

# Lidlington Primary School - Curriculum Plan



| Subject: Painting animals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | Year Group: 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |            | Term: Autumn                                                                                                                                                                                                                                                                                                                                                                |          |                                                                                                                                                                                                                                                                                                                                                                       |  |
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| Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Knowledge<br>What children will know                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |            | Understanding<br>What children will understand                                                                                                                                                                                                                                                                                                                              |          | Skills<br>What children will be able to do                                                                                                                                                                                                                                                                                                                            |  |
| Define the word and include etymology if useful                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Teaching | Assessment | Learning                                                                                                                                                                                                                                                                                                                                                                    | Teaching | Assessment                                                                                                                                                                                                                                                                                                                                                            |  |
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| <p>Painting: Painting is when you use colours to create pictures on paper, canvas, or other surfaces.</p> <p>Paint Strokes: Paint strokes are the different ways you move your brush or fingers to make marks with the paint, like lines, dots, or swirls.</p> <p>Primary Colours: Primary colours are the main colours, which are red, blue, and yellow, and you can mix them together to make all the other colours.</p> <p>Secondary Colours: Secondary colours are the colours you get when you mix two primary colours together, like orange, green, and purple.</p> <p>Collaborative Art: Collaborative art is when many people work together on the same art project, adding their own ideas and parts to create something as a team.</p> |  | <p>Know that painting is a form of art.</p> <p>Know there are different types of paints for different types of painting.</p> <p>Know brushes can be different sizes.</p> <p>Know different size brushes are used for different strokes.</p> <p>Know primary colours can be mixed to make secondary colours.</p> <p>Know that collaborative art is made by more than one person.</p> <p>Know Henri Rousseau was a French artist who lived in the late 1800s and early 1900s.</p> <p>Know Rousseau often included animals like tigers, monkeys and snakes in his paintings.</p> |          |            | <p>Understand how to use simple shapes like circles and triangles to create the basic outline of animals.</p> <p>Understand how different brush strokes can create different textures.</p> <p>Understand how Rousseau used background and colour to make his paintings more appealing.</p> <p>Understand how background can change the style and feeling of a painting.</p> |          | <p>Communicate ideas simply in a sketchbook before creating artwork.</p> <p>Say what they like/dislike about their own artwork.</p> <p>Identify similarities and differences between two or more pieces of art.</p> <p>Identify and use paints in the primary colours.</p> <p>Use reference pictures to help create a more accurate representation when painting.</p> |  |

# Lidlington Primary School - Curriculum Plan



| Subject: Painting, collage, drawing – plants                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  | Year Group: 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |            | Term: Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |              |            |
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| Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  | Knowledge<br>What children will know                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |            | Understanding<br>What children will understand                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |            | Skills<br>What children will be able to do                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |              |            |
| Define the word and include etymology if useful                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Teaching | Assessment | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Teaching | Assessment | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Teaching     | Assessment |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  | Remembering                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Telling  | Testing    | Practising                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Coaching | Observing  | Reflecting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Facilitating | Evaluating |
| <p>Canvas: Canvas is a special kind of cloth that artists use as a surface to paint on.</p> <p>Characteristics: Characteristics are the special things that make something or someone unique or different from others.</p> <p>Depth: Depth is when something looks like it has different distances from the front to the back, making it look 3D instead of flat.</p> <p>Realism: Realism is when an artwork looks like it could be a real thing, like a painting that looks just like a photograph.</p> |  |  | <p>Know that painting is a form of art.</p> <p>Know there are different types of paints for different types of painting.</p> <p>Know brushes can be different sizes.</p> <p>Know different size brushes are used for different strokes.</p> <p>Vincent Van Gogh was a Dutch artist who lived in the 19<sup>th</sup> Century.</p> <p>He painted a famous painting called ‘Sunflowers’.</p> <p>Know collage is a type of art that is made by gluing different materials onto a surface to create a new image or design.</p> <p>Know drawing is a way of making marks on paper, canvas or other surfaces to create images or designs.</p> |          |            | <p>Understand the order of the process of observing, drawing and painting.</p> <p>Understand that drawing first can create fine details which can be painted onto later.</p> <p>Understand that plants and flowers have unique characteristics so we need to look closely at their details.</p> <p>Understand plants have different parts and that these to be addressed in turn when drawing and painting.</p> <p>Understand that using different shades of the same colour can create depth and realism.</p> |          |            | <p>Draw and then paint a picture of plant life inspired by Van Gogh’s Sunflowers painting.</p> <p>Create a collage picture of flowers.</p> <p>Use different sizes of paintbrush to create different sized lines.</p> <p>Communicate ideas simply in a sketchbook before creating artwork.</p> <p>Say what they like/dislike about their own artwork.</p> <p>Identify similarities and differences between two or more pieces of art.</p> <p>Identify and use paints in the primary colours.</p> <p>Use a sketchbook to experiment with new ideas.</p> <p>Develop ideas and improve upon them.</p> <p>Use and cut with scissors safely.</p> <p>Glue materials to each other with an appropriate amount of glue.</p> |              |            |

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| Subject: Sketching and paint mixing – seaside art                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  | Year Group: 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |            | Term: Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |              |            |
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| Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  | Knowledge<br>What children will know                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |            | Understanding<br>What children will understand                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |            | Skills<br>What children will be able to do                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |              |            |
| Define the word and include etymology if useful                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Teaching | Assessment | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Teaching | Assessment | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Teaching     | Assessment |
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| <p>Impressionism: Impressionism is a style of art where the artist uses quick brushstrokes and bright colours to capture a feeling or a moment instead of making things look exactly like they do in real life.</p> <p>Observe: Observing means carefully looking at something and paying attention to its details, colours, shapes, and how it makes you feel.</p> <p>Vibrant: Vibrant means bright, lively, and full of energy, like colours that are really strong and make you feel happy and excited.</p> |  |  | <p>Know that painting is a form of art.</p> <p>Know there are different types of paints for different types of painting.</p> <p>Know different size brushes are used for different strokes.</p> <p>Know Edgar Degas was an impressionist artist born in Paris, France in 1834.</p> <p>Know he was an impressionist artist.</p> <p>Know primary colours can be mixed to create secondary colours.</p> <p>Know Degas painted a famous painting called ‘Beach Scene’ based on a French beach during the 1800s.</p> <p>Know Charles Meere was born in London in 1890. He moved to Australia in 1932.</p> <p>Know he painted a beach scene called ‘beach pattern’.</p> <p>Know what primary colours are and what happens when they are mixed.</p> |          |            | <p>Understand the order of the process of observing, drawing and painting.</p> <p>Understand that drawing first can create fine details which can be painted onto later.</p> <p>Understand impressionist art makes use of vibrant colours.</p> <p>Understand how sunlight, shadows and reflections affect different objects.</p> <p>Understand how impressionists used quick, visible brushstrokes to create texture and capture the scene.</p> <p>Understand how impressionists used colours and brushstrokes to convey emotion.</p> <p>Understand that mixing primary colours can create secondary colours.</p> |          |            | <p>Draw and paint a seaside scene in the style of impressionism.</p> <p>Use different sizes of paintbrush to create different sized lines.</p> <p>Communicate ideas simply in a sketchbook before creating artwork.</p> <p>Say what they like/dislike about their own artwork.</p> <p>Identify similarities and differences between two or more pieces of art.</p> <p>Mix primary colours to make secondary colours.</p> <p>Use a sketchbook to experiment with new ideas.</p> <p>Develop ideas and improve upon them.</p> |              |            |

# Lidlington Primary School - Curriculum Plan



| Subject: Sculpture – animals                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          | Year Group: 2 |                                                                                                                                                                                                                                                                                                                                               |          | Term: Autumn                                                                                                                                                                                                                                                                                                                                                                                                                        |            |              |            |
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| Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Knowledge<br>What children will know                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |               | Understanding<br>What children will understand                                                                                                                                                                                                                                                                                                |          | Skills<br>What children will be able to do                                                                                                                                                                                                                                                                                                                                                                                          |            |              |            |
| Define the word and<br>include etymology if useful                                                                                                                                                                                                                                                                                                                                                                                                                          | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Teaching | Assessment    | Learning                                                                                                                                                                                                                                                                                                                                      | Teaching | Assessment                                                                                                                                                                                                                                                                                                                                                                                                                          | Learning   | Teaching     | Assessment |
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| <p>Sculpture: Sculpture is when you make a piece of art by shaping or carving materials like clay, stone, or wood into different shapes and figures.</p> <p>Clay: Clay is a soft and mouldable material that you can use to create things like pots, sculptures, and other artworks.</p> <p>Modelling (as in modelling clay): Modelling is when you use your hands to shape and manipulate the clay into different forms and objects, like animals, people, or objects.</p> | <p>Know how to use basic sculpting tools like clay modelling tools, plastic knives, and lolly sticks.</p> <p>Know there are different types of clay – air dry clay and polymer clay.</p> <p>Know sculpture is a type of 3D art where artists use their hands and different materials to make shapes you can touch or feel.</p> <p>Know different parts of animal anatomy to aid with sculpting artwork.</p> <p>Know a range of sculpting techniques such as rolling clay into balls, creating coils, or stacking shapes to form the animal’s body.</p> <p>Know how to use tools or their fingers to create texture or details.</p> <p>Know Antony Gormley is a contemporary large-scale sculptor.</p> <p>Know sculptures need to be planned before they are created.</p> |          |               | <p>Understand how to use images of animals to support with creating a sculpture.</p> <p>Understand how different poses can give the impression that animals are moving or staying still.</p> <p>Understand how they can use colour to enhance their sculpture. Acrylic or tempera paints after the clay has dried can create this effect.</p> |          | <p>Be able to problem solve as they sculpt, such as figuring out how to balance their sculpture or make it stand on its own.</p> <p>Sculpt an animal from clay.</p> <p>Communicate ideas simply in a sketchbook before creating artwork.</p> <p>Say what they like/dislike about their own artwork.</p> <p>Identify similarities and differences between two or more pieces of art.</p> <p>Develop ideas and improve upon them.</p> |            |              |            |

# Lidlington Primary School - Curriculum Plan



| Subject: Printmaking – Pattern printing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          | Year Group: 2 |                                                                                                                                                                                                                       |          | Term: Spring |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |              |            |
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| Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Knowledge<br>What children will know                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |               | Understanding<br>What children will understand                                                                                                                                                                        |          |              | Skills<br>What children will be able to do                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |              |            |
| Define the word and<br>include etymology if useful                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Teaching | Assessment    | Learning                                                                                                                                                                                                              | Teaching | Assessment   | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Teaching     | Assessment |
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| <p>London: London is a big and exciting city in England, famous for its iconic buildings, history, and lots of interesting things to see and do.</p> <p>Landmarks: Landmarks are special and famous places or buildings that are easily recognized, like the Big Ben clock tower or the Tower Bridge in London.</p> <p>Printmaking: Printmaking is a fun way of creating art by making multiple copies of a picture or design using special tools and materials.</p> <p>Printing Plate: A printing plate is a flat surface, like a piece of foam or plastic, that you put paint or ink on to create a picture or pattern that can be printed onto paper.</p> <p>Ink: Ink is a liquid material that comes in different colours and is used to make drawings, write, or print things.</p> <p>Brayer: A brayer is a tool with a handle and a roller that you can roll over a printing plate to spread the ink evenly.</p> <p>Transfer: Transfer means to move something from one place to another, like when you press a printing plate with ink onto paper, the ink transfers from the plate to the paper, creating a print.</p> | <p>Know a range of London landmarks including Big Ben, Tower Bridge, Buckingham Palace, the Shard and the London Eye.</p> <p>Know that printmaking is a technique of creating multiple artworks by transferring an image from a prepared surface onto paper or another material.</p> <p>Know that printing plates can come in the form of foam sheets, Styrofoam, or lino blocks.</p> <p>Know how to outline the drawing of a landmark using simple shapes before adding more detail.</p> <p>Know prints need to be planned before they are created.</p> <p>Know how to apply ink or paint with a brayer.</p> <p>Know how to transfer the image from the plate to the paper.</p> |          |               | <p>Understand that printmaking allows for multiple prints of the same design.</p> <p>Understand how printmaking is used around the world now.</p> <p>Understand the importance of quality control in printmaking.</p> |          |              | <p>Transfer an image from an object to paper.</p> <p>Experiment with printing to create a ‘clean’ print - try to recreate the image perfectly.</p> <p>To use observation skills to observe landmarks closely and pay attention to shapes, sizes, and details.</p> <p>To identify characteristics of each landmark and what makes it recognisable.</p> <p>Communicate ideas simply in a sketchbook before creating artwork.</p> <p>Say what they like/dislike about their own artwork.</p> <p>Identify similarities and differences between two or more pieces of art.</p> <p>Develop ideas and improve upon them.</p> |              |            |

# Lidlington Primary School - Curriculum Plan



| Subject: Portraits                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                        |          | Year Group: 2 |                                                                                                                                                                                                                                                           |          | Term: Summer                                                                                                                                                                                                                                                                                                                                                                                    |            |              |            |
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| Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Knowledge<br>What children will know                                                                                                                                                                                                                                                                                                                                                                                                   |          |               | Understanding<br>What children will understand                                                                                                                                                                                                            |          | Skills<br>What children will be able to do                                                                                                                                                                                                                                                                                                                                                      |            |              |            |
| Define the word and include etymology if useful                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Learning                                                                                                                                                                                                                                                                                                                                                                                                                               | Teaching | Assessment    | Learning                                                                                                                                                                                                                                                  | Teaching | Assessment                                                                                                                                                                                                                                                                                                                                                                                      | Learning   | Teaching     | Assessment |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Remembering                                                                                                                                                                                                                                                                                                                                                                                                                            | Telling  | Testing       | Practising                                                                                                                                                                                                                                                | Coaching | Observing                                                                                                                                                                                                                                                                                                                                                                                       | Reflecting | Facilitating | Evaluating |
| <p>Features (like facial features): Features are the different parts of someone's face, like the eyes, nose, mouth, and ears, that make each person look unique.</p> <p>Proportions: Proportions mean how different parts of something relate to each other in size, like making sure the eyes, nose, and mouth are in the right places on a face when drawing.</p> <p>Portrait: A portrait is a picture or painting that shows the face and sometimes the whole body of a person.</p> <p>Realistic: Realistic means making something look like it does in real life, like when a portrait looks just like the person it is supposed to represent.</p> | <p>Know how to draw a face by adding a feature at a time using simple shapes.</p> <p>Know about the importance of proportions when drawing/painting a portrait. (Eyes in the middle of the face, nose below the eyes and mouth below the nose.)</p> <p>Know how to use brush techniques such as a gentle strokes to apply paint and blend colours together to create a smooth transition between colours for a realistic portrait.</p> |          |               | <p>Understand that skin tones can be created by mixing colours.</p> <p>Understand that adding detail, like hairstyle, jewellery or clothing can make the portrait more realistic.</p> <p>Understand how the background can add context or atmosphere.</p> |          | <p>To paint a portrait of Queen Elizabeth II.</p> <p>Mix primary, secondary and tertiary colours to create different tones.</p> <p>Communicate ideas simply in a sketchbook before creating artwork.</p> <p>Say what they like/dislike about their own artwork.</p> <p>Identify similarities and differences between two or more pieces of art.</p> <p>Develop ideas and improve upon them.</p> |            |              |            |

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| Subject: Painting – Cave Painting                                                                                                                                              |  |  | Year Group: 3                                                                                                                                                  |          |            | Term: Autumn                                                                                                                                 |          |            |                                                                                                    |              |            |
|                                                                                               |  |  |                                                                               |          |            |                                                           |          |            |                 |              |            |
| Vocabulary                                                                                                                                                                     |  |  | Knowledge                                                                                                                                                      |          |            | Understanding                                                                                                                                |          |            | Skills                                                                                             |              |            |
| What children will know                                                                                                                                                        |  |  | What children will understand                                                                                                                                  |          |            | What children will be able to do                                                                                                             |          |            |                                                                                                    |              |            |
| Define the word and include etymology if useful                                                                                                                                |  |  | Learning                                                                                                                                                       | Teaching | Assessment | Learning                                                                                                                                     | Teaching | Assessment | Learning                                                                                           | Teaching     | Assessment |
|                                                                                                                                                                                |  |  | Remembering                                                                                                                                                    | Telling  | Testing    | Practising                                                                                                                                   | Coaching | Observing  | Reflecting                                                                                         | Facilitating | Evaluating |
| Stone Age: The Stone Age was a long time ago when people lived in caves and used tools made of stone to survive.                                                               |  |  | Know that cave paintings were created in Stone Age times to tell stories, record events or express beliefs.                                                    |          |            | Understand that cave paintings had different themes such as animals, hunting scenes or handprints.                                           |          |            | Create texture in their cave paintings by using rough brushes, sponges or other textured material. |              |            |
| Cave Painting: Cave painting is when people in the Stone Age drew pictures on cave walls using natural materials like charcoal and pigments.                                   |  |  | Know that Stone Age people made paint by using natural pigments they found in the environment such as minerals, rocks or plants.                               |          |            | Understand how Stone Age people used a silhouette technique, where they outlined the shape of an animal or object and filled it with colour. |          |            | Create a range of cave paintings in different styles using different techniques.                   |              |            |
| Pigment: Pigment is a coloured material that people used in the past to make paints, like when they crushed rocks or plants to get different colours for their cave paintings. |  |  | Know that Stone Age people used simple tools like brushes made of plant fibres, animal hairs, and their fingers to paint on walls.                             |          |            |                                                                                                                                              |          |            | Record observations in sketch books and use them to review and revisit ideas.                      |              |            |
| Silhouette: A silhouette is the outline or shape of something, like the dark shape you see when someone or something is standing in front of a bright light.                   |  |  | Know that cave paintings used symbols or abstract shapes to represent things. <i>Children will be encouraged to explore their own symbols and abstraction.</i> |          |            |                                                                                                                                              |          |            | Improve their mastery of art and design techniques.                                                |              |            |
|                                                                                                                                                                                |  |  |                                                                                                                                                                |          |            |                                                                                                                                              |          |            | Say what they like/dislike about their own artwork.                                                |              |            |
|                                                                                                                                                                                |  |  |                                                                                                                                                                |          |            |                                                                                                                                              |          |            | Identify similarities and differences between two or more pieces of art.                           |              |            |
|                                                                                                                                                                                |  |  |                                                                                                                                                                |          |            |                                                                                                                                              |          |            | Develop ideas and improve upon them.                                                               |              |            |

# Lidlington Primary School - Curriculum Plan



| Subject: Monsters – Sculpture and design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  | Year Group: 3                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |            | Term: Spring                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |            |
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| <b>Vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  | <b>Knowledge</b><br>What children will know                                                                                                                                                                                                                                                                                                                                                                                                                         |          |            | <b>Understanding</b><br>What children will understand                                                                                                                                                                                                                                                                                                                                                                                                 |          |            |
| <b>Define the word and include etymology if useful</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Teaching | Assessment | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                              | Teaching | Assessment |
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| <ul style="list-style-type: none"> <li>- Sculpture – three-dimensional artwork.</li> <li>- Form – the three-dimensional shape of an object.</li> <li>- Three-dimensional (3D) – having height, width and depth.</li> <li>- Structure – the way parts are arranged to create a whole.</li> <li>- Armature – a framework used to support a sculpture.</li> <li>- Modelling – shaping a material to create a form.</li> <li>- Manipulate – to change or shape a material.</li> <li>- Texture – the surface quality of something.</li> <li>- Proportion – the size relationship between parts of an object.</li> <li>- Digital design – creating artwork using digital tools.</li> <li>- Layer – a separate level of digital or physical elements that can be combined.</li> </ul> |  |  | <ul style="list-style-type: none"> <li>- Sculptures are artworks that have three dimensions.</li> <li>- Sculptors can construct, model and manipulate materials to create form.</li> <li>- Different materials behave differently when used for sculpture.</li> <li>- Digital tools can be used to create, modify and combine visual elements.</li> <li>- Artists and designers make choices about shape, colour, texture and form to communicate ideas.</li> </ul> |          |            | <ul style="list-style-type: none"> <li>- A successful sculpture needs to consider structure and stability as well as appearance.</li> <li>- The properties of materials affect the techniques an artist can use.</li> <li>- A visual idea can be developed across different media.</li> <li>- Digital tools can be used as creative tools rather than simply for presenting finished work.</li> </ul>                                                 |          |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |            | <ul style="list-style-type: none"> <li>- Generate ideas for an imaginary creature.</li> <li>- Develop sketches into a three-dimensional design.</li> <li>- Construct and manipulate materials to create a sculpture.</li> <li>- Create texture and detail on a sculptural form.</li> <li>- Use digital tools to develop and alter an image.</li> <li>- Combine shape, colour and texture digitally.</li> <li>- Review and refine a design.</li> </ul> |          |            |

| Subject: Perfect patterns – drawing and design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  | Year Group: 3                                                                                                                                                                                                                                                                                                                                                                               |          |            | Term: Summer                                                                                                                                                                                                                                                                                                                                                                                                      |          |            |
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| Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  | Knowledge<br>What children will know                                                                                                                                                                                                                                                                                                                                                        |          |            | Understanding<br>What children will understand                                                                                                                                                                                                                                                                                                                                                                    |          |            |
| Define the word and include etymology if useful                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  | Learning                                                                                                                                                                                                                                                                                                                                                                                    | Teaching | Assessment | Learning                                                                                                                                                                                                                                                                                                                                                                                                          | Teaching | Assessment |
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| <p>Vocabulary</p> <ul style="list-style-type: none"> <li>- Pattern – a repeated arrangement of shapes, lines, colours or motifs.</li> <li>- Motif – a repeated decorative design or visual element.</li> <li>- Repeat – to use an element again in a planned way.</li> <li>- Symmetry – when parts of a design correspond in size and shape.</li> <li>- Rotation – turning a shape or motif around a point.</li> <li>- Reflection – creating a reversed version of a shape or design.</li> <li>- Tessellation – a repeated pattern of shapes that fits together without gaps.</li> <li>- Geometric – relating to regular shapes and mathematical forms.</li> <li>- Organic – having natural, irregular or flowing shapes.</li> <li>- Composition – the arrangement of elements in an artwork.</li> </ul> |  |  | <ul style="list-style-type: none"> <li>- Patterns can be created through repetition, reflection, rotation and symmetry.</li> <li>- Artists and designers use geometric and organic shapes to create patterns.</li> <li>- Patterns can be found in nature, architecture, textiles and decorative art.</li> <li>- Colour, shape, line and texture can all contribute to a pattern.</li> </ul> |          |            | <ul style="list-style-type: none"> <li>- Repetition and variation can create rhythm and visual interest.</li> <li>- Small changes to a motif can significantly alter the appearance of a repeated pattern.</li> <li>- Mathematical ideas such as symmetry and rotation can be used creatively in art and design.</li> <li>- Designers make deliberate choices about colour, shape and arrangement.</li> </ul>     |          |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |                                                                                                                                                                                                                                                                                                                                                                                             |          |            | <ul style="list-style-type: none"> <li>- Identify patterns and repeated motifs.</li> <li>- Develop their own motifs.</li> <li>- Create repeated patterns using drawing and design techniques.</li> <li>- Use symmetry, rotation and reflection.</li> <li>- Experiment with colour combinations.</li> <li>- Develop a pattern from initial sketches.</li> <li>- Refine a design for a specific purpose.</li> </ul> |          |            |

| Subject: Architecture – Drawing and 3D design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  | Year Group: 4                                                                                                                                                                                                                                                                                                                                                                                                         |          |            | Term: Autumn                                                                                                                                                                                                                                                                                                                                                                                                                      |          |            |
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| <b>Vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  | <b>Knowledge</b><br>What children will know                                                                                                                                                                                                                                                                                                                                                                           |          |            | <b>Understanding</b><br>What children will understand                                                                                                                                                                                                                                                                                                                                                                             |          |            |
| <b>Define the word and include etymology if useful</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  | Learning                                                                                                                                                                                                                                                                                                                                                                                                              | Teaching | Assessment | Learning                                                                                                                                                                                                                                                                                                                                                                                                                          | Teaching | Assessment |
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| <ul style="list-style-type: none"> <li>- Architecture – the art and design of buildings and structures.</li> <li>- Architect – a person who designs buildings and structures.</li> <li>- Elevation – a drawing showing the outside of a building from one side.</li> <li>- Perspective – a technique for showing depth and distance in an image.</li> <li>- Foreground – the part of an image that appears closest to the viewer.</li> <li>- Background – the part that appears furthest away.</li> <li>- Proportion – the relationship between the sizes of different parts.</li> <li>- Structure – the arrangement of parts that makes something stable.</li> <li>- Form – a three-dimensional shape.</li> <li>- Model – a three-dimensional representation of a structure.</li> <li>- Sustainable – designed to minimise environmental impact and use resources responsibly.</li> </ul> |  |  | <ul style="list-style-type: none"> <li>- Architects design buildings for particular purposes and users.</li> <li>- Buildings can be represented using drawings, plans and models.</li> <li>- Architects consider function, structure, materials and appearance.</li> <li>- Different cultures and periods have distinctive architectural styles.</li> <li>- Perspective can create an impression of depth.</li> </ul> |          |            | <ul style="list-style-type: none"> <li>- Architecture combines creativity with practical considerations.</li> <li>- The purpose and location of a building influence its design.</li> <li>- Artists and architects use proportion, shape, form and space deliberately.</li> <li>- A successful architectural design balances function and visual appearance.</li> </ul>                                                           |          |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                       |          |            | <ul style="list-style-type: none"> <li>- Observe and draw buildings.</li> <li>- Use line and shape to represent architectural features.</li> <li>- Experiment with perspective.</li> <li>- Develop architectural sketches from observations.</li> <li>- Create a three-dimensional architectural model.</li> <li>- Select materials according to their properties.</li> <li>- Refine a design in response to feedback.</li> </ul> |          |            |

| Subject: Clothes and culture – wearable art                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  | Year Group: 4                                                                                                                                                                                                                                                                                                                                                                        |          |            | Term: Spring                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |            |
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| Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  | Knowledge<br>What children will know                                                                                                                                                                                                                                                                                                                                                 |          |            | Understanding<br>What children will understand                                                                                                                                                                                                                                                                                                                                                                                                 |          |            |
| Define the word and include etymology if useful                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  | Learning                                                                                                                                                                                                                                                                                                                                                                             | Teaching | Assessment | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                       | Teaching | Assessment |
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| <ul style="list-style-type: none"> <li>- Wearable art – art designed to be worn or displayed on the body.</li> <li>- Culture – the beliefs, customs, practices and creative traditions of a group of people.</li> <li>- Identity – the characteristics and experiences that make a person or group who they are.</li> <li>- Symbol – an image or object representing an idea.</li> <li>- Motif – a repeated decorative element.</li> <li>- Pattern – a repeated arrangement of visual elements.</li> <li>- Textile – a material made from fibres, such as fabric.</li> <li>- Print – an image transferred from one surface to another.</li> <li>- Sculpture – three-dimensional artwork.</li> <li>- Adornment – something used to decorate or enhance appearance.</li> <li>- Resistance – opposition to something, sometimes expressed through art.</li> </ul> |  |  | <ul style="list-style-type: none"> <li>- Clothing and textiles can communicate identity and cultural traditions.</li> <li>- Patterns and symbols can carry meanings.</li> <li>- Wearable art can combine sculpture, textiles, drawing, pattern and printmaking.</li> <li>- Artists and craftspeople from different cultures use clothing and adornment in different ways.</li> </ul> |          |            | <ul style="list-style-type: none"> <li>- Art can communicate aspects of personal and cultural identity.</li> <li>- Symbols and patterns can communicate ideas without words.</li> <li>- Materials and techniques can be selected to strengthen the meaning of an artwork.</li> <li>- Art can communicate personal, cultural and social messages.</li> </ul>                                                                                    |          |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |                                                                                                                                                                                                                                                                                                                                                                                      |          |            | <ul style="list-style-type: none"> <li>- Design wearable art based on a theme or identity.</li> <li>- Construct and manipulate three-dimensional forms.</li> <li>- Develop patterns and symbols.</li> <li>- Print designs onto fabric.</li> <li>- Combine textiles and sculptural techniques.</li> <li>- Make deliberate choices about colour, pattern and form.</li> <li>- Explain the meaning and intention behind their artwork.</li> </ul> |          |            |

# Lidlington Primary School - Curriculum Plan



| Subject: Sculpture – Dragon’s eyes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                      |          | Year Group: 4 |                                                                                                                                                                                                                                                                                                                                                                                                                   |          | Term: Summer                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |              |            |
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| Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Knowledge<br>What children will know                                                                                                                                                                                                                                                                                                                                                                                                 |          |               | Understanding<br>What children will understand                                                                                                                                                                                                                                                                                                                                                                    |          |                                                                                     | Skills<br>What children will be able to do                                                                                                                                                                                                                                                                                                                                                                                                                                                    |              |            |
| Define the word and<br>include etymology if useful                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Learning                                                                                                                                                                                                                                                                                                                                                                                                                             | Teaching | Assessment    | Learning                                                                                                                                                                                                                                                                                                                                                                                                          | Teaching | Assessment                                                                          | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Teaching     | Assessment |
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| <p>Dragon: A dragon is a make-believe creature that has a long body, big wings, and can breathe fire.</p> <p>Mythical: Mythical means something that is imaginary or from a story, like magical creatures or legends that people tell but don't exist in real life.</p> <p>Clay: Clay is a soft and squishy material that you can shape with your hands, and it becomes hard when it dries.</p> <p>Sculpting: Sculpting means using your hands or tools to shape and create something out of a material, like clay or stone.</p> <p>Moulding: Moulding means shaping or forming something by pressing or squeezing it into a specific shape or using a mould as a guide.</p> | <p>Know that dragons are mythical creatures from legends and stories dating back centuries.</p> <p>Know that dragon’s eyes can come in many different shapes, colours, and with many details.</p> <p>Know that there are different types of clay such as air-dry clay and polymer clay.</p> <p>Know how to use a variety of sculpting tools for clay.</p> <p>Know how to mould and join smaller pieces of clay to larger pieces.</p> |          |               | <p>Understand that the clay should be moulded into basic shapes and built detail by detail to form the final eye design.</p> <p>Understand that expression can be conveyed through the dragon’s eye by considering the shape of the eyelids, positioning of the pupil and the colours used.</p> <p>Understand that paint can add extra detail and texture by being carefully blending, highlighted and added.</p> |          |                                                                                     | <p>To design, mould, sculpt and paint a dragon’s eye out of clay.</p> <p>Use images from other artwork to gather inspiration for their own design.</p> <p>Record observations in sketch books and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques.</p> <p>Say what they like/dislike about their own artwork.</p> <p>Identify similarities and differences between two or more pieces of art.</p> <p>Develop ideas and improve upon them.</p> |              |            |

# Lidlington Primary School - Curriculum Plan



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| Subject: Lettering – Graphic design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  | Year Group: 5                                                                                                                                                                                                                                                                                                                                                                                                                       |          |            | Term: Autumn                                                                                                                                                                                                                                                                                                                                |          |            |                                                                                                                                                                                                                                                                                                                                                                                                   |              |            |
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| Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  | Knowledge<br>What children will know                                                                                                                                                                                                                                                                                                                                                                                                |          |            | Understanding<br>What children will understand                                                                                                                                                                                                                                                                                              |          |            | Skills<br>What children will be able to do                                                                                                                                                                                                                                                                                                                                                        |              |            |
| Define the word and include etymology if useful                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  | Learning                                                                                                                                                                                                                                                                                                                                                                                                                            | Teaching | Assessment | Learning                                                                                                                                                                                                                                                                                                                                    | Teaching | Assessment | Learning                                                                                                                                                                                                                                                                                                                                                                                          | Teaching     | Assessment |
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| <ul style="list-style-type: none"><li>- Typography – the design and arrangement of letters and text.</li><li>- Letterform – the visual shape and design of a letter.</li><li>- Font – a particular style and design of lettering.</li><li>- Calligraphy – decorative or artistic handwriting.</li><li>- Graphic design – visual communication using images, text and design.</li><li>- Composition – the arrangement of visual elements.</li><li>- Contrast – a strong difference between visual elements.</li><li>- Alignment – the positioning of elements in relation to one another.</li><li>- Hierarchy – arranging elements so some appear more important than others.</li><li>- Concrete poem – a poem arranged visually to represent its subject.</li><li>- Expressive – showing an idea or emotion through visual choices.</li></ul> |  |  | <ul style="list-style-type: none"><li>- Letterforms can communicate meaning through shape, size, colour and arrangement.</li><li>- Typography is used in posters, signs, advertising, books and digital media.</li><li>- Different typefaces create different visual effects.</li><li>- Graphic designers consider their audience and purpose.</li><li>- Calligraphic techniques can create different styles and effects.</li></ul> |          |            | <ul style="list-style-type: none"><li>- Typography is both functional and artistic.</li><li>- Visual choices can change how a written message is interpreted.</li><li>- The arrangement of text can communicate emotion, movement and emphasis.</li><li>- Effective graphic design considers purpose, audience and visual impact.</li></ul> |          |            | <ul style="list-style-type: none"><li>- Draw accurate block and decorative letterforms.</li><li>- Experiment with typography.</li><li>- Use calligraphic techniques.</li><li>- Create concrete poetry.</li><li>- Manipulate the size, shape and arrangement of lettering.</li><li>- Combine text and image.</li><li>- Design expressive typography for a specific purpose and audience.</li></ul> |              |            |

# Lidlington Primary School - Curriculum Plan



| Subject: Photography and painting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  | Year Group: 5                                                                                                                                                                                                                                                                                                                                                                                                                            |          |            | Term: Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |            |
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| <b>Vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  | <b>Knowledge</b><br>What children will know                                                                                                                                                                                                                                                                                                                                                                                              |          |            | <b>Understanding</b><br>What children will understand                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |            |
| <b>Define the word and include etymology if useful</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                 | Teaching | Assessment | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Teaching | Assessment |
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| <ul style="list-style-type: none"> <li>- Portrait – an artwork representing a person.</li> <li>- Expression – the way emotion or feeling is communicated through the face or body.</li> <li>- Composition – the arrangement of elements within an image.</li> <li>- Pose – the way a person positions their body.</li> <li>- Proportion – the relationship between the sizes of different parts.</li> <li>- Framing – deciding what is included within an image.</li> <li>- Close-up – an image showing a subject from close range.</li> <li>- Contrast – difference between elements such as light and dark.</li> <li>- Gesture – a movement or position that communicates meaning.</li> <li>- Mixed media – artwork combining more than one medium or material.</li> </ul> |  |  | <ul style="list-style-type: none"> <li>- Portraits can communicate identity, personality and emotion.</li> <li>- Photographers make choices about framing, composition, lighting and pose.</li> <li>- Facial features and body language can communicate emotions.</li> <li>- Artists use colour, tone, line and shape to create portraits.</li> <li>- Photography and painting can be combined to create mixed-media artwork.</li> </ul> |          |            | <ul style="list-style-type: none"> <li>- The way a portrait is composed affects how the subject is perceived.</li> <li>- Small changes in facial expression and body position can communicate different emotions.</li> <li>- Artists interpret rather than simply copy their subjects.</li> <li>- Different media offer different ways of communicating ideas and emotions.</li> </ul>                                                                                                       |          |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |            | <b>Skills</b><br>What children will be able to do                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |            |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |            | <ul style="list-style-type: none"> <li>- Take photographs using deliberate choices of framing and composition.</li> <li>- Capture facial expressions and poses.</li> <li>- Draw and paint from photographic references.</li> <li>- Develop accurate proportions in portraiture.</li> <li>- Use colour and tone to communicate emotion.</li> <li>- Combine photographic and painted elements.</li> <li>- Evaluate how successfully their artwork communicates an intended emotion.</li> </ul> |          |            |

# Lidlington Primary School - Curriculum Plan



| Subject: Abstract art – Drawing, printing and textiles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  | Year Group: 5                                                                                                                                                                                                                                                                                                                                                                                                                 |          |            | Term: Summer                                                                                                                                                                                                                                                                                                                                                                                                                    |          |            |
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| <b>Vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  | <b>Knowledge</b><br>What children will know                                                                                                                                                                                                                                                                                                                                                                                   |          |            | <b>Understanding</b><br>What children will understand                                                                                                                                                                                                                                                                                                                                                                           |          |            |
| <b>Define the word and include etymology if useful</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  | Learning                                                                                                                                                                                                                                                                                                                                                                                                                      | Teaching | Assessment | Learning                                                                                                                                                                                                                                                                                                                                                                                                                        | Teaching | Assessment |
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| <ul style="list-style-type: none"> <li>- Abstract – art that does not aim to represent objects realistically.</li> <li>- Composition – the arrangement of elements in an artwork.</li> <li>- Non-representational – not intended to depict recognisable objects.</li> <li>- Printmaking – creating artwork by transferring an image from one surface to another.</li> <li>- Monoprint – a print made by transferring an image to paper, usually producing one main impression.</li> <li>- Relief – a raised surface used to create texture or a print.</li> <li>- Texture – the visual or physical quality of a surface.</li> <li>- Layering – building an artwork by placing elements over one another.</li> <li>- Motif – a repeated visual element.</li> <li>- Textile – a material made from fibres.</li> </ul> |  |  | <ul style="list-style-type: none"> <li>- Abstract art can communicate ideas without realistic representation.</li> <li>- Artists can use colour, line, shape, texture and form as expressive elements.</li> <li>- Printmaking allows images and textures to be transferred.</li> <li>- Textiles can be used as an artistic medium.</li> <li>- Artists can combine techniques and media to create mixed-media work.</li> </ul> |          |            | <ul style="list-style-type: none"> <li>- Abstract artists can communicate ideas and emotions through formal elements rather than realistic imagery.</li> <li>- Repetition, layering and variation can create rhythm and visual interest.</li> <li>- Different materials and processes produce different visual effects.</li> <li>- Artists make choices about materials and techniques according to their intention.</li> </ul> |          |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                               |          |            | <ul style="list-style-type: none"> <li>- Create abstract compositions using line, shape and colour.</li> <li>- Develop repeated motifs.</li> <li>- Create relief surfaces for printing.</li> <li>- Experiment with printmaking techniques.</li> <li>- Combine drawing, printing and textile processes.</li> <li>- Layer materials to create texture.</li> <li>- Refine a mixed-media composition.</li> </ul>                    |          |            |

# Lidlington Primary School - Curriculum Plan



| Subject: Street art – digital and new media                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  | Year Group: 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |            | Term: Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |            |
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| <b>Vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  | <b>Knowledge</b><br>What children will know                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |            | <b>Understanding</b><br>What children will understand                                                                                                                                                                                                                                                                                                                                                                                                                        |          |            |
| <b>Define the word and include etymology if useful</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Teaching | Assessment | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Teaching | Assessment |
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| <ul style="list-style-type: none"> <li>- Street art – visual art created in or associated with public spaces.</li> <li>- Graffiti – writing or imagery created in public spaces, traditionally without permission.</li> <li>- Stencil – a template used to create a repeated image or design.</li> <li>- Mural – a large artwork painted or created on a wall.</li> <li>- Typography – the visual design and arrangement of text.</li> <li>- Digital art – artwork created or manipulated using digital technology.</li> <li>- Layer – an individual level of content within a digital composition.</li> <li>- Manipulation – altering an image or visual element.</li> <li>- Public art – artwork created for public spaces.</li> <li>- Message – the idea or information an artwork communicates.</li> <li>- Audience – the people for whom an artwork is intended.</li> </ul> |  |  | <ul style="list-style-type: none"> <li>- Street artists use public spaces to communicate ideas and messages.</li> <li>- Street art can include murals, stencils, lettering, paste-ups and digital approaches.</li> <li>- Artists make deliberate choices about colour, scale, imagery and location.</li> <li>- Digital tools can be used to create, manipulate and combine visual elements.</li> <li>- Street art can address social, political and cultural issues.</li> </ul> |          |            | <ul style="list-style-type: none"> <li>- The location and audience of an artwork can affect its meaning.</li> <li>- Street art can be both visually creative and a form of communication.</li> <li>- Digital tools provide artists with ways to experiment, manipulate and reproduce imagery.</li> <li>- Art can challenge ideas, communicate messages and influence public opinion.</li> </ul>                                                                              |          |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |            | <ul style="list-style-type: none"> <li>- Analyse street art and identify its intended message.</li> <li>- Develop bold visual imagery and lettering.</li> <li>- Design and use stencil-based imagery.</li> <li>- Create digital compositions using layers and image manipulation.</li> <li>- Combine text and imagery effectively.</li> <li>- Design artwork for a specific audience and location.</li> <li>- Evaluate the effectiveness of visual communication.</li> </ul> |          |            |

# Lidlington Primary School - Curriculum Plan



| Subject: Urban life – Drawing and design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  | Year Group: 6                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |            | Term: Spring                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |            |
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| <b>Vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  | <b>Knowledge</b><br>What children will know                                                                                                                                                                                                                                                                                                                                                                                                   |          |            | <b>Understanding</b><br>What children will understand                                                                                                                                                                                                                                                                                                                                                                                                 |          |            |
| <b>Define the word and include etymology if useful</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                      | Teaching | Assessment | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                              | Teaching | Assessment |
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| <ul style="list-style-type: none"> <li>- Urban – relating to towns and cities.</li> <li>- Perspective – a technique for representing depth and distance.</li> <li>- Vanishing point – a point where parallel lines appear to meet in perspective.</li> <li>- Horizon line – the level of the viewer's eye in a perspective drawing.</li> <li>- Proportion – the relationship between the size of different elements.</li> <li>- Scale – the relative size of an object or drawing.</li> <li>- Composition – the arrangement of elements within an artwork.</li> <li>- Foreground – the part of an image closest to the viewer.</li> <li>- Middle ground – the area between foreground and background.</li> <li>- Background – the part furthest from the viewer.</li> <li>- Architectural – relating to the design and structure of buildings.</li> </ul> |  |  | <ul style="list-style-type: none"> <li>- Artists can represent urban environments in different ways.</li> <li>- Perspective techniques can create the illusion of depth.</li> <li>- Buildings and streets can be represented using geometric shapes, line and proportion.</li> <li>- Artists make choices about viewpoint, scale and composition.</li> <li>- Urban environments can provide subject matter for drawing and design.</li> </ul> |          |            | <ul style="list-style-type: none"> <li>- Perspective changes how an urban environment appears on a two-dimensional surface.</li> <li>- Viewpoint affects what an artist sees and how a composition is structured.</li> <li>- Artists can communicate atmosphere and experience through composition, colour, line and viewpoint.</li> <li>- Observation and imagination can be combined when developing an urban artwork.</li> </ul>                   |          |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |            | <ul style="list-style-type: none"> <li>- Draw buildings and urban environments from observation.</li> <li>- Use one-point perspective.</li> <li>- Apply proportion and scale.</li> <li>- Develop foreground, middle ground and background.</li> <li>- Create architectural detail using controlled line.</li> <li>- Develop observational sketches into a designed composition.</li> <li>- Refine work using feedback and self-evaluation.</li> </ul> |          |            |

| Subject: Textiles – War and conflict in art                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  | Year Group: 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |            | Term: Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |            |
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| <b>Vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  | <b>Knowledge</b><br>What children will know                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |            | <b>Understanding</b><br>What children will understand                                                                                                                                                                                                                                                                                                                                                                                                               |          |            |
| <b>Define the word and include etymology if useful</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Teaching | Assessment | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Teaching | Assessment |
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| <ul style="list-style-type: none"> <li>- Conflict – a disagreement or struggle between individuals or groups.</li> <li>- Propaganda – artwork or communication designed to influence people's opinions or actions.</li> <li>- Commission – an artwork requested and paid for by a person or organisation.</li> <li>- Symbolism – using images or objects to represent ideas.</li> <li>- Memorial – something created to remember a person or event.</li> <li>- Remembrance – the act of remembering someone or something.</li> <li>- Textile – a material made from fibres.</li> <li>- Appliqué – attaching pieces of fabric to a larger textile surface.</li> <li>- Stitch – a length of thread used to join or decorate fabric.</li> <li>- Embroider – to decorate fabric using needle and thread.</li> <li>- Motif – a repeated visual element.</li> <li>- Composition – the arrangement of elements in an artwork.</li> </ul> |  |  | <ul style="list-style-type: none"> <li>- Artists have responded to war and conflict throughout history.</li> <li>- Art about war can have different purposes, including propaganda, protest, remembrance and documentation.</li> <li>- Textiles can communicate ideas through colour, pattern, symbols and imagery.</li> <li>- Artists use materials and techniques deliberately to communicate messages.</li> <li>- Art can represent both the experiences of individuals and wider historical events.</li> </ul> |          |            | <ul style="list-style-type: none"> <li>- Artwork about conflict does not simply glorify war; it can question, criticise or document it.</li> <li>- Artists make choices about symbols, colour, imagery and materials to communicate particular messages.</li> <li>- The same historical event can be represented from different perspectives.</li> <li>- Art can preserve memories and communicate experiences that might otherwise be forgotten.</li> </ul>        |          |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |            | <ul style="list-style-type: none"> <li>- Analyse artworks depicting conflict and identify their purpose.</li> <li>- Develop symbolic imagery based on a theme.</li> <li>- Design a textile composition.</li> <li>- Use stitching and appliqué techniques.</li> <li>- Combine fabric, colour, pattern and imagery.</li> <li>- Develop a composition that communicates a clear message.</li> <li>- Explain and evaluate the choices made in their artwork.</li> </ul> |          |            |