p>Evaluate and develop their work through graphic design.</p> <p>Debate about the art outcomes.</p>

		artwork.				
<p>Building towards..</p> <p>Subsequent years:</p> <p>KS3 Art: Exploring the art and science of typography, including understanding typefaces, font pairing, and how text layout influences design. Learning about the psychology of colour, colour harmony, and the use of colour in design for conveying messages and evoking emotions. Introduction to basic image editing techniques using software like Adobe Photoshop or other similar tools. This involves tasks like image manipulation, colour correction, and composition.</p> <p>Careers: Graphic Designer, Art Director, Web Designer, User Interface (UI) Designer, User Experience (UX) Designer, Packaging Designer, Branding or Identity Designer, Motion Graphics Designer, Illustrator, Print Production Manager, Prepress Technician, Visual Content Creator (for social media, websites, and more) Advertising Art Director, Creative Director, Multimedia Artist, Marketing Designer, Signage and Wayfinding Designer, Exhibition or Trade Show Designer, Game Designer (for graphics in video games), Freelance Graphic Designer, In-House Designer (working for a specific company or organisation)</p>						

Learn More

Contents

Section number & Title

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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">• Can gather and review information, references and resources related to their ideas and intentions.• Can use a sketchbook for different purposes, including recording observations,

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

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

9.2 Making: progress objectives

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

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

9.3 Evaluating: progress objectives

Unit	Year group	Progress objectives
Unit 3A: Creative craft focus	Year 3	<ul style="list-style-type: none">• 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).
Unit 3B: Ceramics focus	Year 3	<ul style="list-style-type: none">• 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.
Unit 4A: Collage focus	Year 4	<ul style="list-style-type: none">• Can regularly reflect upon their own collage work, and use comparisons with the work of others (pupils and artists) to identify how to improve.
Unit 4B: Textiles focus	Year 4	<ul style="list-style-type: none">• 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.
Unit 5A: Photography focus	Year 5	<ul style="list-style-type: none">• Can regularly analyse and reflect on their progress taking account of what they hoped to achieve.
Unit 5B: Installation/ site-specific art focus	Year 5	<ul style="list-style-type: none">• Can regularly analyse and reflect on their progress taking account of what they hoped to achieve.
Unit 6A: Digital and new media focus	Year 6	<ul style="list-style-type: none">• 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.
Unit 6B: Design/ graphic design focus	Year 6	<ul style="list-style-type: none"> 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.

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"> Know about and describe the work of some artists, craftspeople, architects and designers. Can explain how to use some of the tools and techniques they have chosen to work with in making their craft work.
Unit 3B: Ceramics focus	Year 3	<ul style="list-style-type: none"> Know about and describe the work of some artists, craftspeople, architects and designers who use ceramics as a mode. To be able to explain how to use some of the tools and techniques they have experienced in their ceramics project.
Unit 4A: Collage focus	Year 4	<ul style="list-style-type: none"> 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.

		<ul style="list-style-type: none"> ● Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.
Unit 4B: Textiles focus	Year 4	<ul style="list-style-type: none"> ● 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. ● Are able to demonstrate how tools and materials they have chosen to work with, should be used effectively and with safety.
Unit 5A: Photography focus	Year 5	<ul style="list-style-type: none"> ● Can research and discuss the ideas and approaches of various photographers taking account of their particular cultural context and intentions. ● Can describe the processes they are using and how they hope to achieve high quality outcomes.
Unit 5B: Installation/ site-specific art focus	Year 5	<ul style="list-style-type: none"> ● 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. ● Know how to describe the processes they are using and how they hope to achieve high quality outcomes.
Unit 6A: Digital and new media focus	Year 6	<ul style="list-style-type: none"> ● 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

		<p>and social contexts in which they worked.</p> <ul style="list-style-type: none"> • Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.
Unit 6B: Design/ graphic design focus	Year 6	<ul style="list-style-type: none"> • 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. • 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.