

Art and Design

Curriculum overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Reception through to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 1		Myself / my community / my local area	Africa	Under the sea
	Know	David Hockney – landscape paintings	Yinka Shonibare – focus on pattern	Katsushika Hokusai (The Great Wave)
	Experiment	Rubbings and textures from the local environment	Collage – colour and experimenting with line and shape; build up of surfaces	Texture
	Observe	Mark making – recording surfaces	African fabrics – touch and feel Sound – African music – interpret in mark	Fish – looking at patterns scales Water in containers – looking at movement (line)
	Make	Starting a sketchbook / recording ideas Record of journey to school	Abstract pattern work – collage of tissue paper and line	Collage (surface and mark making) inspired by looking at water
	Evaluate	Visual literacy – line and mark	Visual literacy – tactile texture	Visual literacy – consolidate knowledge on pattern, surface and texture
YEAR 2		Myself / my community / my local area	Dinosaurs	Under the sea
	Know	David Hockney – landscape paintings	Sculptor – Katharina Fritsch	Katsushika Hokusai (The Great Wave)
	Experiment	Rubbings and textures from the local environment	Form – building and modelling – making cardboard sculptures of dinosaurs	Texture
	Observe	Mark making – recording surfaces	Direct drawing from model dinosaurs – enlarging the forms	Fish – looking at patterns scales Water in containers – looking at movement (line)
	Make	Starting a sketchbook / recording ideas; record of journey to school	Cardboard / clay dinosaurs	Collage (surface and mark making) inspired by looking at water
	Evaluate	Visual literacy – line and mark	Visual literacy – form and modelling	Visual literacy – consolidate knowledge on pattern, surface and texture
YEAR 3		Transport	Colour	Egyptian art
	Know	Fernand Leger (Bikes)	Henri Matisse – cut outs	Egyptian art
	Experiment	Exploring shape and pattern – experimenting with string collage – making wheels	Creating shapes and drawing with line (colour theory)	Creating a narrative through language and photography – drawing symbols and icons
	Observe	Observational drawing of bikes / bike parts	Figure drawing – line and shape (outlines and observations of one another)	Differents forms and shapes of found objects
	Make	Drawings using string and dry media (in addition to variety of tools) – of bikes	Cut outs (collage) showing knowledge of colour theory of figures	2D painting in the style of Egyptian art
	Evaluate	Visual literacy – line and shape – building up compositions	Visual literacy – consolidate knowledge on shape, colour and pattern	Visual literacy – line, shape and colour
YEAR 4		Portraits	Natural forms	Food
	Know	Frida Kahlo – self portraits	Vincent Van Gogh (Sunflowers)	Pop Art – Andy Warhol
	Experiment	Line and contour drawings – self portraits	Mark making with colour and collage overlay of colour	Introducing print making techniques; working into prints with mark making / collage
	Observe	Photography / role play – characters in direct observation of one another to inform drawings	Direct observation of flowers with a focus on colour and line	Direct observational work of food and consumer products
	Make	Self portrait inspired by cultural background / religion	Observational drawing using a combination of different media (still life)	Colourful print of food consolidating knowledge on colour theory and Pop Art
	Evaluate	Visual literacy – facial proportions – observe using lines, form and shape	Visual literacy – consolidate knowledge on observational skills – line, texture, form	Visual literacy – colour theory



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YEAR 5		Woven world	Insects	Urban landscape
	Know	Looking at a range of textile artists – exploring surface and pattern	Rosalind Monks – focus on pattern and line (refinement)	LS Lowry – looking at figures and buildings in the landscape
	Experiment	Weaving techniques – working with different fabrics and surfaces	Experimenting with pen drawings and inks	Photographing and recording the locality – recording pattern and surface and movement in the local environment
	Observe	Looking at patterns in nature	Insect specimens – patterns and symmetry	Drawing from photographs of ourselves and direct observation of the local landscape
	Make	Abstract colour piece inspired by observations	Skilful line drawing in pen of an insect	Landscape painting in the style of Lowry
	Evaluate	Visual literacy – tactile texture and surface	Visual literacy – line and pattern	Visual literacy – consolidate knowledge on perspective and landscape
YEAR 6		Expressionism – printing (20th century)	The human figure	Plastic sculptures
	Know	Printmakers – Kathe Kollwitz (Expressionism) (story telling)	Henry Moore – figures	Tim Noble and Sue Webster (shadows cast by piles of recycled objects)
	Experiment	With drawing and printing techniques (from imagery in the media)	Drawing techniques – from observation, memory and imagination	Drawing shadows cast by objects and people
	Observe	Photographing and drawing from still life and freeze frames	Direct recording of ourselves in different forms (simplifying the human form)	Different forms and shapes of found objects
	Make	Monoprint representing expressions of our community about current issues (conflict)	Drawings and small clay sculpture in style of Henry Moore	Plastic sculptures using found materials
	Evaluate	Visual literacy – texture and surface	Visual literacy – form and weight	Visual literacy – consolidate knowledge on light and shadow
YEAR 7		BASELINE test – testing spatial awareness, visual elements, drawing skills and prior artist knowledge BUILDING BLOCKS – developing observational drawing skills using a variety of techniques and processes	FOOD GLORIOUS FOOD! – developing observational skills and knowledge of colour theory focusing on the element of texture	NATURAL FORMS – consolidation of Y7 knowledge – observing natural forms using a range of media
	Know	Cubism movement, Pablo Picasso and Georges Braque	Pop Art movement and Andy Warhol (style) Fauvism movement – Henri Matisse (colour theory)	Islamic Art, pattern and tessellation Colour, line and shape – Robert and Sonia Delaunay (Orphism movement)
	Experiment	Drawing techniques – from observation, memory and imagination	Collage and painting techniques with different tools and processes; with ceramic techniques	Drawing, printing and mixed media techniques; using negative and positive space
	Observe	Still life – multiple viewpoints, composition, scale, perspective	Still life – food – doughnuts and cupcakes versus vegetables and fruit	Natural forms including leaves and shells
	Make	2D outcomes in a variety of media	2D (drawings and painted studies and 3D outcomes (clay cupcake)	2D outcomes – drawing, painting, collage, printing and mixed media collage
	Evaluate	visual literacy – cubism and key art terms inc line, shape, tone, texture, colour theory	visual literacy – Pop Art, Fauvism and colour theory	visual literacy – Focus on pattern and tessellation Key visual art elements and colour theory EoY DRAWING – testing spatial awareness, visual elements, drawing skills and prior artist knowledge (C1 subject matter)
YEAR 8		PORTRAITS – learning to create self-portraits using a range of techniques and styles including drawn and digital	LOVE OUT LOUD – issue based – creating bird sculptures inspired by our emotional and social settings	OUR URBAN LANDSCAPE – developing knowledge of perspective in observing the local landscape and construction of our school building
	Know	Various artists including Egon Schiele, Pablo Picasso, Frida Kahlo, Kehinde Wiley, Tim Okumura and Shadi Ghadirian	Street Art and contemporary artists including Mr Finch, Mark Powell and Katharina Fritsch; RSPB Bird Watch and the Leeds Owl PRIDE	Various artists including David Hockney, Barbara Rae, John Piper and Vincent Van Gogh
	Experiment	With line, colour, photography techniques	With collage and painting techniques with different tools and processes; with ceramic techniques	Perspective drawing (including 1pt), printing and mixed media techniques



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YEAR 8	Observe	Self portrait in 2D (including grid method) and relief (wire work) Photography techniques	Bird study (native and tropical) – stuffed birds Nature as part of research (RSPB School Birdwatch)	Rubbings from local environment, school building, plans of school building Drawing and photography
	Make	Faical feature studies, line portraits, mixed media and paintings of self	2D (drawings and textile work), 3D tropical or native bird outcome (clay)	2D – printed and painted (inks) landscape
	Evaluate	visual literacy – visual elements in portraiture – historical and contemporary	visual literacy – Street Art and environmental issues	visual literacy – Perspective, colour theory
YEAR 9		Component 1: Portfolio (introductory project – further work) FOOD – consolidation of KS3 observational skills; direct observation still life – composition / scale / enlargement / colour theory	Component 1: Portfolio (introductory project – further work), stitched s/book and outcomes FOOD – issue based; exploring student-led ideas – obesity, packaging wastage, microscopic, decay, food banks, poverty etc.	Component 1: Portfolio (sustained project), stitched s/book and outcomes NATURAL FORMS – developing Fine Art practice in 2D and 3D observations of natural forms; recap on colour theory
	AO1	Artist analysis, options inc Andy Warhol, Sarah Graham, Joel Penkman, Paul Cezanne	Previous artists plus articles and students own research on selected topic	Artists including Karl Blossfeldt, Angie Lewin, Georgia O’Keefe, Alice Ballard
	AO2	Drawing and painting techniques and processes	Drawing, painting, mixed media, print, 3D	Drawing and painting techniques Ceramic pods
	AO3	Direct observation of foods – still life / collections / photographing	Observation and photographic recording of selected theme	Ink and pencil observations of natural forms including leaves, shells and skulls
	AO4	2D outcome – small canvas painting (Introduction to sketchbook composition)	2D or 3D outcome in chosen materials using autonomy regards process and technique	2D outcomes – textured drawings and 3D outcome – clay pods
YEAR 10		Component 1: Portfolio (sustained project), stitched s/book and outcomes NATURAL FORMS – DECAY – developing Fine Art practice in 2D and mixed media observations of natural forms with a focus on changes of state	Component 1: Portfolio (sustained project), stitched s/book and outcomes PORTRAITURE – introduction to portraiture with a focus on painting and sculpture Recap on colour theory	Component 1: Portfolio (sustained project), stitched s/book and outcomes PORTRAITURE – continuation of project with expected commitment to refining 2D or 3D techniques in preparation for exam
	AO1	Anselm Kiefer, Irving Penn (photographer) and students’ own research	Range of artists including Jenny Saville, Pamela Day (ceramics) and Marc Quinn	Continuation – further artists including Lucian Freud, Giacometti, Jonathan Yeo, Francoise Nielly, Tracy Emin, Tim Okumura
	AO2	Drawing and photography techniques Wire drawing – seed pods Experiments in preservation using ice, wax and milk	Drawing and painting studies Ceramic bust and plaster cast experiments	Drawing and painting studies Ceramic bust and plaster cast experiments
	AO3	Drawing and photography techniques Microscopic studies	Studies of self as starting point for project – drawings and photographs	Studies of self or another as development for project – drawings and photographs
	AO4	2D outcomes – textured mixed media outcomes inspired by decaying forms	2D (small painted studies) and 3D outcomes	2D (larger studies) and 3D outcomes
YEAR 11		Component 1: Portfolio (sustained project), stitched s/book and outcomes PORTRAITURE – MOCK EXAM – internally set assignment	Component 2: Externally set assignment <ul style="list-style-type: none"> Externally set assignment with seven starting points Students select one only within Art, craft and design component Preparatory period from 2 January Supervised exam – 10 hours 	
	AO1	Student’s choice of portraiture artist – 2D or 3D focus		
	AO2	Experiments relevant to AO1 – must show consolidation of skills and refinement in execution of experiments		
	AO3	Skilful and confident observations through drawing and photography		
	AO4	2D canvas painting or 3D sculpture		

*A powerful, knowledge-rich curriculum teaches both **declarative knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning). Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.

