

King Charles C of E Primary School Art and Design Curriculum Content

Year 1	Autumn 1	Spring 1	Summer 2
Lead Enquiry Question (Composite Outcome)	Drawing and painting Self portrait	Drawing and sculpture Clay pots	Drawing and natural art Sand art on the beach
<p>Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up.</p> <p>Hope – (Hope) providing aspirational opportunities</p> <p>Inspiring – (Hope, Wisdom) developing pupils' resilience and motivation</p> <p>Nurture – (Dignity) caring and growing ourselves, others and God's creation</p> <p>Environment – (Community) developing an awareness of our local, national and international community</p>	<p>Spirituality- linking their PSHE learning (Being me in my world) to reflect on how we are different and showing dignity and respect of this</p> <p>Inspiring- resilience when trying something new</p> <p>Nurture – drawing as a way of showing feeling and how drawing impacts feeling, emotional outlet, how artworks make us feel, reflect on how we see ourselves for self-portraits</p> <p>Environment- national artists drawing inspiration from their work to inspire our artwork</p>	<p>Spirituality – reflecting of artistic choices and how they make you feel</p> <p>Hope – developing skills that artists use to help the belief in their own creative abilities</p> <p>Inspiring- resilience when trying something new</p> <p>Nurture – respect for different materials, nature and artistic processes</p> <p>Environment- local and national artists drawing inspiration from their environment</p>	<p>Spirituality - reflection on their sand art helps children appreciate the impermanence of life and nature, a concept linked to spiritual growth and acceptance.</p> <p>Hope- children experience the joy of creating, even knowing that their art will be washed away by the tide—teaching them that beauty and effort matter, even if something isn't permanent.</p> <p>Inspiration- exploring patterns in nature encourages children to look closely at their surroundings and be inspired by the world around them.</p> <p>Nurture- working in teams on sand art encourages cooperation, kindness, and appreciation for others' ideas.</p> <p>Environment-being on the beach teaches children to be careful with nature, ensuring they leave no litter behind and respect wildlife.</p>
Learning Threads (Substantive Concepts)	Design, make and evaluate Drawing	Design, make and evaluate Drawing	Design, make and evaluate Inspired by other artists

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	Inspired by other artists Painting	Inspired by other artists Sculpture / ceramics	
Disciplinary Knowledge What is art? How is art made? What do artists do? What inspires artists? What influences art? How is art judged and valued? What is the impact of art? What is the purpose of art?	<p>Children explore and describe the work of notable artists, helping them understand that art can take many forms.</p> <p>Children learn that art involves observing, drawing, and using lines, shapes, and tones to represent what they see.</p> <p>Children explore how artists use lines and shapes.</p> <p>Children focus on applying colour to complete a self-portrait, reinforcing the process of making art.</p> <p>Children explore how famous artists were inspired by nature, people, and culture.</p> <p>Children learn to describe and discuss the work of famous artists, helping them develop an understanding of why some art is highly valued.</p>	<p>Children explore art and how it is created by different marks, line and textures.</p> <p>Children learn that artists look at nature, object and patterns around them to add detail.</p> <p>Children use their hands and tools, in the same way as artists, to mould and sculpt different forms.</p> <p>Children explore how art can be created by shaping, rolling and squeezing materials like clay.</p> <p>Children identify how a sculpture can be valued for its detail, creativity, and how well it represents an idea.</p> <p>Children can talk about art and how it helps us understand and appreciate different ways of creating.</p>	<p>Children explore what sand art is and how it fits within Cornish culture.</p> <p>Practicing different techniques and tools for drawing in sand.</p> <p>Children will learn some art is temporary, but its value is in the experience.</p> <p>Using direct observation of the beach to inspire creations.</p> <p>Reflecting on how their art was influenced by the beach environment.</p> <p>Sharing and discussing their own and others' artwork.</p> <p>Experiencing the joy of creating and then letting go of artwork. Discussing how their artwork made them feel and how others reacted to it.</p>

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Key Vocabulary	Line, Shape, Tone, Blend, Portrait (self-portrait), Primary Colours, Secondary Colours, Tint, Shape, Artist	Texture, tone, pattern, sculpture, shape, line, form, experimentation, evaluation	Pattern, texture, temporary, artist, shape, nature, tools, tide, land art, record
Great Artist/s	Vincent Van Gogh Henri Matisse	Grayson Perry	Tony Plant/Sue Read
LCs (Components) Assessment checkpoints in green	<p>Lesson 1 Draw objectively by looking closely, focusing on and exploring varying lines and shapes. <i>Can they use a range of lines (e.g., thick, thin, curved, straight) in their drawing?</i></p> <p>Lesson 2 Create different tones by shading and blending. <i>Can the child apply pressure to create light and dark tones with a pencil?</i></p> <p>Lesson 3 Use shape, lines and tone to create my self-portrait. <i>Can they apply lines and tones to add detail and depth to their self-portrait?</i></p> <p>Lesson 4 Explore and describe the work of notable artists.</p>	<p>Lesson 1 Experiment and use a range of lines, patterns, textures and tones. <i>Can they create a variety of lines (e.g. thick, thin, wavy, zigzag)?</i></p> <p>Lesson 2 Use a range of lines, patterns, textures and tones to draw. <i>Can they use different lines and patterns in a structured drawing?</i></p> <p>Lesson 3 Explore by rolling, squeezing and pulling clay. Create lines and texture. <i>Can they roll, squeeze, and pull clay to form different shapes?</i></p> <p>Lesson 4 Using a combination of shapes, lines and texture to create a clay finger pot.</p>	<p>Lesson 1 Explore sand art and its connection to Cornwall's coastal culture. <i>Can they discuss local artist Tony Plant and recognise that sand art is temporary?</i></p> <p>Lesson 2 Explore different patterns used in sand art and practice making them. <i>Can they identify and describe patterns in nature?</i></p> <p>Lesson 3 Experience creating their own sand art on a real beach setting. <i>Can children create a sand art piece inspired by patterns in nature?</i></p> <p>Lesson 4 Reflect on their beach visit and create artwork inspired Sue Read and by their experience.</p>

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	<p>Can the child observe and talk about key features of an artist's work?</p> <p>Lesson 5 Explore primary and secondary colours and experiment with different size paint brushes. Can they experiment with different brush sizes to create varied effects?</p> <p>Lesson 6 Explore creating different tones and tints with paint. Can the child add white or black to paint to create lighter or darker shades?</p> <p>Lesson 7 Make and add varying colours to my self-portrait. Can they apply colour carefully to enhance their artwork?</p>	<p>Can they add details using lines and textures to enhance their sculpture?</p> <p>Lesson 5 Self-evaluation using the language of art. Can they discuss their favourite technique and why they chose it?</p>	<p>Can they share how they felt while making their sand art?</p> <p>Lesson 5 Share and reflect on their learning and celebrate their creativity. Can they use different materials (sand textured paint or drawings) to create artwork inspired by their beach experience?</p> <p>Can they reflect upon and show respect and appreciation for their own and others' work?</p> <p>(on the day of lesson 5 families will be welcomed to a KC art gallery to view the work created this unit)</p>
Assessment Checkpoint at a distance	<p>Draw a self-portrait using different drawing and painting techniques and media.</p> <p>Name some notable artists.</p>	<p>Design and create with clay using hands to mould, and simple tools to decorate.</p> <p>Name some notable artists.</p>	<p>Identify, describe and draw different patterns.</p> <p>Name some notable artists.</p>

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Year 2	Autumn 1	Spring 1	Spring 2
Lead Enquiry Question (Composite Outcome)	Drawing Sketching techniques, shading and line Self-portrait inspired by Picasso	Sculpture Exploring materials Making through exploration Making a small structure inspired by architects and artists	Painting Watercolours inspired by nature Exploring the work of Beatrix Potter
Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up. Hope – (Hope) providing aspirational opportunities Inspiring – (Hope, Wisdom) developing pupils' resilience and motivation Nurture – (Dignity) caring and growing ourselves, others and God's creation Environment – (Community) developing an awareness of our local, national and international community	Inspiring- resilience when trying something new Nurture – drawing as a way of showing feeling and how drawing impacts feeling, emotional outlet, how artworks make us feel, reflect on how we see ourselves for self-portraits Environment- local artists and national artists drawing inspiration from their environment, using our natural environment to inspire artwork	Spirituality- how spaces can evoke feelings, reflecting on how we feel in different places and why Hope- Making through exploration and experimentation, starting from nothing Inspiring- Making through exploration and experimentation, trying things out without planning beforehand, being inspired by others	Spirituality- capturing the beauty of creation in their artwork Hope- reflect on how art can be a source of reflection and hope for people to express themselves and to connect with one another
Learning Threads (Substantive Concepts)	Drawing using different materials Design and Evaluate Inspiration from the Greats	Sculpture Design and Evaluate Inspiration from the Greats	Painting Design and Evaluate Inspiration from the Greats
Disciplinary Knowledge What is art? How is art made?	Children explore and describe the work of notable artists, helping them understand that art can take many forms and can	Children explore and describe the work of notable architects, reflecting on their artistic choices.	Children know that watercolour is a type of paint that requires

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<p>What do artists do? What inspires artists? What influences art? How is art judged and valued? What is the impact of art? What is the purpose of art?</p>	<p>reflect the artists views, feelings and values.</p> <p>Children learn that art involves observing, drawing, and using lines, shapes, and tones to represent what they see.</p> <p>Children focus on adding texture and tone through the use of colour.</p> <p>Children consider how colour can be used as a symbol in their artwork.</p> <p>Children learn to describe and discuss the work of famous artists, helping them develop an understanding of why some art is highly valued.</p> <p>Children reflect on their opinions of art, recognising that they may respond differently to their peer.</p>	<p>Children learn that architecture can be artwork, and artistic choices can impact how a space makes people feel.</p> <p>Children learn that art can be 3D.</p> <p>Children focus on building structures through cutting and reconstructing shapes.</p> <p>Children consider how line, colour and shape can be used purposefully.</p> <p>Children use observational drawing to 'show what they see', applying their understanding of line, shapes and tones to their sketches.</p> <p>Children recognise how art doesn't need to be planned, but can be made through exploration and experimentation.</p>	<p>water to be mixed into the paint to create a wet, fluid solution.</p> <p>Children explore using watercolour on dry paper as well as wet in wet techniques.</p> <p>Children know that watercolour works best with certain paper types due to its wet properties.</p> <p>Children know primary colours and that secondary colours involve mixing two primary colours together.</p> <p>Children consider how the fluid, wet nature of watercolour can be used to create shapes and lines on the paper, and can use a brush as well as movement to spread their colour.</p> <p>Children learn that watercolour allows for blending and soft transitions, making it ideal for landscapes, illustrations, and delicate details.</p> <p>Children can layer colours to build up details and pattern.</p>
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Vocabulary	Sketching, HB, pencil gradients, tone, shading, texture, abstract, portrait, self-portrait, line	Architect, architecture, blueprint, balance, fasten, construction, purpose	Watercolour, palette, primary colours, secondary colours, medium, pan, paint, cartridge paper, wet in wet, wet on dry
Great Artist/s	Picasso	Kurt Jackson	Beatrix Potter
LCs (Components) Assessment checkpoints in green	<u>Sketching inspired by our local area (sea, beach) and ourselves (portraits)</u> L1: Can I respond to ideas and starting points? Say what they like or dislike about paintings Use given ideas in their own sketches	<u>Sculpture inspired by our local area (Pendennis Castle)</u> L1: What is architecture and perspective? Can confidently explain what architecture is and give examples of different types of architecture	L1: What is watercolour and what can it do? Can use wet on dry and wet in wet techniques to apply watercolour painting. Can identify primary colours. Can identify secondary colours and how to make these. L2: How can watercolour help reveal the shape of an image?

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	<p>L2: Can I explore different methods and materials as ideas develop? Can adapt pressure of pencils, pastels, charcoal, etc. to create different tones knowing harder=darker, less pressure=lighter Can select and use similar colour pencils and pastels to explore changing tone. To use different lines to create texture (stippling, hatching, cross-hatching, dashes, etc.) Apply tone and texture thoughtfully to show details (shells, seascapes, self-portraits)</p> <p>L3: Can I take inspiration from the greats to create my own self-portrait? Include blue / rose colours</p> <p>L4: Can I create a self-portrait using tone, texture and colour? Reflect on their finished artwork, explaining their artistic choices Say what they like, dislike about artwork, consider the feeling created and the materials used</p>	<p>L2: Can I sketch Pendennis Castle? (at the castle) Sketch to include features of Pendennis Castle</p> <p>L3: Can I create a 3D clay castle inspired by Pendennis castle? Use range of joining techniques, lines and shapes</p> <p>L4: Can I present, reflect and celebrate my own and others' models? Can thoughtfully reflect on their own work and others' by discussing strengths, challenges, areas for improvement, and how the artwork made them feel or think.</p>	<p>Can use a brush to create bigger and smaller strokes.</p> <p>L3: Can I use watercolour effectively? Can experiment creatively with developing an image using watercolour.</p> <p>L4: Can I use natural resources to create a piece of artwork inspired by Beatrix Potter? (trip) Create a watercolour painting in the style of Beatrix Potter</p> <p>L5: Can I share, reflect and celebrate my artwork and the artwork of others? Can reflect on artwork using appropriate vocabulary.</p>
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Assessment at a distance	How can we add texture and tone to our drawings?	Share with a partner the skills and techniques used to make their sculpture. Use photo of own castle.	How do you create a secondary colour?
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Year 3	Spring 1	Spring 2	Summer 1
Lead Enquiry Question (Composite Outcome)	Drawing – creating line, tone and shade to create a picture in the style of Vincent van Gogh	Sculpture – create a canopic jar	Painting – create a Turner inspired landscape or seascape
Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up. Hope – (Hope) providing aspirational opportunities Inspiring – (Hope, Wisdom) developing pupils' resilience and motivation Nurture – (Dignity) caring and growing ourselves, others and God's creation Environment – (Community) developing an awareness of our local, national and international community	Nurture: The process of sketching nature nurtures students' artistic growth by encouraging patience and care in their work. Hope: A visit from a local artist	Nurture: The hands-on nature of pottery teaches patience and attention to detail, nurturing a sense of accomplishment and dignity in the process of creating something with their hands. Inspiring: understanding the challenges that others come across and thinking about how we can overcome difficulties.	Spirituality: Turners's respect for humanity and nature aligns with the value of Dignity, as he beautifully represents God's creation. As students explore nature through art, they learn to appreciate and protect the world, nurturing a sense of dignity for themselves and the environment. Environment: Turner's focus on outdoor scenes connects directly with the value of Environment. His work encourages students to observe, respect, and engage with their surroundings.
Learning Threads (Substantive Concepts)	Design, make and evaluate Drawing Inspired by other artists (Local artist visit)	Design, make and evaluate Sculpture Drawing	Design, make and evaluate Inspired by other artists Watercolour painting
Disciplinary Knowledge What is art?	Children will:	In Ancient Egypt, Canopic Jars were both functional and artistic,	J.M.W. Turner's paintings are examples of landscape and

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<p> How is art made? What do artists do? What inspires artists? What influences art? How is art judged and valued? What is the impact of art? What is the purpose of art? </p>	<p>recognise different mark-making techniques (hatching, cross-hatching, stippling, contour lines), understand that tone creates depth and shading in a drawing and experiment with line, pressure and spacing to create different textures (e.g., rough for stone, smooth for water).</p> <p>practise shading from light to dark using different pencil grades (HB, 2B, 4B, etc.), explore blending and smudging techniques for smooth transitions in tone and use controlled line direction to show form and dimension in objects.</p> <p>apply shading techniques to make objects look 3D (e.g., spheres, cubes, cylinders), identify light sources and use shading accordingly to create highlights and shadows, use contrast effectively to enhance depth and realism.</p> <p>recognise key features of Van Gogh's style (expressive lines, bold colours, swirling patterns), understand Trevor Ashby's techniques (how he captures</p>	<p>designed with intricate carvings, symbolic colours, and religious significance.</p> <p>Canopic Jars were made from clay, limestone, or alabaster, sculpted into shape using hand-building techniques like pinching, coiling, and carving. They were then decorated with paint and hieroglyphs to align with Egyptian traditions.</p> <p>Ancient Egyptian artisans carefully shaped Canopic Jars, choosing deities, patterns, and colours that reflected the spiritual beliefs of the time. Today, artists still use clay and sculpture to express ideas and stories.</p> <p>Ancient Egyptian artists were inspired by their belief in the afterlife, gods, and protection rituals. The designs on Canopic Jars reflected the importance of preserving the body for the afterlife.</p> <p>Egyptian art followed strict rules and symbolism, with gods, animals, and hieroglyphs playing an important role. The availability of materials (clay, stone, pigments) also shaped how Canopic Jars were made.</p>	<p>seascape art, known for their dramatic light and movement. Turner's paintings were created using watercolours and oils, using layering, blending, and tonal contrasts to capture the movement of the sea and sky.</p> <p>Turner travelled widely, sketching and painting landscapes, focusing on the effects of light, weather, and nature. He was known for his expressive and dramatic use of colour and movement</p> <p>Turner was inspired by the sea, storms, landscapes, and historical events. His travels across Europe influenced his art, especially his fascination with light, weather, and changing skies.</p> <p>Turner's work was influenced by scientific discoveries about light and colour, as well as earlier artists like Claude Lorrain. His style changed over time, from detailed landscapes to more expressive and abstract works.</p>
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	<p>landscapes with tone and texture) and apply an artist's style in their own drawing of Falmouth, using short, expressive strokes like Van Gogh.</p> <p>reflect on their use of tone and texture in their work, explain how their work was influenced by the studied artists and suggest improvements (e.g., "Next time, I will use more varied line thickness to show texture better").</p>	<p>Canopic Jars were judged by their accuracy in design, skillful carving, and use of traditional colours. Today, they are valued as archaeological treasures, giving us insight into Ancient Egyptian culture.</p> <p>Canopic Jars are an important part of Egyptian heritage, helping historians and artists understand Ancient Egyptian beliefs and artistic techniques. Their designs have influenced modern pottery and sculpture. Canopic Jars had a practical use in burial rituals, but they were also works of art, carefully crafted to honor the dead and ensure protection in the afterlife.</p>	<p>Turner's paintings were sometimes criticised for being too abstract and unconventional. However, today his work is highly valued for its innovation, mastery of light, and atmospheric effects.</p> <p>Turner's paintings changed landscape art, influencing Impressionist painters like Monet. His work also captured historical moments and natural beauty, helping people appreciate the power of nature.</p> <p>Turner's purpose was to capture the beauty and power of nature, showing the effects of light, weather, and movement in a way that made people feel connected to the world around them.</p>
Vocabulary	<p>Hatching, Cross-hatching, Contour lines, Texture, Mark-making, Gradient</p> <p>Tone, Tonal value, Shading, Highlight, Shadow, Depth, Form, Brushstroke, Pattern,</p>	<p>Canopic Jar, Mummification, Hieroglyphs, Sarcophagus,</p> <p>Clay, Texture, Kiln, Air-dry,</p> <p>Pinch Pot, Sculpting, Carving, Coil pot,</p>	<p>Landscape, Seascape, Atmosphere, Composition, Contrast, Highlight, Shadow, Mood, Wash, Wet-on-wet, Layering, Bleed, Blending, Tone, Tonal contrast, Depth, Foreground, Background, Middle ground, Dynamic, Focal point,</p>

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		Glaze, Acrylic Paint, Layering, Traditional Colours, Hieroglyphic Symbols.	
Great Artists, architects and designers	(Van Gogh) Visit from local artist		(Turner)
LCs (Components) Assessment checkpoints in green	<u>Sketching Tone and shading.</u> <u>Trevor Ashby visit.</u> 1. Can I use hatching, cross-hatching and other lines to show tone and texture? <i>Use cross-hatching (overlapping lines) effectively to add depth and texture to drawings.</i> 2. Can I develop my drawing technique when creating tone? <i>Use tone to create the illusion of form in basic 3D shapes, such as spheres, cubes, and cylinders.</i> 3. Can I create 3D objects using tone? Artist visit – Trevor Ashby. <i>Attempt to replicate or take inspiration from Ashby's techniques in a student's own work.</i> 4. Can I create a drawing of Falmouth in the style of Vincent Van Gogh? <i>Apply different line techniques in a completed piece of artwork to convey tone and texture successfully.</i>	<u>Canopic jar sculptures.</u> 1. Understand the purpose and significance of Canopic Jars in Ancient Egypt. Sketch canopic jar design, deciding on shape, patterns and colours. <i>Sketch a detailed design, showing chosen shape, patterns, and traditional Egyptian colours.</i> 2. Exploring with clay – create different pots, lids and joins by exploring with criss cross joining and sausages for coil pots. <i>Uses appropriate pottery techniques (pinch pot or coil method) to create a well-formed structure.</i> 3. Create the lid by sculpting or carving an animal or human head. <i>Uses sculpting techniques (e.g., carving, modelling, smoothing) to create a recognisable head shape.</i> 4. Form the base and body using pinch pot or coil pot method. <i>Uses appropriate pottery techniques (pinch pot or coil</i>	<u>Fal water colours.</u> 1. Can I understand who J.M.W. Turner was and why he is significant in art history? <i>Can discuss one or two notable works by Turner and describe their significance (e.g., The Fighting Temeraire or Rain, Steam and Speed).</i> 2. Can I explore Turner's use of light and atmosphere in landscapes and seascapes? <i>I can use words like "misty," "glowing," "stormy," or "dramatic" to describe the effects he created and compare two of his paintings and explain how the atmosphere feels different.</i> 3. Can I develop watercolour techniques inspired by Turner's works? <i>Can demonstrate basic watercolour techniques such as washes, wet-on-wet, and layering.</i>

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		<p>method) to create a well-formed structure. base and body. Ensures stability so the jar stands upright and holds its shape.</p> <p>5. Decorate using traditional Egyptian colours. Ensures even and smooth application of paint or decoration.</p> <p>6. Self-evaluation using the language of art. Describes their work using art vocabulary (e.g., texture, form, shape, symmetry, balance).</p>	<p>4. Can I experiment with blending, layering, and tonal contrasts? Can successfully blend colours to create smooth transitions and gradients.</p> <p>5. Can I create a Turner-inspired landscape or seascape, incorporating key techniques? Can reflect on their work, explaining how they incorporated Turner's techniques and what they learned from the process.</p>
Assessment at a distance	Portrait drawing	Vocabulary assessment – what do these techniques mean?	Vocabulary assessment – what do these techniques mean?

Year 4	Autumn 1	Spring 1	Summer 1
Lead Enquiry Question (Composite Outcome)	Sculpting an Ancient Greek inspired pot.	Painting pond scenes in the style of Claude Monet (Science link)	Sketching Amazon animals
<p>Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up.</p> <p>Hope – (Hope) providing aspirational opportunities</p> <p>Inspiring – (Hope, Wisdom) developing pupils' resilience and motivation</p>	<p>Nurture: The hands-on nature of pottery teaches patience and attention to detail, nurturing a sense of accomplishment and dignity in</p>	<p>Spirituality: Monet's respect for nature aligns with the value of Dignity, as he beautifully represents God's creation. As students explore nature through art, they learn to appreciate and protect the</p>	<p>Nurture: The process of sketching Amazon animals nurtures students' artistic growth by encouraging patience and care in their work.</p>

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<p>Nurture – (Dignity) caring and growing ourselves, others and God's creation</p> <p>Environment – (Community) developing an awareness of our local, national and international community</p>	<p>the process of creating something with their hands.</p>	<p>world, nurturing a sense of dignity for themselves and the environment.</p> <p>Environment: Monet's focus on outdoor scenes connects directly with the value of Environment. His work encourages students to observe, respect, and engage with their surroundings.</p>	
<p>Learning Threads</p> <p>(Substantive Concepts)</p>	<p>Inspired by other artists.</p> <p>Sculpture.</p> <p>Design, make and evaluate.</p>	<p>Inspired by other artists.</p> <p>Painting.</p> <p>Design, make and evaluate</p>	<p>Drawing</p> <p>Design, make and evaluate</p>
<p>Disciplinary Knowledge</p> <p>What is art?</p> <p>How is art made?</p> <p>What do artists do?</p> <p>What inspires artists?</p> <p>What influences art?</p> <p>How is art judged and valued?</p> <p>What is the impact of art?</p> <p>What is the purpose of art?</p>	<p>Children will understand:</p> <ul style="list-style-type: none"> • What is art? Art is a way of expressing ideas, telling stories, and recording history. • Greek vases were both functional objects and works of art, decorated with scenes of mythology, daily life, and important events. • How is art made? Greek vases were made from clay, shaped on a potter's wheel, and decorated with black- or red-figure painting 	<p>Children will understand:</p> <ul style="list-style-type: none"> • What is art? Monet's art, particularly Impressionism, aimed to capture moments in time, light, and atmosphere. • How is art made? Monet used oil paints on canvas, applying short, visible brushstrokes to create an impression of light and movement. He often painted outdoors (plein air) to capture natural scenes. • What do artists do? Observe the world around 	<p>Children will understand:</p> <ul style="list-style-type: none"> • What is art? Art is a way of expressing ideas, beliefs, and cultural identity. Viking art was highly decorative and used to embellish everyday objects, weapons, jewelry, and ships with intricate patterns and symbols. • How is art made? Art is made using different materials and techniques. Viking artists carved designs into wood, bone, metal, and stone. They

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	<p>techniques before being fired in a kiln to harden.</p> <ul style="list-style-type: none">• What do artists do? Create visual works that communicate ideas, emotions, or narratives. Ancient Greek vase painters and potters worked together to design and craft vases that were both practical and decorative.• What inspires artists? Artists are inspired by their surroundings, beliefs, and cultural traditions. Greek vase painters were inspired by mythology, gods, heroic stories, and everyday life, often depicting battles, athletic competitions, and religious ceremonies.• What influences art? Art is influenced by culture, technology, and society. Greek vases were influenced by religious beliefs, trade, and warfare, as well as interactions with other	<p>them and express their ideas and feelings through visual means.</p> <ul style="list-style-type: none">• Monet painted landscapes, water scenes, and urban life, using color and light to show how they changed throughout the day and seasons.• What inspires artists? Artists can be inspired by nature, emotions, historical events, and personal experiences.• Monet was inspired by the changing light, reflections on water, and the beauty of gardens, particularly his own in Giverny, which became the subject of many paintings.• What influences art? Art is influenced by culture, society, historical events, and other artists.• Monet's work was influenced by Japanese art, modern city life, and advancements in color theory. He also challenged traditional painting styles by focusing	<p>also used metalwork, embroidery, and runestone carving to create intricate patterns and figures.</p> <ul style="list-style-type: none">• What do artists do? Artists create designs that reflect their culture and beliefs. Viking craftsmen decorated weapons, jewelry, and household objects with twisting animal forms, interwoven patterns, and mythological symbols.• What inspires artists? Artists are inspired by nature, religion, and cultural traditions. Viking art was influenced by Norse mythology, animals, and the natural world, often featuring dragons, serpents, and fierce beasts to represent strength and protection.• What influences art? Art is influenced by history, society, and interactions with other cultures. Viking art was shaped by their travels and trade with
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	<p>ancient civilizations such as Egypt and Persia.</p> <ul style="list-style-type: none"> • How is art judged and valued? Art is judged based on craftsmanship, detail, storytelling, and cultural significance. Greek vases were highly valued for their beauty and skillful painting, and today they are important historical artifacts displayed in museums around the world. • What is the impact of art? Art helps us understand history, culture, and the lives of people from the past. Greek vases provide insight into ancient Greek society, clothing, myths, and daily activities, influencing modern art and design. • What is the purpose of art? Greek vases were used for storing food and drink, religious ceremonies, and as prizes in athletic competitions, while their decorations preserved 	<p>on light and movement rather than fine detail.</p> <ul style="list-style-type: none"> • How is art judged and valued? Art is judged based on technique, originality, emotional impact, and cultural significance. Monet's work was initially criticised but later became highly valued, influencing modern art movements. Today, his paintings are considered masterpieces and are displayed in major museums worldwide. • What is the impact of art? Monet's Impressionism changed the way artists approached color and light, paving the way for modern art styles like Abstract and Expressionism. • What is the purpose of art? Monet's paintings capture fleeting moments in time, allowing people to experience the beauty of nature in a new way. 	<p>other civilizations, including the Celts, Anglo-Saxons, and Byzantines, leading to a mix of artistic styles.</p> <ul style="list-style-type: none"> • How is art judged and valued? Art is judged based on craftsmanship, symbolism, and cultural significance. Viking art was highly valued for its detailed carvings and metalwork, and today, Viking artifacts are studied by historians and displayed in museums. • What is the impact of art? Art helps us understand history and culture. Viking art influences modern design, from jewelry to fantasy artwork, and teaches us about the beliefs and skills of the Viking people. Their intricate patterns are still admired and replicated today. • What is the purpose of art? Viking art was used to display status, honor gods,
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	myths and historical events for future generations.		tell stories, and protect warriors in battle through symbolic designs on weapons and shields.
Vocabulary	Amphora Kraters Iconography Pottery Wheel Symbolism Aesthetic Coiling Pinching Kiln	Brushstroke Dabbing Sweeping Texture Movement Reflection Observation Essence Sketches Inspiration Blending Harmony Composition Refinement Details	Scaling Proportion Artefact Blade Handle Line quality Thick lines Thin lines Curved lines Straight lines Shading Cross-hatching Stippling Blending Detailing
Great Artists, architects and designers		Claude Monet	
LCs (Components) Assessment checkpoints in green	Can I understand the significance of Greek pots? Explain the cultural significance of Greek pottery (e.g., its role in daily life, religious rituals, and art)?	Can I identify key features of Monet's painting style, including his use of light, color, and brushstrokes? Recognize the brushstroke techniques Monet uses, such as short, dabbing strokes or long,	Can I apply correct scaling to make sure the animals parts (e.g., blade, handle) are proportional to each other in my sketch? Demonstrate the ability to scale the animal in relation to its background.

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	<p>Can I create a design based on the study of another culture?</p> <p>Create a design that incorporates aspects of that culture's art style?</p> <p>Can I create a clay pot using coiling, thumbing and pinching?</p> <p>Demonstrate proficiency in coiling clay to build the walls of my pot?</p> <p>Can I use the pinching technique to shape the clay and form a basic structure?</p> <p>Incorporate the thumbing technique to refine and smooth my pot?</p> <p>Can I paint an Ancient Greek design on pottery?</p> <p>Use the traditional Ancient Greek colours and patterns (e.g., black-figure, red-figure techniques)?</p> <p>Paint Greek designs or scenes that are accurate to the period (e.g., depictions of gods, heroes, or everyday life)?</p>	<p>sweeping ones, to create texture and movement.</p> <p>Can I gather inspiration for my own Monet inspired scene? (Educational visit to Queen Mary Gardens)</p> <p>I can gather visual references (sketches, photos) that capture the essence of the environment, focusing on how Monet might have seen it.</p> <p>Can I apply Monet's technique of layering colours to create the background of a pond scene?</p> <p>I can observe natural elements, such as water and plants, and identify how they might inspire a Monet-like scene.</p> <p>I can use soft brushstrokes to blend the colors naturally, creating a fluid and harmonious background.</p>	<p>Can I use different types of lines (thick, thin, curved, straight) to represent the shape of an animals?</p> <p>Demonstrate an understanding of line variation to show texture, depth, and detail in the artefact (e.g., using curved lines for handles or straight lines for body parts)</p> <p>Can I apply shading techniques (cross-hatching, stippling, blending) to create light and shadow on my animal sketch?</p> <p>Use appropriate shading techniques (cross-hatching, stippling, blending) to show the effects of light and shadow on the animal.</p> <p>Can I refine my sketch by adding final details, such as shading or textures, to enhance its realism?</p> <p>Student adds small but important details (e.g., shading, patterns)</p>
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	<p>Can I glaze my pot?</p> <p>Prepare and apply glaze to my pot effectively?</p>	<p>Can I add more details to the pond scene, such as water lilies, plants, and subtle changes in light?</p> <p>I can refine my painting with additional details, ensuring the scene maintains harmony while still emphasizing key elements like the plants and reflections.</p>	<p>to their sketch, enhancing the realism of the animal.</p>
Assessment at a distance	Design, create, decorate, and glaze a clay pot inspired by Ancient Greek pottery, showing understanding of Greek culture, traditional techniques, and art styles.	Create a Monet-inspired pond painting that shows understanding of his painting style, use of colour and light, and observations from Queen Mary Gardens.	Create a detailed animal sketch that shows correct proportion and scaling, effective use of different line types, and shading techniques to add realism and depth.

Year 5	Autumn 1	Spring 1	Summer 1
Lead Enquiry Question (Composite Outcome)	<p>Typography and maps</p> <p>Drawing</p>	<p>Mixed media land and cityscapes</p> <p>Sketching and painting</p>	<p>Architecture</p> <p>Drawing and model making</p>
<p>Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up.</p> <p>Hope – (Hope) providing aspirational opportunities</p>	<p>Hope – (Aspirational Opportunities): Provides students with opportunities to create inspiring designs that convey hope and positivity, motivating others through their art.</p>	<p>Spirituality (Look in, look out, look up): Pupils reflect on how landscapes and cityscapes evoke emotions, considering how artists</p>	<p>Inspiring (Resilience & Motivation): Pupils embrace experimentation, learning that mixed media allows for creative problem-solving and self-expression.</p>

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<p>Inspiring – (Hope, Wisdom) developing pupils' resilience and motivation</p> <p>Nurture – (Dignity) caring and growing ourselves, others and God's creation</p> <p>Environment – (Community) developing an awareness of our local, national and international community</p>	<p>Inspiring (Resilience & Motivation): fosters resilience and motivation by allowing students to experiment with various design styles, building confidence in their creative abilities.</p>	<p>capture the beauty and meaning of different environments.</p> <p>Hope (Aspirational Opportunities): Encouraging creativity and innovation by experimenting with new formats and approaches in sketchbooks.</p> <p>Inspiring (Resilience & Motivation): Developing perseverance through trial and error, learning that experimentation leads to growth.</p> <p>Environment (Community): Exploring how artists represent their surroundings and the importance of place in artistic expression.</p>	<p>Nurture (Dignity): Respecting different artistic interpretations and valuing individual creativity.</p> <p>Environment (Community – Local, National, International): Pupils consider how art can communicate a sense of place and identity, connecting their work to wider cultural and environmental themes</p>
<p>Learning Threads</p> <p>(Substantive Concepts)</p>	<p>Drawing</p> <p>Design, make and evaluate</p>	<p>Inspired by other artists</p> <p>Using a range of materials e.g. charcoal, oil pastel, pencils etc</p> <p>Painting</p> <p>Design, make and evaluate</p>	<p>Inspired by other artists</p> <p>Drawing</p> <p>Sculpture</p> <p>Design, make and evaluate</p>
<p>Disciplinary Knowledge</p> <p>What is art?</p> <p>How is art made?</p> <p>What do artists do?</p> <p>What inspires artists?</p> <p>What influences art?</p> <p>How is art judged and valued?</p> <p>What is the impact of art?</p> <p>What is the purpose of art?</p>	<p>What is Art?</p> <p>Art is creative expression that communicates ideas and emotions. Typography is the art of arranging letters and text for visual and functional impact.</p> <p>How is Art Made?</p> <p>Art combines vision, technique, and materials. Typography is created through type selection,</p>	<p>What is Art?</p> <p>Art is a creative expression that conveys ideas and emotions. Mixed media landscapes and cityscapes combine various materials and techniques to depict natural and urban environments.</p> <p>How is Art Made?</p> <p>Art is created through a blend of</p>	<p>What is Art?</p> <p>Art is the creative expression of ideas through various mediums. Architectural models are a form of art that visually represent structures, combining aesthetics with function to communicate design concepts.</p> <p>How is Art Made?</p> <p>Art is created using imagination,</p>

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	<p>spacing, and alignment using digital tools or hand-lettering.</p> <p>What Do Artists Do? Artists create visual compositions. Typographers design letterforms to enhance readability, branding, and user experience.</p> <p>What Inspires Artists? Inspiration comes from history, culture, nature, and technology. Typography draws from calligraphy, design movements, and digital trends.</p> <p>What Influences Art? Art evolves with society, technology, and culture. Typography has been shaped by print technology, digital media, and user experience.</p> <p>How is Art Judged and Valued? Art is assessed by aesthetics, functionality, and impact. Typography is judged on readability, creativity, and brand effectiveness.</p> <p>What is the Impact of Art? Art shapes communication and culture. Typography influences perception, storytelling, and user</p>	<p>imagination, technique, and materials. Mixed media landscapes and cityscapes use paint, collage, ink, digital elements, and texture to add depth and interest.</p> <p>What Do Artists Do? Artists interpret and represent the world through visual storytelling. Mixed media artists layer different materials to create dynamic and textured depictions of nature and city life.</p> <p>What Inspires Artists? Inspiration comes from nature, architecture, history, personal experiences, and emotions. Artists may also be influenced by light, seasons, and urban energy.</p> <p>What Influences Art? Cultural movements, technological advancements, and environmental changes shape artistic expression. Mixed media techniques evolve with new materials and digital tools.</p> <p>How is Art Judged and Valued? Art is assessed by originality, composition, technique, and emotional impact. Mixed media</p>	<p>materials, and techniques. Architectural models are made with wood, cardboard, foam, 3D printing, or digital modeling, showcasing form, scale, and spatial relationships.</p> <p>What Do Artists Do? Artists convey ideas visually. Architectural model makers design and construct miniature representations of buildings, landscapes, and urban spaces to aid in planning and visualization.</p> <p>What Inspires Artists? Inspiration comes from nature, history, culture, and technology. Architects and model makers often draw ideas from real-world structures, futuristic concepts, and sustainability principles.</p> <p>What Influences Art? Architecture is shaped by social needs, environmental concerns, materials, and technological advancements. Architectural models evolve with new tools like digital rendering and laser cutting.</p>
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	<p>engagement in print and digital spaces.</p> <p>What is the Purpose of Art? Art expresses, informs, and inspires. Typography serves to convey messages, evoke emotions, and create strong visual identities.</p>	<p>works are valued for their creativity, texture, and innovative use of materials.</p> <p>What is the Impact of Art? Art affects perception, evokes emotions, and connects people to places. Mixed media landscapes and cityscapes can capture history, mood, and transformation in both natural and urban settings.</p> <p>What is the Purpose of Art? Art serves to express, document, inspire, and challenge perspectives. Mixed media landscapes and cityscapes allow artists to experiment, evoke nostalgia, and explore the relationship between nature and human-made environments.</p>	<p>How is Art Judged and Valued? Art is assessed for creativity, craftsmanship, and impact. Architectural models are judged by accuracy, detail, scale, and how effectively they communicate design intent.</p> <p>What is the Impact of Art? Art influences perception and decision-making. Architectural models help clients, designers, and city planners visualize spaces, making them essential tools in architecture and urban development.</p> <p>What is the Purpose of Art? Art expresses, informs, and inspires. Architectural models serve to communicate ideas, test spatial concepts, and bring architectural visions to life before construction begins.</p>
Vocabulary	<p>Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact, Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond,</p>	<p>Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Composition, Format, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement, Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location Design through Making, Model, Maquette, Present, Share,</p>

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	Articulate, Feedback, Crit, Similarities, Differences,		Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
Great Artists, architects and designers	Louise Fili Paula Scher Chris Kenny	Vanessa Gardiner Shoreditch Sketcher Kittie Jones Saoirse Morgan	Shoreditch Sketcher, Various Architects e.g. Antoni Gaudí
LCs (Components) Assessment checkpoints in green	<p>1. What is 'typography'? - To understand how typography can be used creatively to communicate thoughts and ideas. Describe how different fonts make them feel and why they think designers choose certain styles.</p> <p>2. How can I make my own typography using my interests? - To create my own typeface inspired by my own interests. Create different letter designs and explain choices.</p> <p>3. How can I create a visual map? - To apply my new typography skills and my powerful drawings skills to make a visual map. Design and create their map and label key elements using creative typography.</p>	<p>1. How do artists respond to land and cityscapes? To understand that artists often work outside, finding inspiration from the land and cityscapes. Make observations about how the artist captures the environment.</p> <p>2. How can I experiment with paper sizes to make my sketchbook more interesting? To extend my sketchbook by adding pages of different sizes and ratios to make my drawings more interesting. Add purposeful pages of different sizes to their sketchbooks.</p> <p>3. How can I used mixed media to capture the spirit and energy of a place? To create lots of mixed media drawings/paintings in my sketchbook that capture the spirit and energy of my environment. Create a landscape or city scape with mixed media.</p>	<p>1. What is the responsibility of an architect? To discuss the role and responsibilities involved in being an architect. Assess understanding through a short class discussion or quiz. Ask them to list the roles and responsibilities of an architect (e.g., designing buildings, ensuring safety, considering environment, etc.).</p> <p>2. What structures might architects use when designing buildings? To discover the form and structures architects might use through careful looking and drawing. Show images of various architectural styles (modern, classical, sustainable, etc.), and have students identify structures used in each. Assess their ability to connect the structures to their functions and design intentions.</p> <p>3. How can I make my own house? To make an architectural model of a home.</p> <p>4. How can I reflect on my model? To display the work made through</p>

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			the half term and reflect on the outcomes. Host a "gallery walk" where students display their models and share their reflections with the class. Evaluate their ability to communicate their thoughts and explain design choices confidently.
Assessment Checkpoint	Create three different styles of lettering to suit different aspects of 'Holes' and Stanley Yelnat's life	Make a sketchbook page using mixed media linking our typography learning with our study of the packet ship	Children given a selection of architecture found in Falmouth – identify the style and key design features.

Year 6	Autumn 1	Spring 1	Summer 1
Lead Enquiry Question (Composite Outcome)	Drawing portraits Fine detail self portraits	Watercolour Activism art	Sculpture Creating mythical creatures
Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up. Hope – (Hope) providing aspirational opportunities Inspiring – (Hope, Wisdom) developing pupils' resilience and motivation Nurture – (Dignity) caring and growing ourselves, others and God's creation Environment – (Community) developing an awareness of our local, national and international community	Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up. Hope – (Hope) providing aspirational opportunities Inspiring – (Hope, Wisdom) developing pupils' resilience and motivation	Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up. Nurture – (Dignity) caring and growing ourselves, others and God's creation Environment – (Community) developing an awareness of our local, national and international community	Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up. Hope – (Hope) providing aspirational opportunities Inspiring – (Hope, Wisdom) developing pupils' resilience and motivation Nurture – (Dignity) caring and growing ourselves, others and God's creation
Learning Threads (Substantive Concepts)	Drawing: Use close observation when drawing, use values to create form, select different pencils for different effects, use proportion when drawing,	Painting: Use precision while creating collages	Drawing: explore the styles and techniques of illustrators, identifying elements like line quality and texture.

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	<p>use shapes to guide observations and drawing</p> <p><u>Inspired by other artists:</u> Learn about artists from around the world</p> <p><u>Design, make and evaluate</u></p>	<p><u>Inspired by other artists.</u> Look at how other artists give a message through art and digital media.</p> <p>Pencil rubbings to transfer a design sketch</p> <p>The grid method to transfer an image</p> <p><u>Painting:</u> Watercolour paints for proficiency</p> <p><u>Design, make and evaluate</u></p>	<p><u>Inspired by other artists.</u> Look at how other artists bring a story to life through illustrators. Look at how this is moved into sculpture and how mythical creatures are brought to life in film.</p> <p><u>Painting:</u> Add colour to background mark making to bring a scene to life.</p> <p><u>Sculpture:</u> Bring the design to life using an armature and clay slab to build a fantastic beast.</p> <p><u>Design, make and evaluate</u></p>
<p>Disciplinary Knowledge</p> <p>What is art?</p> <p>How is art made?</p> <p>What do artists do?</p> <p>What inspires artists?</p> <p>What influences art?</p> <p>How is art judged and valued?</p> <p>What is the impact of art?</p> <p>What is the purpose of art?</p>	<p>Develop vocabulary to describe common errors made in realism portraits, understand that art can be practised and improved upon, learn how artists can use reference material, evaluate your own work and the work of others.</p>	<p>Use the seven elements of art to discuss art work</p> <p>Know that art does not have to be realistic</p> <p>Consider what qualifies as art</p> <p>Evaluate peers work</p> <p>Learn how art can impact society</p> <p>Evaluate your own work</p>	<p>Understand the role of illustrators in visually communicating ideas, stories, and emotions through images</p> <p>Understand how gesture drawing allows them to capture movement, energy, and emotion in their subjects.</p> <p>Develop knowledge of different types of marks—such as lines, dots, hatching, and smudging—and learn how to use them intentionally to evoke mood, atmosphere, or detail.</p> <p>Blend pastels to create gradients, transitions, and depth in their artwork.</p> <p>Understand the role of an armature in sculpture, learning how it acts as a supportive structure that helps maintain balance and shape while building a three-dimensional sculpture.</p>
Tier 3 Vocabulary	<p>Cupid's brow, form, geometric, graphite, horizontal, iris, nose bridge, observe, organic, philtrum, proportion, pupil,</p>	<p>Activist, carbon footprint, climate change, collage, composition, endangered, evaluate, floppy disk, form, geometric, mixed media, proportion,</p>	<p>Mark making, proportions, layering, contrast, perspective, armature, clay</p>

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	reference, material, shape, tear, duct, value	protest, reference, slogan, stylised, sustainable, translucent, VHS cassette tapes	slab, sculpture, additive process, subtractive process, proportions
Great Artists, architects and designers	Oscar Ukonu, Sarah Biffin, Allison Kunath, Noor Bahjat, Tariku Shiferaw, Hilma af Klint, Leonce Raphael Agbodjelou	Jeff Hong, Kathryn Larson, Nick Gentry	Maurice Sendak, Shaun Tan, Andy Cairns
LCs (Components)	<p>1: Can I draw a realistic eye?</p> <ul style="list-style-type: none"> Identify and sketch the key parts of the eye (e.g., iris, pupil, eyelashes, eyelid, tear duct) with attention to detail. <p>2: Can I draw a face with the correct proportions?</p> <ul style="list-style-type: none"> Use guidelines to correctly place facial features (e.g., eyes halfway down the face, space between the eyes equal to one eye width). <p>3: Can I draw a realistic nose? 4: Can I draw a realistic mouth? 5: How can I avoid common mistakes when drawing a self-portrait?</p> <ul style="list-style-type: none"> Use shading techniques to create depth and define the contours of the nose. <p>Demonstrate improvements in problem areas (e.g., aligning eyes, softening harsh lines, or refining shading).</p>	<p>1. How can art be an act of protest?</p> <ul style="list-style-type: none"> Explain how art can express ideas, emotions, or opinions that challenge societal norms or injustices. <p>2. Create your own stylised t-shirt design</p> <ul style="list-style-type: none"> Develop an initial concept or theme for the t-shirt design, considering audience and message. <p>3. Blend colours using water to create a colour wheel</p> <ul style="list-style-type: none"> Identify and correctly place the primary, secondary, and tertiary colours in a circular arrangement. <p>4. Use grid guidelines to sketch a proportioned animal</p> <ul style="list-style-type: none"> Sketch the outline of the animal accurately, ensuring all features are proportional to each other. <p>5. How can I help others evaluate art?</p>	<p>1. Can I explore the work of an Illustrator and used my sketchbook to record my observations?</p> <ul style="list-style-type: none"> Use sketchbooks to make detailed notes and sketches based on the illustrator's work? <p>2. Can I draw directly from life, making quick sketches expressing emotion and personality?</p> <ul style="list-style-type: none"> Practice making quick sketches from real life, focusing on capturing the essence of the subject? <p>3. Can I explore mark making and use marks to create a background?</p> <p>4. Can I mix colours using soft pastels?</p> <ul style="list-style-type: none"> Use understanding of colour mixing to create depth and interest in my work with soft pastels.

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		<ul style="list-style-type: none"> Develop a list of criteria for evaluating art, such as use of colour, composition, creativity, and emotional impact. 	<ul style="list-style-type: none"> 5 Can I add my mythical creature to my background? 5 Can I create an armature and use clay slab to build my fantastic beast? Plan the design and create a sturdy armature (framework) for the clay sculpture?
Assessment Checkpoint	Label a portrait to identify key vocabulary from this unit of learning	Create a colour wheel that has blended colours	Sketch an image in the style of fairytale landscape based on Maurice Sendak

Art Substantive Concepts

Design, make and evaluate



Inspired by other artists



Drawing

Using a range of materials e.g. charcoal, oil pastel, pencils etc



Painting



Sculpture

