

# Primary Phase Curriculum Map 2020-21



**William Hulme's Grammar School**  
The best in everyone™  
Part of United Learning

**Subject Area:**

**Art**

The Art intent at William Hulme's Primary Phase is to explore a world of artists, embed key art skills and show progression by building upon these skills year after year. The children will explore their creativity and have the opportunity to showcase their artwork. Through our lesson designs and broad coverage of artists, as well as art movements, we want to encourage young people become critical thinkers, develop their appreciation and understanding of all forms of art. We aspire to implement the teaching and learning of art with passion and purpose to build the notion of 'I am an artist', in each and every young person. Young people will be equipped with the knowledge necessary to produce quality works of art – not just to guide them through the production of a product that does not require the thoughtful implementation of the concepts we have taught. The key to how we achieve this is by focusing our efforts on teaching the concepts effectively and reinforcing these concepts through an art-making experience.

At William Hulme's, we aim to unlock a young person's creativity and bring it to life. We want to develop children's cultural education and teach skills that can help young people shape successful, exciting careers in the UK's growing creative industries.

**Our Curriculum** – The Art Curriculum consists of:

- a long term plan. This gives teachers an overview of the areas that they are going to teach to ensure National Curriculum coverage.
- unit plans. These detail exact locations, features, skills and procedural knowledge that will be taught.
- knowledge organisers. These are focused on the key vocabulary and procedural knowledge (skills) that will be taught.

<b>Vertical Concept</b>	<b>Definition</b>	<b>Units</b>
Drawing	Drawing is a form of visual art in which a person uses various drawing instruments to mark paper or another two-dimensional medium.	Early Years - Mark making Year 1 – Line drawing Year 2 – Line drawing/Cityscapes Year 3 – Flowers, animals and birds Year 4 – 3D image/letter drawing Year 5 – Cityscapes through 3D drawing Year 6 - Landscapes and street views
Painting	Painting is the practise of applying paint, pigment, colour or other medium to a solid surface.	Early Years - Capture experiences using paint Year 1 – Manchester Bee Year 2 – Manchester landscapes Year 3 – Vase of flowers Year 4 – Starry Night Year 5 – Surrealism painting Year 6 - Fruit and still life

Vertical Concept	Definition	Units
Collaging	Collage, from the French verb coller, meaning 'to glue,' is the artistic process of gluing and assembling various materials to a flat surface.	Early Years – Manipulate materials Year 1 – Manchester landmark Year 2 – Manchester townhall Year 3 – Pop Art Word and letters Year 4 – Pop Art Comics Year 5 – Landscapes Year 6 – Shoes and Objects
Printing	Printing is the process of making images that can be transferred onto other surfaces. It can be used to make one or more identical images or to create repeating patterns on papers and textiles.	Early Years – Transfer paint to different media. KS1 - Mono printing Lowest KS2 - Polystyrene printing Upper KS2 - relief printing
3D	3D artwork is the representation of a natural or imagined object in three dimensions: height, width, and depth. It can refer to sculptures.	Early Years – Begin to construct horizontally and vertically. Year 1 - Nature Art - Patterns Year 2 – Nature Mandalas Year 3 – Shapes in 3D Year 4 – 3D figure using media and materials Year 5 – 3D Abstract Art (circles) Year 6 – Landscape 3D Art abstract art (circles) and landscape.
Digital Media	Digital art is the practice that uses digital technology as part of the creative or presentation process.	Photography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Drawing	Painting	Collage	Printing	3D	Digital Media
EYFS	<p><b><u>Expressive Arts and design</u></b></p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Create simple representations of events, people and objects.</p>	<p><b><u>Expressive Arts and design</u></b></p> <p>Explores colour and how colours can be changed.</p> <p>Explores what happens when they mix colours.</p> <p>Captures experiences and responses with a range of media, such as paint and other materials.</p>	<p><b><u>Expressive Arts and design</u></b></p> <p>Manipulates materials to achieve a planned effect.</p> <p>Experiments to create different textures.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p><b><u>Expressive Arts and design</u></b></p> <p>Uses simple tools and techniques competently and appropriately.</p>	<p><b><u>Expressive Arts and design</u></b></p> <p>Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p>	<p><b><u>Understand the World</u></b></p> <p>Completes a simple program on a computer.</p>
Year 1	<p><b><u>Artist: Paul Klee</u></b></p> <p><b><u>Final Product:</u></b> Line drawings</p> <p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Experiment with a variety of tools, including: pencils, rubbers, crayons, felt tips, charcoal, chalk and other dry media.</li> <li>- Begin to explore the use of line, shape and colour.</li> <li>- Draw from memory and imagination.</li> <li>- Draw spaces between objects.</li> </ul>	<p><b><u>Artist: Georges Seurat</u></b></p> <p><b><u>Final Product:</u></b> Manchester Bee</p> <p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Holding a brush correctly.</li> <li>- Apply the correct amount of paint.</li> <li>- Blend colours creating primary and secondary colours.</li> <li>- Use colours to represent an image.</li> </ul>	<p><b><u>Artist: Sir Christopher Wren</u></b></p> <p><b><u>Final Product:</u></b> Manchester landmark</p> <p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Use prepared materials.</li> <li>- Choose colours specific to outcome.</li> <li>- Apply correct amount of glue.</li> <li>- Create images from a variety of media, photocopied material, fabric, crepe paper, magazines. Arrange and glue materials.</li> </ul>	<p><b><u>Artist: William Morris</u></b></p> <p><b><u>Final Product:</u></b> Mono (potato) printing</p> <p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Use poster paint.</li> <li>- Use found objects to print</li> <li>- Use sponges, rags, card, junk.</li> <li>- Print with a range of materials.</li> <li>- Make simple marks on rollers and transfer to paper.</li> <li>- Create simple mono prints.</li> </ul>	<p><b><u>Artist: Andy Goldsworthy</u></b></p> <p><b><u>Final Product:</u></b> Nature Art - Patterns</p> <p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Experiment with using materials to create a shape/idea.</li> <li>- Use materials (newspaper, card, plastecine) to create a simple 3D form.</li> <li>- Enable exploration of structure, form and balance of sculptures.</li> </ul>	<p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Explore ideas using digital sources, ie. Internet</li> <li>- Record visual information using digital cameras.</li> </ul>
Year 2	<p><b><u>Artist: Paul Klee</u></b></p> <p><b><u>Final Product:</u></b> Cityscapes</p>	<p><b><u>Artist: Georges Seurat</u></b></p> <p><b><u>Final Product:</u></b> famous Manchester building/landscape</p>	<p><b><u>Artist: Sir Christopher Wren</u></b></p> <p><b><u>Final Product:</u></b> Architect study</p>	<p><b><u>Artist: William Morris</u></b></p> <p><b><u>Final Product:</u></b> Photograph flowers and</p>	<p><b><u>Artist: Andy Goldsworthy</u></b></p> <p><b><u>Final Product:</u></b> Nature Mandalas</p>	<p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Use simple graphics to create images and effects with lines by changing the size of brushes.</li> </ul>

Year 3	<p><b><u>Procedural Knowledge</u></b> <b><u>(skills):</u></b></p> <ul style="list-style-type: none"> <li>- Layer different media, crayons, felt tips, charcoal.</li> <li>- Represent drawings using line, shape, colour and patterns.</li> </ul>	<p><b><u>Procedural Knowledge</u></b> <b><u>(skills):</u></b></p> <ul style="list-style-type: none"> <li>- Mix colours with the correct consistency.</li> <li>- Mix secondary colours.</li> <li>- Mix primary shades of colours.</li> <li>- Create textured paint by adding sand.</li> </ul>	<p>Manchester town hall clock tower</p> <p><b><u>Procedural Knowledge</u></b> <b><u>(skills):</u></b></p> <ul style="list-style-type: none"> <li>- Experiment by tearing paper.</li> <li>- Sort and group materials for different purposes.</li> <li>- Fold, crumple, tear and overlap papers to create textures</li> </ul>	<p>use them in own designs.</p> <p><b><u>Procedural Knowledge</u></b> <b><u>(skills):</u></b></p> <ul style="list-style-type: none"> <li>- Use poster paint, layering colours (oil pastels on top) for effect.</li> <li>- Print along a line, at random, in sequence or in rows.</li> <li>- Plan a pattern.</li> <li>- Make a simple block.</li> <li>- Build up repeating patterns.</li> <li>- Create simple patterned, printing blocks.</li> </ul>	<p><b><u>Procedural Knowledge</u></b> <b><u>(skills):</u></b></p> <ul style="list-style-type: none"> <li>- Use different materials (natural and man-made) to create a 3D form</li> <li>- Join pieces</li> <li>- Use coils</li> <li>- Use different media (chalk, twigs, sticks, rocks, leaves etc)</li> <li>- Add details/decor to materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw shapes using eraser, shape and fill tools.</li> <li>- Create colours and texture using simple filters.</li> </ul>
	<p><b><u>Artist: Edith Holden</u></b></p> <p><b><u>Final Product:</u></b> Flowers, animals and birds</p> <p><b><u>Procedural Knowledge</u></b> <b><u>(skills):</u></b></p> <ul style="list-style-type: none"> <li>- Introduce tone.</li> <li>- Make contrasts in shading.</li> <li>- Use different media to achieve variations in line, textures, tones, colours, shapes and pattern.</li> </ul>	<p><b><u>Artist: Henri Matisse</u></b></p> <p><b><u>Final Product:</u></b> Original vase of flowers</p> <p><b><u>Procedural Knowledge</u></b> <b><u>(skills):</u></b></p> <ul style="list-style-type: none"> <li>- Develop a painting from drawing.</li> <li>- Explore complementary colours in paintings.</li> <li>- Explore different shades of colours.</li> <li>- Use a variety of brushes to create different strokes.</li> <li>- Create textural effects.</li> </ul>	<p><b><u>Artist: Romero Britto</u></b></p> <p><b><u>Final Product:</u></b> Pop Art Words or images to represent Manchester</p> <p><b><u>Procedural Knowledge</u></b> <b><u>(skills):</u></b></p> <ul style="list-style-type: none"> <li>- Use different materials: scrap, rubbish, magazine images, foils, shiny materials, printed paper and pictures.</li> <li>- Experiment with a range of tearing/ripping techniques.</li> <li>- Overlap and layer collage to create an image.</li> </ul>	<p><b><u>Artist: Andy Warhol</u></b></p> <p><b><u>Final Product:</u></b> Polystyrene printing Campbell's soup</p> <p><b><u>Procedural Knowledge</u></b> <b><u>(skills):</u></b></p> <ul style="list-style-type: none"> <li>- Use repeating patterns including regular repeat plus half and full drop tile designs.</li> <li>- Create printing blocks showing a pattern or design.</li> <li>- Create different blocks showing a scene, so their printing has more than one part.</li> <li>- Draw into polystyrene with sharp pencils.</li> </ul>	<p><b><u>Artist: Antonio Gaudi</u></b></p> <p><b><u>Final Product:</u></b> Shapes in 3D</p> <p><b><u>Procedural Knowledge</u></b> <b><u>(skills):</u></b></p> <ul style="list-style-type: none"> <li>- Use clay/plasticine techniques including: thumb prints, coil, slab pots (tiles slipped together to make a box).</li> <li>- Join clay.</li> <li>- Observe an object (pot, bowl, plate, shape, simple animal)</li> <li>- Plan, design and make a model from observation.</li> <li>- Use different materials for mosaic (paper, cardboards, buttons etc)</li> </ul>	<p><b><u>Procedural Knowledge</u></b> <b><u>(skills):</u></b></p> <ul style="list-style-type: none"> <li>- Record visual information using cameras and video recorders.</li> <li>- Present recorded visual images using software.</li> <li>- Create images with effects with lines by controlling the brush tool with increase precision.</li> </ul>
	Year 4	<p><b><u>Artist: M.C Esher</u></b></p> <p><b><u>Final Product:</u></b> 3D image/lettering or stairs</p>	<p><b><u>Artist: Van Gogh</u></b></p> <p><b><u>Final Product:</u></b> Starry Night</p>	<p><b><u>Artist: Roy Lichtenstein</u></b></p> <p><b><u>Final Product:</u></b> Pop art Comics</p>	<p><b><u>Artist: Andy Warhol</u></b></p> <p><b><u>Final Product:</u></b> Polystyrene printing</p>	<p><b><u>Artist: Henri Matisse</u></b></p> <p><b><u>Final Product:</u></b> 3D figure</p>

	<p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Exploring line, tone and shading using different media.</li> <li>- Add detail to drawings.</li> <li>- Add patterns and textures to drawing.</li> </ul> <p>Begin to show an awareness of objects having a third dimension.</p>	<p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Develop a painting from drawing.</li> <li>- Explore complementary colours in paintings.</li> <li>- Use a variety of brushes to create different strokes.</li> <li>- Use specific colours to convey feelings and mood.</li> <li>- Introduce making colours lighter (tinting) and darker (shading).</li> <li>- Create textural effects.</li> </ul>	<p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Use different materials: scrap, rubbish, magazine images, foils, shiny materials, printed paper, tissue paper and pictures.</li> <li>- Experiment with tearing paper into smaller pieces, layering and overlapping them.</li> <li>- Use collage to represent a mood or feelings – to build a visual vocabulary.</li> </ul>	<p>using photographs and Marilyn Monroe</p> <p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Begin to print with two colour overlays.</li> <li>- Begin to create tessellations – arrangement of shapes closely fitted together.</li> </ul>	<p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- create a simple 3D object.</li> <li>- Add patterns, designs, decor.</li> <li>- Create surface patterns in a malleable material.</li> <li>- Work on large and small scales, individually and as a group, to solve challenges offered by materials.</li> <li>- Express views on individual sculptures and justify these views.</li> </ul>	<ul style="list-style-type: none"> <li>- Use filters to manipulate and create images for a purpose.</li> <li>- Create shapes by making selections to cut, duplicate and repeat.</li> </ul>
<p>Year 5</p>	<p><b><u>Artist: Stephen Wiltshire</u></b></p> <p><b><u>Final Product:</u></b> Cityscapes through 3D drawing</p> <p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Use line, tone and shade to represent things seen, remembered or imagined.</li> <li>- Express feelings and moods in their drawings.</li> <li>- Use dry media to make different marks, lines, patterns and shapes within a drawing.</li> <li>- Explore colour mixing and blending techniques with coloured pencils.</li> <li>- Begin to use simple perspective in their work, using a focal point and horizon.</li> <li>- Begin to develop an awareness of composition – foreground, middle ground and background.</li> </ul>	<p><b><u>Artist: Salvador Dali</u></b></p> <p><b><u>Final Product:</u></b> Surrealism Painting – own choice of painting</p> <p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Develop a painting from drawing.</li> <li>- Work with complementary colours.</li> <li>- Make colours lighter by tinting and darker by shading.</li> <li>- Explore shadowing and highlighting to add light/darkness to their paintings.</li> </ul>	<p><b><u>Artist: Eileen Downes</u></b></p> <p><b><u>Final Product</u></b> Landscapes</p> <p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Use a range of media to create a collage: scrap, rubbish, magazine images, foils, shiny materials, printed paper, tissue paper, pictures, recyclable materials.</li> <li>- Show composition in collage through foreground, middle ground and background.</li> <li>- Experiment with tearing techniques to create different effects (tear towards creates a smooth finish, tear away creates an edgy finish).</li> </ul>	<p><b><u>Artist: Hokusai</u></b></p> <p><b><u>Final Product:</u></b> Relief printing Waves</p> <p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Use different tools to create different thicknesses of line, or use fingers to create shading techniques.</li> <li>- Design a three colour print.</li> <li>- Create printing blocks using initial sketches.</li> <li>- Use relief method of printing creating a print block with areas of the surface in relief, or sticking out.</li> </ul>	<p><b><u>Artist: Wassily Kandinsky</u></b></p> <p><b><u>Final Product:</u></b> 3D Abstract Art (circles)</p> <p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Use different media to sculpt: construction materials, recycled materials, scrap materials, junk, pipe cleaners and straw.</li> <li>- Create geometric shapes,</li> <li>- Develop joining techniques.</li> <li>- Work on a large scale, in groups.</li> </ul>	<p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Create and manipulate new images.</li> <li>- Be able to import an image (scanned, retrieved, taken).</li> </ul>

<b>Year 6</b>	<p><b>Artist: Lowry</b></p> <p><b>Final Product:</b> Street view or landscape</p> <p><b>Procedural Knowledge (skills):</b></p> <ul style="list-style-type: none"> <li>- Use different techniques for a specific outcome, different shading, different textures, - 3D drawing/shading with different media.</li> <li>- Show an awareness of composition and perspective drawing, one point and two point.</li> </ul>	<p><b>Artist: Paul Cezanne</b></p> <p><b>Final Product:</b> fruit and still life</p> <p><b>Procedural Knowledge (skills):</b></p> <ul style="list-style-type: none"> <li>- Develop a painting from drawing.</li> <li>- Create texture (thick, thin painting) and patterns.</li> <li>- Begin to create contrasting effects using complementary colours.</li> <li>- Mix and match colours to create atmosphere and light effects (tinting) and dark effects (shading).</li> <li>- Use textured paint specific to their outcome.</li> </ul>	<p><b>Artist: Eileen Downes</b></p> <p><b>Final Product:</b> Shoes and objects</p> <p><b>Procedural Knowledge (skills):</b></p> <ul style="list-style-type: none"> <li>- Independently plan collage, labelling the details of their plan.</li> <li>- Collect a range of coloured media for their collage.</li> <li>- Source specific media, colours, tear them, draw on them, colour on them.</li> <li>- Create textured collage using different media, eg. mix sand with paint.</li> </ul>	<p><b>Artist: Hokusai</b></p> <p><b>Final Product:</b> Lake Suma</p> <p><b>Procedural Knowledge (skills):</b></p> <ul style="list-style-type: none"> <li>- Create prints with three overlays.</li> <li>- Create printing blocks.</li> <li>- Use different sized and different shaped blocks to create an image.</li> <li>- Work into prints with a range of media, eg, pens, colours, colour pens and paints.</li> </ul>	<p><b>Artist: David Hockney</b></p> <p><b>Final Product:</b> Landscape 3D Art (Link to geography)</p> <p><b>Procedural Knowledge (skills):</b></p> <ul style="list-style-type: none"> <li>- Use varied media.</li> <li>- Sculpt with paper and card, or wire.</li> <li>- Build up onto junk shapes with mod-roc.</li> <li>- Use colour in sculpture.</li> <li>- Produce intricate patterns and textures in a malleable media.</li> </ul>	End of year production
<b>KS3</b>	<p>Shape and composition. Pattern, textures and overlapping. Observational drawing. Portrait drawing. Tonal studies on maps. Expressive drawing and layering. Still life</p>	<p>Exploring the colour wheel Watercolours Observational painting Canvas painting Tonal paintings</p>	<p>Layering with mixed media</p>	<p>Print making Relief printing Etching printing Print layering</p>	<p>Research Design Construction 3D Art</p>	<p>Photography</p>