

Art & Design Curriculum Overview



Art Curriculum Intent

At Mowmacre Hill Primary School, we highly value Art and Design. We believe it is every child's right to express their individual creativity, independence, resilience, and self-reflection. Our goal is to equip all students with the essential skills, techniques, and knowledge necessary to independently create their own unique drawings, paintings, sculptures, and crafts.

We encourage children to approach a diverse range of artwork with wonder and curiosity. By introducing them to great artists, we enable exploration of their own cultural heritage and that of others. At Mowmacre Hill, we prioritise the creative process over the final product. We want our students to find joy and satisfaction in the act of producing art. Through personalised experiences at our school, we create a safe, secure, and happy environment for students to unleash their creativity.

Art Curriculum Implementation

At Mowmacre Hill Primary School, our Art and Design Curriculum draws from the National Curriculum in KS1 and KS2, as well as Development Matters in EYFS. We take a skills-based approach, allowing children to express their creativity while honing key art processes. Through studying significant artists and their work, we foster a well-rounded understanding. In EYFS, children explore various media and materials to create their own artistic pieces. Our careful planning aligns with their interests and skill development. As children progress to KS1 and beyond, we aim for them to apply their accumulated knowledge and skills across different media. KS1 and KS2 children complete three art and design projects per year which ensure that skills are built upon across the disciplinary skills of line, shape, form, space, colour, pattern and texture. These concepts and skills are then experimented with in project specific substantive skills and knowledge.

Art Curriculum Impact

At the end of each Key Stage, students should be proficient in drawing, painting, sculpture, and other art, craft, and design techniques. Teachers use summative assessments to track progress and attainment against National Curriculum expectations. This information informs future lessons, ensuring students receive appropriate support and challenges. Most importantly, students at Mowmacre Hill learn that it's okay to make mistakes, think independently, and critically evaluate their own and others' work.

Art & Design Curriculum Overview



KS1 Cycle B

Year 2 Discovery Art Spring 2022
Location, Location, Location!
Creating a Cityscape

Year 2 Discovery Art Autumn 2021
Colour, Pattern & Shape
The World of Alma Thomas

Discovery Art Summer
Mixed Media – Creating Depth
Rousseau's Rainforest!

KS1 Cycle A

Discovery Art Autumn
This is Me! Portraits

Year 1 Discovery Art Spring:
Artist Study, oil pastel techniques & colour theory
Monet's Secret Garden

Year 1 Discovery Art Summer
Colour mixing and wax resist
Raindrops and Rainbows!

LS2 Cycle A

Discovery Art Autumn
In my Element - Architecture

Implying texture

Discovery Art Summer
Sketches and Sculptures
Ancient Greek Temples

LS2 Cycle B

Discovery Art Autumn
World of Water - Watercolours

Year 4 Discovery Art Spring 2nd 2022
Hot, Cold and Texture

DISCOVERY ART SUMMER TERM
CREATIVE COLLAGRAPHS

Year 5

Year 5 Discovery Art Autumn
The Great Wave - Printing

Year 5 Discovery Art Spring Term 1 2023
Viking inspired tessellations

Year 5 Discovery Art Summer Term 2022
Birds in Ancient Egyptian Art

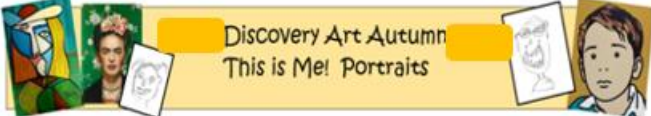


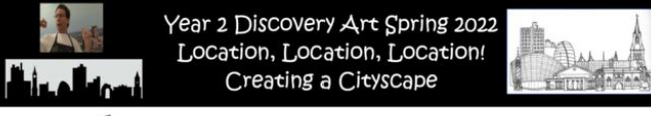
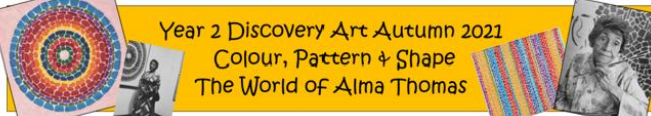

Year 6

Year 6 Discovery Art Autumn 2021
World at War


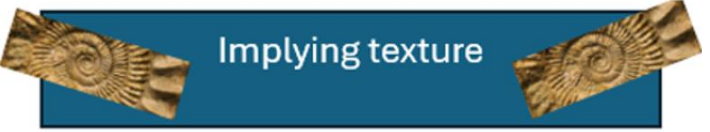
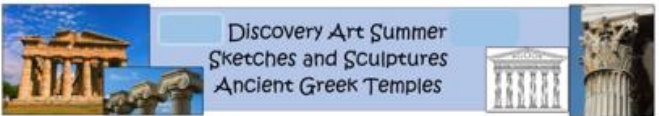
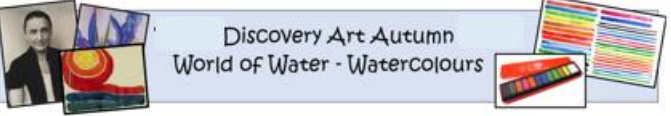


Year 6 Discovery Art Spring 1
Discovery and Exploration – focus on illustration.

Year 6 Discovery Art Summer Term 2022
Día de Muertos




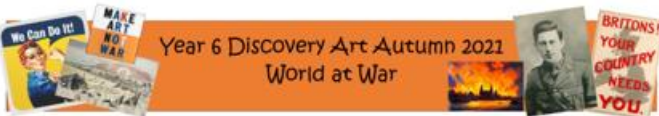


Art Disciplinary Concept Progression

Year Group	Year Group	Line	Shape	Form	Space	Colour	Pattern	Texture
EYFS	Throughout the year	✓	✓			✓		
KS1 Cycle A A	 <p>Discovery Art Autumn This is Me! Portraits</p>  <p>Year 1 Discovery Art Spring : Artist Study, oil pastel techniques + colour theory Monet's Secret Garden</p>  <p>Year 1 Discovery Art Summer Colour mixing and wax resist Raindrops and Rainbows!</p>	✓	✓	✓	✓	✓	✓	✓
KS1 Cycle B B	 <p>Year 2 Discovery Art Spring 2022 Location, Location, Location! Creating a Cityscape</p>  <p>Year 2 Discovery Art Autumn 2021 Colour, Pattern + Shape The World of Alma Thomas</p>  <p>Discovery Art Summer Mixed Media - Creating Depth Rousseau's Rainforest!</p>	✓	✓	✓	✓	✓	✓	✓

Art Disciplinary Concept Progression

Year Group	Year Group	Line	Shape	Form	Space	Colour	Pattern	Texture
LKS2 Cycle A	 <p>Discovery Art Autumn In my Element - Architecture</p>  <p>Implying texture</p>  <p>Discovery Art Summer Sketches and Sculptures Ancient Greek Temples</p>	✓	✓	✓	✓	✓	✓	✓
LKS2 Cycle B	 <p>Discovery Art Autumn World of Water - Watercolours</p>  <p>Year 4 Discovery Art Spring 2nd 2022 Hot, Cold and Texture</p>  <p>DISCOVERY ART SUMMER TERM CREATIVE COLLAGRAPHIS</p>	✓	✓	✓	✓	✓	✓	✓

Art Disciplinary Concept Progression

Year Group	Year Group	Line	Shape	Form	Space	Colour	Pattern	Texture
Year 5	 <p>Year 5 Discovery Art Autumn The Great Wave - Printing</p>  <p>Year 5 Discovery Art Spring Term 1 2023 Viking inspired tessellations</p>  <p>Year 5 Discovery Art Summer Term 2022 Birds in Ancient Egyptian Art</p>	✓	✓	✓	✓	✓	✓	✓
Year 6	 <p>Year 6 Discovery Art Autumn 2021 World at War</p>  <p>Year 6 Discovery Art Spring 1 Discovery and Exploration – focus on illustration.</p>  <p>Year 6 Discovery Art Summer Term 2022 Día de Muertos</p>	✓	✓	✓	✓	✓	✓	✓

Art & Design Disciplinary Knowledge Progression



	Line	Shape	Form	Space	Colour	Pattern	Texture
EYFS	Make marks intentionally. Create closed shapes with Continuous lines.	Pupils can draw lines and circular shapes.			Can experiment with mixing two colours to make another.		
KS1	Shows some understanding of line usage Experiments with lines with guidance Uses some basic tools correctly	Pupil can identify basic shapes. Pupil forms basic recognisable images using shapes. Pupil uses shapes to create simple artwork.	Recognises basic forms in art but explanations are limited or unclear. Ideas expressed are simplistic and not clearly conveyed through forms. Offers basic evaluation of own work but with limited suggestions	Uses the empty area around shapes.	Correctly identifies and mixes primary and secondary colours with minor errors. Uses colours to convey moods and feelings, with clear intent. Can create and apply shades and tints.	Uses basic repeated patterns that somewhat improve the artwork. Attempts tessellation with some success.	Can use lines and dots to imply texture.
LKS2	Uses lines effectively to show movement and mood Experiments with lines with little assistance Uses a variety of tools competently	Pupil can identify and describe several shapes, using correct terms most of the time. Pupil uses shapes to form clear and recognisable images, with some detail and creativity. Pupil creates an original piece of art using shapes, showing good use of learned skills.	Identifies forms in artworks with some explanation. Expresses clear ideas through forms with some creativity and understanding. Evaluates own work adequately and makes relevant suggestions for refinement.	Arrangement and spacing of objects are planned but lack some impact Successfully creates simple illusions, though not highly detailed	Demonstrates advanced understanding of the colour wheel; applies knowledge of complementary and contrasting colours. Applies advanced and multiple colour techniques cohesively to produce a sophisticated final piece.	Uses repeated patterns effectively to add interest to their artwork. Creates clear and correct tessellations that demonstrate a good understanding of geometry.	To use shading to show light and shadow To use hatching and cross hatching to show tone and texture
UKS 2	Uses lines creatively to express complex emotions Experiments boldly and independently with lines Masterfully uses a range of tools to create lines	Pupil can identify and describe a variety of shapes, using geometric terms correctly. Pupil creates detailed and proportional images using shapes, demonstrating high creativity. Pupil independently applies knowledge of shapes to create an innovative and original piece of artwork	Can identify and explain forms in a variety of traditional and contemporary artworks. Expresses complex ideas through innovative and diverse forms, showing creativity and insight. Provides insightful critique of their form creations, suggesting precise improvements.	Uses all three layers effectively to create depth with attention to detail Demonstrates clear understanding of perspective with skilful application of size and placement techniques	Demonstrates a thorough ability to identify and mix primary and secondary colours confidently, without errors. Consistently uses colours to effectively and creatively express specific moods and feelings in their artwork. Creates a wide range of shades and tints with precision and understands when and where to apply them in compositions.	Can identify patterns in various artists' work and create a complex, original piece inspired by artists. Creates a sophisticated design using repeated patterns that enhance the overall composition significantly.	Texture: How is the feel of a piece related to the materials it is made from?

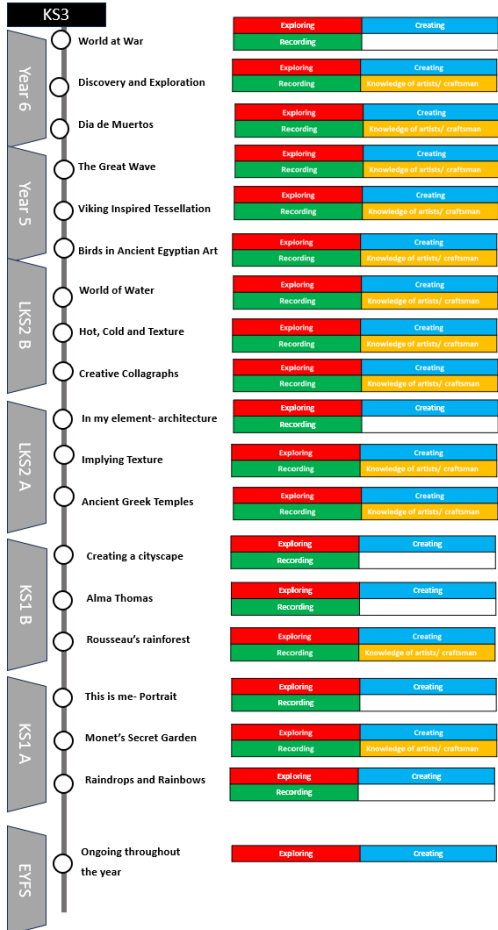
Overview of Substantive Concepts



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Art & Design Curriculum Line



Year Group	Topic Title	Exploring	Creating	Recording	Knowledge of artists/craftsman
EYFS	Throughout the year				
KS1 A	This is me!				
	Secret Garden				
	Raindrops and Rainbows				
KS1 B	Cityscape				
	Alma Thomas				
	Rousseau's Rainforests				
LKS1 A	In My Element				
	Implied Texture				
	Ancient Greek Temples				
LKS1 B	World of water				
	Hot, cold and texture				
	Creating Collagraphs				
Year 5	The Great Wave				
	Viking inspired tessellation				
	Birds in Egyptian art				
Year 6	World at War				
	Discovery and Exploration				
	Dia de Muertos				

Substantive Knowledge



Mowmacre Hill
Primary School



EYFS	Throughout the year
Substantive Concepts	
Substantive Knowledge	<ul style="list-style-type: none">- To know how to hold and use pencils, scissors, paintbrushes and other small equipment correctly and safely.- Use a range of tools and resources to create their own models.- To know the primary colours (red, blue and yellow) and to know that you can make different colours by mixing them together.- To talk about different textures, the design and explain the process of how they made something.

Substantive Knowledge



KS1 Cycle B	Creating a cityscape		Alma Thomas	
Substantive Concepts	Exploring, creating, recording, knowledge of artists/ craftsman		Exploring, creating, recording, knowledge of artists/ craftsman	
Substantive Knowledge	<p>Know how to use pattern, line and shape to produce drawings of buildings</p> <p>Draw from observation of buildings and photographs of the local area</p> <p>Know what a cityscape is and how to compose one. Look at a variety of cityscapes created using different media</p> <p>Know about the work of modern-day cityscape artist Ben Johnson & cardboard artist Chris Gilmour (recently created the cardboard Leicester cityscape that was in Highcross)</p> <p>Know how to use an ink pen to draw with control and add detail. Plan their artwork using sketches</p> <p>Develop an understanding of scale when drawing their cityscape</p> <p>Create a 3D building to add to a collaborative class cityscape.</p>		<p>Know how to use colour, pattern, line & shape to produce different effects</p> <p>Know that Alma Thomas was an artist famous for her abstract colour field paintings amongst others</p> <p>Know some facts about her life</p> <p>Know some facts about the inspiration behind the works of Alma Thomas</p> <p>Discuss her artwork in groups and express thoughts and feelings</p> <p>Be able to recognise an abstract style of painting and discuss its features</p> <p>Create their own abstract pieces of artwork</p>	
KS1 Cycle B	Rousseau's Rainforest			
Substantive Concepts	Exploring, creating, recording, knowledge of artists/ craftsman			
Substantive Knowledge	<p>Draw from observation of photographs of rainforest leaves, trees and animals. Know about the life and work of Henri Rousseau. Look at a his jungle artworks using the 'superpower of looking method' (artuk.org) led by Bob and Roberta Smith.</p> <p>Create thumbnail sketches to help plan a mixed media composition</p>		<p>Mix up a range of tints and shades of green (retrieval)</p> <p>Create depth in a piece of artwork by layering and the use of perspective techniques</p> <p>Use oil pastels with control, using techniques such as blending</p> <p>Explore the consistency and capabilities of acrylic paint</p>	

Substantive Knowledge



KS1 Cycle A	This is me!		Monet's Garden	
Substantive Concepts	Exploring, creating, recording, knowledge of artists/ craftsman		Exploring, creating, recording , knowledge of artists/ craftsman	
Substantive Knowledge	<p>Know and understand the terms portrait and self-portrait</p> <p>Have knowledge of the style of famous portrait artists such as Pablo Picasso and create self-portraits inspired by them</p> <p>Know how to create tints, tones and shades to use for skin</p> <p>Know how to draw a portrait/self-portrait with knowledge of facial proportions</p> <p>Draw carefully through observation, observing details and representing them in their artwork</p> <p>Create their own self-portraits in different styles</p>		<p>Begin to understand how to look closely and observe a piece of artwork <i>Bridge over a Pond of Water Lillies, 1899</i></p> <p>Ask questions about a piece of artwork (see above)</p> <p>Describe what they see and give a justified opinion on the work of an artist</p> <p>Have knowledge of the style of the artist Claude Monet and know some facts about his life</p> <p>Learn some oil pastel techniques such as blending, smudging, stippling (one of Monet's preferred mark making tools)</p> <p>Know the names of both primary and secondary colours</p> <p>Know which primary colours mix to make each secondary colour</p> <p>Know how to combine different media to create a finished piece</p>	

KS1 Cycle A	Raindrops and Rainbows	
Substantive Concepts	Exploring, creating, recording, knowledge of artists/ craftsman	
Substantive Knowledge	<p>Mix the primary colours to create secondary colours and use correct colour theory terminology</p> <p>Draw straight and curved lines with control</p> <p>Discuss and use warm and cool colours</p> <p>Use wax crayons and wax candles as drawing tools</p>	<p>Understand the process of wax resist painting</p> <p>Explore the use of watercolours (liquid or tablet)</p> <p>Begin to understand perspective when drawing</p>

Substantive Knowledge



LS2 Cycle A	In my element- architecture.		Implying Texture
Substantive Concepts	Exploring, creating, recording, knowledge of artists/ craftsman		Exploring, creating, recording
Substantive Knowledge	<p>Know and understand the role of an architect</p> <p>Know some famous architects (Freidrich Hundertwasser, Zaha Hadid) and some current practising ones (Narinder Sagoo and Martin Prince-Parrott)</p> <p>Think of job specific questions they would like to send to Narinder or Martin and have them answered</p> <p>Know how to use line to create an architectural style drawing (floor plan)</p> <p>Design their own home of the future, interior and exterior</p> <p>Know some architectural terms eg, front elevation, blueprints, floor plans</p> <p>Study the Hundertwasser style of house and themes and create a mixed media (oil pastel and watercolour) interpretation of them</p>	<p>Know how to use pattern, line and shape to create implied texture</p> <p>Know the meaning of the word 'texture' and the difference between <i>implied</i> texture and <i>actual</i> texture.</p> <p>Create sketches from observation of fossils and photographs of fossils (drawing to show what I have seen)</p> <p>Ask questions about and describe what they can see</p> <p>Know how to create monoprints in two different ways –oil pastel and carbon paper</p> <p>Explore printing on different paper types</p> <p>Articulate each process and compare and contrast the tools and techniques</p> <p>Express a preference for a technique and explain reasons why</p>	

LKS2 Cycle A	Ancient Greek Temples	
Substantive Concepts	Exploring, creating, recording, knowledge of artists/ craftsman	
Substantive Knowledge	<p>Know about the style of Ancient Greek architecture and Greek temples including the Parthenon</p> <p>Know about the different styles of columns: Doric, Ionic and Corinthian</p> <p>Know how to draw confidently from observation</p> <p>Begin to know how to draw accurately using a range of media</p> <p>Know how to sketch</p>	<p>Know how form can be transferred from 2D to 3D</p> <p>Know about the role of the architect and compare to previous work</p> <p>Know how to shape, mould, and join art straws to make a 3D construction inspired by Ancient Greek architecture</p> <p>Evaluate their work and discuss what went well and what improvements could be made</p>

Substantive Knowledge



LS2 Cycle B	World of Water		Hot, Cold and Texture	
Substantive Concepts	Exploring, creating, recording, knowledge of artists/ craftsman		Exploring, creating, recording, knowledge of artists/ craftsman	
Substantive Knowledge	<p>Know how to apply different watercolour techniques such as a wash, wet on wet, wet on dry, blending, scumbling, glazing, splattering, blending</p> <p>Know how to use different brushes and parts of brushes for different effects</p> <p>Know some artists who used/use watercolours and discuss the techniques used in their paintings (Georgia O’Keeffe, J.M.W Turner, Paul Klee, Errol Allen)</p> <p>Look at ‘Sunrise’ 1916 by Georgia O’Keeffe and Paul Klee’s untitled watercolour works of 1914 in detail and create their own abstract watercolour art</p> <p>Explore the watercolour work of Jamaican artist Errol Allen and JMW Turner and create a realist piece of art of their choice using the techniques introduced and rehearsed during this sequence.</p>		<p>Learn about the artist Frank Bowling and his use of ‘hot’ and ‘cold’ colours. Investigate the differences between hot and cold colours and the effects these create.</p> <p>Look at abstract as an art term.</p> <p>Investigate photos of volcanoes and describe the mood and colours.</p> <p>Know how to mix paint to create new colours and to label these colours in their own words.</p> <p>Know how to create different effects with paint by mark making and adding texture such as sand, glue and string.</p> <p>Reflect on their art journey and explain how an image makes them feel.</p> <p>Create an abstract volcano painting inspired by the work Frank Bowling.</p>	

LKS2 Cycle B	Creative Collagraphs	
Substantive Concepts	Exploring, creating, recording, knowledge of artists/ craftsman	
Substantive Knowledge	<p>Learn about the technique of collagraph and apply the principles to their own work.</p> <p>Learn about contemporary artists Andrea Starkey and Mari French.</p> <p>Investigate the different textures and materials used in a collagraph.</p> <p>Look at the terms: collagraph, relief print, intaglio, collage and etching.</p>	<p>Investigate different printing techniques by experimentation and testing out ideas.</p> <p>Know how to create a collagraph print and understand that the image will be reversed.</p> <p>Know how to sketch an idea which then develops into a printed collagraph.</p> <p>Reflect on their art journey and develop ideas based on ideas which are successful, and those which need refining.</p> <p>Create a series of collagraph prints inspired by nature.</p>

Substantive Knowledge



Year 5	The Great Wave		Viking Inspired Tessellations	
Substantive Concepts	Exploring, creating, recording, knowledge of artists/ craftsman		Exploring, creating, recording , knowledge of artists/ craftsman	
Substantive Knowledge	<p>Explore the printing technique, work and world of Japanese artist Katsushika Hokusai with a focus on The Great Wave (1830)</p> <p>Identify and draw features of the natural world and use marks and lines to add detail and texture</p> <p>Compare a variety of wave representations by artists (Claude Monet, Pierre-Auguste Renoir, William Turner, Vanessa Mae) to inspire their own work</p> <p>Know how to create an accurate print design following criteria</p> <p>Know how to create a printing block in two ways, using string and styrofoam</p> <p>Know that this method of printing requires a thick printing ink</p> <p>Know how to combine a print with other media</p> <p>Use the string block to create a wax resist image (wax candle and watercolour) and print</p> <p>Use printing tools, appropriate pressure and control to create clean prints</p>		<p>Know how to produce a repeating pattern and understand composition.</p> <p>Understand the terms 'rotation' and 'tessellation' by looking at repeated patterns by M.C. Escher.</p> <p>Know about the 6 different styles found in Viking art.</p> <p>Appraise and improve their work by re-looking back at their own sketches.</p> <p>Develop their knowledge of watercolour and create different tones.</p> <p>Develop their understanding of tone and shading during initial sketches.</p> <p>Understand how to produce a repeating pattern/tessellation in the style of M.C. Escher.</p>	
Year 5	Birds in Ancient Egyptian Art			
Substantive Concepts	Exploring, creating, recording, knowledge of artists/ craftsman			
Substantive Knowledge	<p>Learn about Ancient Egyptian art with a focus on the symbolism of birds.</p> <p>Investigate sketching birds in motion and birds in still frame from a photo.</p> <p>Understand a profile image and sketching birds mainly in profile.</p> <p>Investigate using negative spaces and the effect of contrasting lighter areas with darker areas to develop depth in drawings.</p>		<p>Make observational sketches and develop tone and shading.</p> <p>Make preliminary sketches in preparation for a clay etching in the style of an Ancient Egyptian stone carving.</p> <p>Develop clay making techniques including slips, rolling, carving and decoration.</p>	

Substantive Knowledge

