

United Curriculum

Primary Art & Design

Information for school websites



United Curriculum
Primary
Part of United Learning



United Curriculum Principles: Art & Design

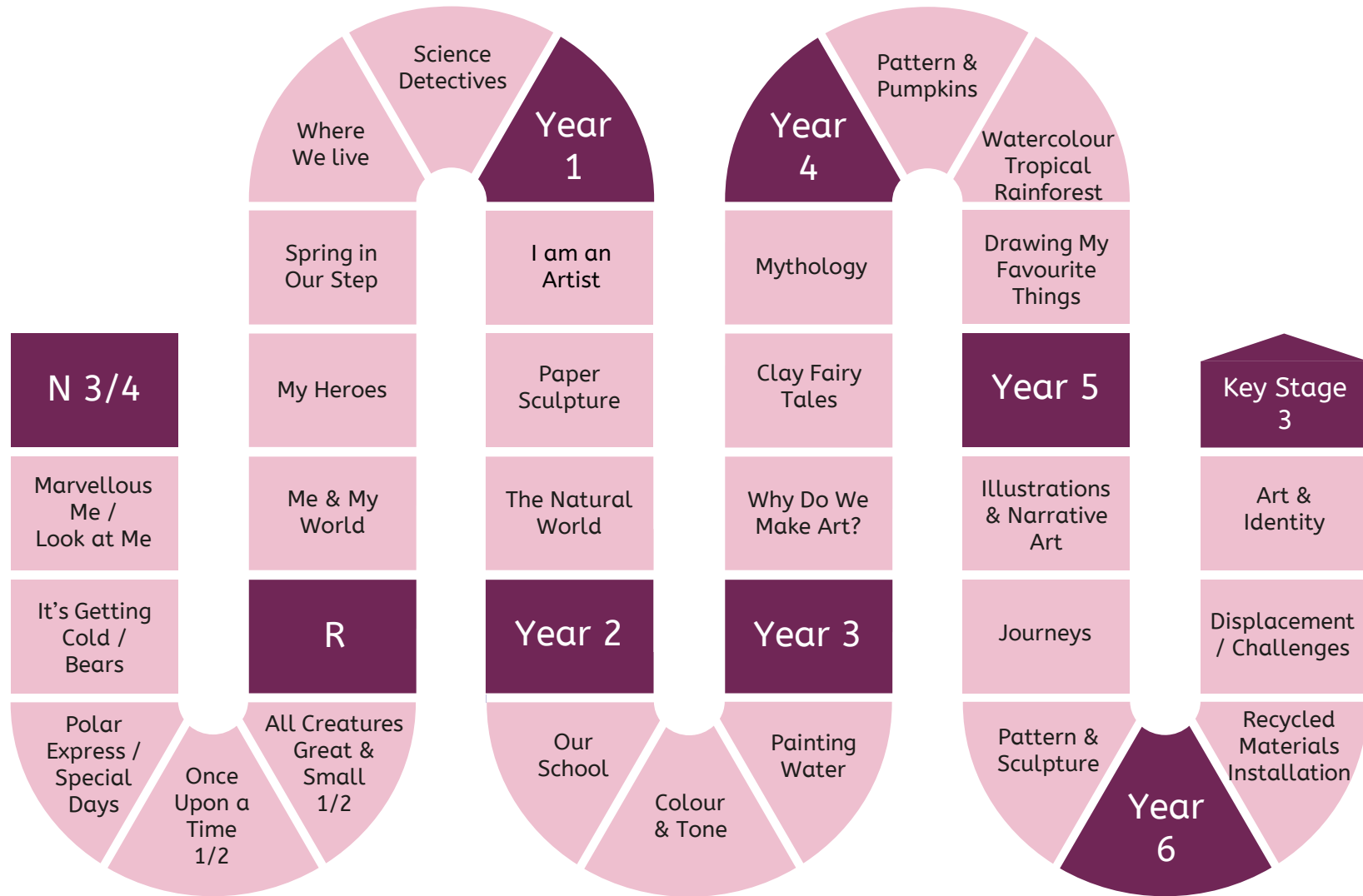


The United Curriculum for Art provides all children, regardless of their background, with:

- **Entitlement**
Regardless of their starting point, the curriculum allows pupils to produce creative work, to explore ideas and develop the confidence to excel in a broad range of artistic techniques. All pupils will learn about artists and cultures from across history and across the world.
- **Coherence**
Taking the National Curriculum as its starting point, the curriculum is sequenced from Early Years to Key Stage 3 and beyond so that pupils gradually develop and build their practical knowledge, including the formal elements, the use of a range of materials in two and three dimensions, and the techniques required to produce artwork. Theoretical and disciplinary knowledge is sequenced so that pupils build a deeper understanding across key stages.
- **Mastery**
All pupils will be explicitly taught about the formal elements – colour, form, line, pattern, shape, texture and tone – and other aspects of art knowledge in small steps. Pupils will revisit, develop and apply their skills with increasing technical proficiency.
- **Adaptability**
Our art curriculum is designed to give teachers flexibility, allowing them to select and adapt resources for their specific context. Schools are encouraged to bring it to life for their pupils by supplementing it with artists from their local area. In Key Stage 3, schools should select outcomes, materials and skills focus for units based on local context and teacher expertise.
- **Representation**
The Art curriculum provides children with the opportunity to explore historical and contemporary artists and artworks, who represent their own and others' cultures, values and beliefs. We will explore the context in which the art was produced, and consider the full breadth of human experience and expression through art.
- **Education with Character**
We aim to build and maintain pupils' confidence in their ability as artists to create. The curriculum will develop aspects of character such as resilience, confidence and risk taking. Through the curriculum, pupils are given opportunities to share, reflect and learn about each other's experiences whilst recognising the things we have in common.



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	N3-4	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Marvellous Me / Look At Me / Bears [Aut1] Painting a self-portrait; creating a collage. Special Days [Aut2] Combining collage and painting.	Me and My World [Aut1] Drawing and painting a self-portrait with increasing control. My Heroes [Aut2] Collage, painting and printmaking.	I Am An Artist [Aut1] Introducing sketchbooks, experimenting with mark-making and learning about primary colours. Paul Klee Piet Mondrian Wassily Kandinsky	Our School [Aut1] Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking. Zaha Hadid The Boyle Family	Why Do We Make Art? [Aut2] Exploring the purpose of art through the study of cave paintings. Using continuous line and considering the use of perspective. Satoshi Kitamura Pablo Picasso History	Pattern & Pumpkins [Aut1] Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap. Yayoi Kusama	Illustration & Narrative Art [Aut1] Developing a visual response to a text, creating digital art. Raphael, Leonardo, Michelangelo Marjane Satrapi, Mel Tregonning English	Recycled Materials Installation [Aut2] Using plastic waste to create an installation. Ifeoma Anyaeji Serge Attukwei Clottey Veronika Richterová Katharine Harvey Geography, Science
Spring	On the Farm / Food Glorious Food [Spr2] Refining colour mixing and selection; printmaking to create patterns.	Castles, Knights and Dragons [Spr1] Exploring texture with rubbings. Spring in Our Step [Spr2] Exploring tone using charcoal.	Paper Sculpture [Spr1] Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light. Charles McGee	Colour and Tone [Spr1] Looking at tints, tones and shades in <i>The King Who Banned the Dark</i> and Picasso's paintings from his Blue Period. Emily Haworth-Booth Pablo Picasso English	Clay Fairy Tales Using clay to produce a collaborative visual representation of a fairy tale crime. Anthony Browne Quentin Blake English	Watercolour Tropical Rainforest Exploring use of watercolours to create a collaged response to the work of artists studied. Abel Rodriguez Henri Rousseau Henri Matisse Geography	Journeys [Spr1] Looking at <i>Shackleton's Journey</i> and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes. Richard Long, Frida Kahlo, Lubaina Himid English	Displacement / Challenges [Spr2] Looking at the work of artists who have been refugees or have produced art in different circumstances. Pissarro, Wiltshire, Schwitters, Kerr Geography
Summer	Once Upon a Time [Sum1] Continuous line drawing and refining fine motor skills. All Creatures Great & Small [Sum1] Line drawing; colour mixing.		The Natural World Drawing from observation, printmaking using leaves and introducing secondary colours. Leonardo Da Vinci Frances Hatch	Painting Water Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings. Katsushika Hokusai David Hockney Claude Monet Geography	Mythology [Sum2] Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary. Claude Monet David Hockney Edward Burne-Jones History	My Favourite Things [Sum1] Looking at objects from the British Museum using <i>This or That</i> by Goodhart. Drawing a still life based on personal possessions. Pippa Goodhart Joseph Cornell English	Pattern & Sculpture Using origami to create bird sculptures out of printed designs exploring pattern and the natural world. Mark Heard Jackie Morris	Art & Identity [Sum2] Considering the impact of the British Empire on art and how our art can reflect our identity. Drawing the face and creating a shared exhibition. Yinka Shonibare Sonia Boyce [History]

NB: The **artists** suggested in each unit provide quality examples of practical knowledge and provide exposure to artists from across history from diverse backgrounds. However, you could **supplement and replace these artists where appropriate** with those from your local area.

