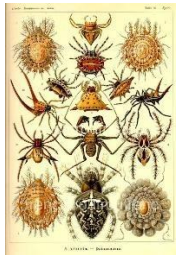


Art Overview

Year 5 – Observation, Texture and Tone						
Unit	Concept	Disciplinary Knowledge	Substantive Knowledge	Language	Suggested Artists	
Observation, Texture and Tone "Natural Forms" Possible contexts: Bugs and insects	Artists use observation to understand and represent natural forms.	- Draw from direct observation. - Use a range of mark-making techniques. - Develop tonal shading.	- Observational drawing improves accuracy. - Artists use different marks to represent texture. - Tone can create the illusion of form.	Observation Texture Tone Form Mark-	Maria Sibylla Merian 	Georgia O'Keeffe 
	Expected Outcome				 Ernst Haeckel	 Rachel Dein

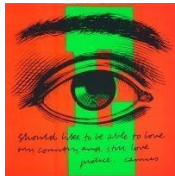
Art Overview

• Butterflies • Beetles • Shells • Feathers • Leaves • Seed heads • Fungi • Natural collections	Create a refined observational study or composition based on natural forms demonstrating texture, tone, colour blending and careful composition.	• Experiment with cross-hatching. • Blend colour intentionally. • Refine work through repeated studies. • Create a final outcome informed by observation and experimentation.	• Colour can be blended to create subtle variation. • Composition affects how a viewer experiences an image. • Natural objects contain pattern, texture and structure that artists can study and interpret.	making Cross-hatching Blending Composition Natural forms Detail	 	 
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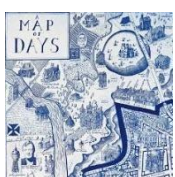
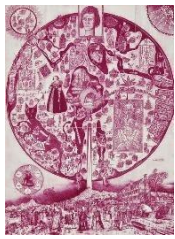
Year 5 – Symbolism, Pattern and Communication

Unit	Concept	Disciplinary Knowledge	Substantive Knowledge	Language	Suggested Artists
Symbolism, Pattern and Communication "Visual Messages" Possible Contexts: • Stamp design • Poster design	Artists use colour, pattern, shape and symbols to communicate messages, values and ideas to an audience.	• Investigate how artists and designers communicate ideas visually. • Use symbols to represent concepts and meanings. • Experiment with colour combinations to influence a viewer.	• Symbols can communicate meaning without words. • Different viewers may interpret symbols in different ways. • Colour can influence mood and meaning. • Pattern can reinforce a	Symbol Symbolism Pattern Composition Audience Purpose	Sonia Delaunay   Andy Warhol  

Art Overview

- British values - School values - Community identity - Charity campaigns - Environmental messages - Celebrations	Expected Outcome Create a final design that communicates a clear message using symbols, pattern, colour and composition.	- Develop pattern and decorative elements within a design. - Create thumbnail sketches and explore alternative compositions. - Refine ideas through evaluation and redrafting. - Produce a final design for a specific purpose and audience.	visual message. - Composition affects how a viewer reads an image. - Designers make choices based on audience and purpose. - Artists often communicate social, cultural or personal ideas through imagery.	Message Design Colour Identity Communication Thumbnail sketch	Corita Kent  	Shepard Fairey  
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Year 5 – Space, Place and Composition

Unit	Concept	Disciplinary Knowledge	Substantive Knowledge	Language	Suggested Artists
Space, Place and Composition "Journeys and Maps" Possible Contexts: - Personal journeys - Treasure maps - Local area	Artists use space, composition and viewpoint to organise information and guide a viewer through a visual journey. Expected Outcome	- Explore how artists and designers organise information visually. - Experiment with aerial viewpoints and bird's-eye perspectives. - Use composition to guide a viewer through an image. - Combine drawing, painting and collage techniques	- Composition affects how a viewer moves around an image. - Artists can use viewpoint to change how a place is represented. - Maps are visual representations that communicate information. - Scale can suggest	Composition Space Viewpoint Perspective Scale Foreground Middle	Grayson Perry   Alighiero Boetti Paula Scher   Stephen

Art Overview

maps - Fantasy worlds - Historical voyages - Migration routes - Story maps - Environmental trails - Cultural journeys	Create a mixed-media map or journey composition that demonstrates thoughtful use of space, composition, colour and visual storytelling.	within a single piece. - Use scale to create emphasis and hierarchy. - Develop ideas through sketching and planning. - Refine compositions through evaluation and adaptation. - Create a final outcome that communicates a journey, place or story.	importance and distance. - Colour can help organise information and direct attention. - Artists often combine symbols, images and text to communicate ideas. - Foreground, middle ground and background help create the illusion of space.	ground Background Journey Route Map Aerial view Collage Mixed media	 	Wiltshire  
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Year 6 - Form, Structure and Construction

Unit	Concept	Disciplinary Knowledge	Substantive Knowledge	Language	Suggested Artists	
Form, Structure and Construction "Mechanical Forms" Possible Contexts - Robots - Machines - Vehicles	Artists study structure, form and construction to understand how objects are designed, built and represented.	- Draw from observation of manufactured objects. - Break complex forms into simple geometric shapes. - Use line and tone to describe three-dimensional form. - Explore how artists	- Complex forms can be constructed from simple shapes. - Artists use line, shape and tone to communicate structure. - Form describes the three-dimensional	Form Structure Construction Geometric Organic	Leonardo Da Vinci  	Chris Gilmour  

Art Overview

- Inventions - Industrial objects - Steampunk designs - Tools and mechanisms - Futuristic technology - Architecture and structures	Create a refined drawing, sculpture or mixed-media outcome that demonstrates understanding of form, structure and construction.	represent structure and construction. - Experiment with a range of materials to create form. - Develop designs through sketching and annotation. - Refine work through evaluation and modification. - Create a final outcome informed by research and experimentation.	qualities of an object. - Engineers and designers consider both function and appearance. - Structure affects the strength and stability of an object. - Artists may exaggerate or simplify forms to create visual impact. - Geometric forms create different visual effects from organic forms.	Function Stability Framework Engineering Three-dimensional Design Annotation Prototype	Steam Punk  	Anthony Gormley  
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Year 6 - Pattern, Symbolism and Narrative

Unit	Concept	Disciplinary Knowledge	Substantive Knowledge	Language	Suggested Artists
Pattern, Symbolism and Narrative "Stories Through Pattern" Possible Contexts - Aboriginal art and Dreaming stories - Adinkra symbols	Artists use pattern, symbols and imagery to communicate stories, beliefs, traditions and cultural identity. Expected Outcome	- Investigate how artists use symbols and pattern to communicate meaning. - Explore the visual traditions of different cultures. - Develop and refine personal symbols and	- Symbols can represent ideas, beliefs and experiences. - Different cultures use visual symbols to communicate meaning. - Pattern can be	Symbolism Pattern Narrative	Ablade Glover   El Anatsui  

Art Overview

(Ghana) • Celtic symbolism • Native American storytelling • Islamic geometric pattern • Ancient symbols and myths • Cultural identity • Local stories and legends	Create a final artwork that uses pattern, symbolism and composition to communicate a narrative, belief or cultural story.	motifs. • Use pattern to organise and structure compositions. • Experiment with repeated imagery and decorative techniques. • Develop ideas through sketching, annotation and research. • Refine work through evaluation and adaptation. • Create a final artwork that communicates a clear narrative or message.	decorative, symbolic or narrative. • Artists often use repeated motifs to reinforce meaning. • Art can preserve stories, traditions and cultural identity. • Visual language can communicate ideas without written words. • The same symbol may have different meanings in different cultures.	Culture Identity Motif Repetition Tradition Heritage Meaning Composition Interpretation	Aboriginal Artists and Dreaming Traditions 	Esther Mahlangu 
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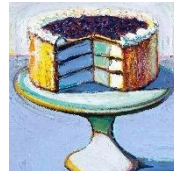
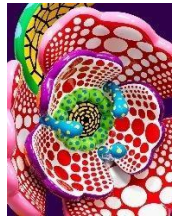
Art Overview

Year 6 - Transformation, Sustainability and Purpose

Unit	Concept	Disciplinary Knowledge	Substantive Knowledge	Language	Suggested Artist	
Transformation, Sustainability and Purpose "Environmental Art" Possible Contexts - Recycled materials - Environmental issues - Local environmental concerns - Plastic pollution - Ocean conservation - Climate awareness - Community projects - Nature and sustainability - Upcycled sculpture	Artists can transform materials and objects to communicate messages, raise awareness and encourage people to think differently about the world around them.	- Investigate how artists use recycled and found materials. - Experiment with combining different materials and processes. - Explore how texture, colour and form can communicate meaning. - Develop ideas through sketching, modelling and testing. - Refine outcomes through evaluation and modification. - Select materials purposefully to support an intended message. - Create a final artwork designed for a specific audience and purpose.	- Artists can communicate messages through the materials they choose. - Recycled and found objects can be transformed into artwork. - Texture, colour and form can influence how a message is interpreted. - Environmental artists often encourage viewers to reconsider waste and consumption. - Materials have different properties that affect how they can be used. - Art can influence opinions, raise awareness and inspire change. - Artistic decisions should support an intended purpose.	Sustainability Environmental Art Recycled Repurposed Mixed Media Found Object Texture Form Audience Purpose Message Installation Sculpture Transformation	Andy Goldsworthy 	Bordalo II 
	Expected Outcome Create a mixed-media artwork or sculptural outcome using recycled or repurposed materials that communicates an environmental message.					
					Vik Muniz 	
						

Art Overview

Year 7 – Colour, Texture and Expression

Unit	Concept	Disciplinary Knowledge	Substantive Knowledge	Language	Suggested Artist	
Colour, Texture and Expression "Sweets and Cakes" Possible Contexts - Sweets and cakes - Food art - Consumer culture - Advertising - Pop culture - Still life - Packaging design - Celebrations and treats	Artists make deliberate choices about colour, texture and scale to create visual impact, communicate mood and influence how viewers respond to an image.	- Investigate how artists use colour and texture to create impact. - Experiment with colour mixing to create mood and atmosphere. - Develop painting techniques including blending, layering and impasto effects. - Explore how scale influences the way an artwork is perceived. - Use observation and imagination to develop visual ideas. - Refine compositions through sketching and experimentation. - Evaluate and adapt artistic decisions throughout the creative process. - Create a final painted outcome demonstrating purposeful use of colour and texture.	- Colour can communicate mood, emotion and meaning. - Artists make deliberate colour choices rather than simply recording what they see. - Texture can be physical or implied. - Scale can alter the importance and impact of an image. - Artists may exaggerate colour and texture to influence a viewer's response. - Paint can be applied in different ways to achieve different effects. - Artistic choices affect how a message is interpreted.	Expression Colour palette Hue Saturation Texture Impasto Blend Layer Scale Composition Mood Atmosphere Visual impact	Wayne Thiebaud  	Yayoi Kusama  
	Expected Outcome Create a painted outcome that uses colour, texture and scale expressively to create visual impact and communicate a chosen mood or message.				Sarah Graham  	Beatriz Milhazes  

Art Overview

Year 7 – Identity, Meaning and Composition

Unit	Concept	Disciplinary Knowledge	Substantive Knowledge	Language	Suggested Artist	
Identity, Meaning and Composition "Collections" Possible Contexts - Personal collections - Objects that tell a story - Memory boxes - Identity and belonging - Hobbies and interests - Family history - Cultural identity - Meaningful possessions	Artists use objects, images and composition to communicate identity, experiences and personal meaning.	- Investigate how artists communicate identity through visual imagery. - Explore how objects can represent memories, interests and experiences. - Use composition to organise and communicate meaning. - Experiment with drawing, painting and mixed-media techniques. - Develop symbolic imagery linked to personal themes. - Refine compositions through planning and evaluation. - Make artistic choices that support an intended message. - Create a final outcome that communicates a personal narrative or idea.	- Objects can communicate meaning beyond their practical purpose. - Composition influences how viewers interpret an artwork. - Artists often use symbolism to communicate identity. - Personal experiences can provide inspiration for artistic work. - Images and objects can carry different meanings for different people. - Artistic choices influence how a message is understood. - Art can communicate personal, cultural and social narratives.	Identity Narrative Meaning Symbolism Composition Personal response Interpretation Memory Culture Collection Theme Audience Intent	Joseph Cornell	Pablo Picasso
	Expected Outcome					
	Create a mixed-media composition that uses objects, imagery and symbolism to communicate an aspect of personal or cultural identity.				Frida Kahlo 	Michael Craig-Martin 

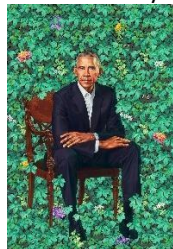
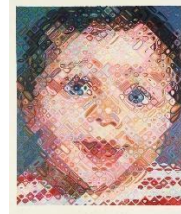
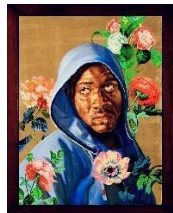
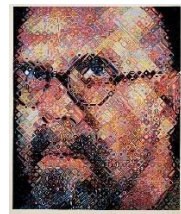
Art Overview

Year 7 – Pattern, Print and Decorative Design

Unit	Concept	Disciplinary Knowledge	Substantive Knowledge	Language	Suggested Artist	
Pattern, Print and Decorative Design "Mini Beasts and Zentangle" Possible Contexts - Mini beasts - Nature patterns - Zentangle - Decorative arts - Surface pattern - Textiles - Wallpaper design - Cultural pattern traditions - Mandalas - Tile designs	Artists use pattern, repetition and decorative design to organise compositions, communicate ideas and create visual impact.	- Investigate how artists use pattern and repetition. - Develop motifs inspired by observation and research. - Explore line quality and precision within decorative designs. - Experiment with relief, mono or block-printing techniques. - Organise repeated elements within a composition. - Refine designs through repetition and evaluation. - Create a final decorative or printed outcome.	- Patterns are created through repetition and organisation. - Motifs can be repeated to create rhythm and visual unity. - Decorative art appears in many cultures and traditions. - Printmaking allows artists to reproduce images and patterns. - Artists use repetition to create emphasis and visual impact. - Pattern can be functional, decorative or symbolic. - Composition affects how pattern is perceived.	Pattern Motif Repetition Rhythm Decorative Printmaking Relief print Monoprint Surface design Composition Line quality Symmetry Tessellation	William Morris 	Katsushika Hokusai 
	Expected Outcome Create a decorative artwork or print that demonstrates control of pattern, repetition, composition and visual organisation.				Angie Lewin 	Orla Kiely  

Art Overview

Year 8 – Portraiture, Identity and Interpretation

Unit	Concept	Disciplinary Knowledge	Substantive Knowledge	Language	Suggested Artist	
Portraiture, Identity and Interpretation Possible Contexts - Self-portraiture - Identity - Family - Community - Cultural identity - Historical figures - Heroes and role models - Contemporary portraiture	Artists use portraiture to communicate identity, personality, status, beliefs and ideas.	- Investigate how artists represent people. - Explore facial proportions and structure. - Develop observational drawing skills from photographs and life. - Experiment with different approaches to portraiture. - Use symbolism to communicate meaning. - Refine drawings through repeated studies. - Make deliberate artistic choices to support intention. - Create a final portrait outcome that communicates identity.	- Portraits can communicate more than physical appearance. - Artists make choices about colour, composition and symbolism. - Facial proportions provide a framework for portrait construction. - Portraiture reflects cultural and historical contexts. - Artists may interpret or distort reality to communicate ideas. - Symbolism can add layers of meaning to portraiture. - Different artists use different approaches to representing people.	Portraiture Identity Proportion Structure Symbolism Interpretation Composition Distortion Expression Observation Intention Narrative	Amy Sherald 	Kehinde Wiley 
	Expected Outcome Create a portrait outcome that communicates aspects of identity through composition, colour, symbolism and artistic interpretation.				Chuck Close 	
						

Art Overview

Year 8 – Photography, Mixed Media and Visual Communication						
Unit	Concept	Disciplinary Knowledge	Substantive Knowledge	Language	Suggested Artist	
Photography, Mixed Media and Visual Communication Possible Contexts - Photography - Advertising - Visual illusion - Identity - Social issues - Environmental campaigns - Personal viewpoints - Media and communication - Surrealism - Mixed media	Artists combine different media, techniques and technologies to communicate ideas, challenge perceptions and influence audiences.	- Investigate how artists combine different media within a single artwork. - Explore photography as a tool for artistic communication. - Experiment with combining photographic and hand-drawn imagery. - Use composition to strengthen visual messages. - Develop ideas through digital and traditional processes. - Refine outcomes through evaluation and adaptation. - Make purposeful decisions about media and presentation. - Create a final mixed-media outcome that communicates a clear intention.	- Photography can be used as an artistic medium. - Artists often combine different materials and techniques to strengthen communication. - Composition influences how viewers interpret visual information. - Mixed-media artworks can communicate complex ideas. - Visual communication can influence opinions and emotions. - Artists make deliberate choices about media to support their intentions. - Images can be manipulated to alter meaning and interpretation.	Photography Mixed media Composition Manipulation Communication Interpretation Viewpoint Message Audience Contrast Juxtaposition Layering Intention	Ben Heine  	David Hockney  
	Expected Outcome Create a mixed-media artwork combining photography with drawing, painting or collage to communicate a chosen message, viewpoint or idea.				Romare Bearden  	Hannah Hoch  

Art Overview

Year 8 – Personal Investigation and Independent Response

Unit	Concept	Disciplinary Knowledge	Substantive Knowledge	Language	Suggested Artist
Personal Investigation and Independent Response Possible Contexts Pupils may choose themes such as: Identity Nature Environment Memory Culture Community Dreams Journeys Conflict Belonging Change Personal interests	Artists develop personal ideas by researching, experimenting, refining and selecting techniques that best communicate their intentions. Expected Outcome Create a personal final outcome that demonstrates independent decision-making, experimentation, refinement and a clear artistic intention.	- Generate ideas from a chosen theme or starting point. - Investigate artists relevant to a personal project. - Select appropriate media and techniques independently. - Experiment with a range of approaches and record findings. - Refine ideas through evaluation and redrafting. - Justify artistic decisions using subject-specific language. - Present a coherent body of work leading to a final outcome. - Reflect on strengths, challenges and future developments.	- Artists often develop work through a process of experimentation and refinement. - Different media can communicate ideas in different ways. - Research can inform artistic choices and outcomes. - Artistic intention influences creative decisions. - Evaluation is an important part of artistic development. - Artists select techniques and materials to support their ideas. - Personal responses can communicate complex meanings and viewpoints.	Intention Refinement Experimentation Development Investigation Evaluation Personal response Annotation Justification Outcome Process Theme Media	Any Previously Studied artists For example: David Hockney Kehinde Wiley Yayoi Kusama Andy Goldsworthy Ben Heine