



Curriculum - Coverage and Outcomes - Knowledge and Skills

Key Stage 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class						
POD	Unit: The Rainforest Focus: Drawing and Painting Knowledge Outcomes: I can identify how artists use rainforest colours, textures and shapes in their work. I know that artists can collect ideas from close observation and from touch-based textures. I can name simple painting and collage choices that help to show a rainforest scene. Skills Outcomes: I can, with support, make frottage rubbings to collect textures from	Unit: Monsters Focus: Sculpture and Digital Design Knowledge Outcomes: I can identify how monsters are represented in stories, film and art. I know that shape, texture and scale can make a design appear friendly, powerful or frightening. I can describe how artists and designers turn ideas into a simple 3D character. Skills Outcomes: I can, with support, generate ideas for a monster by drawing and	Unit: Creature Construction Focus: Sculpture Knowledge Outcomes: I know that artists can assemble found and recycled materials to make sculpture. I can identify how shape, balance and joining affect a three-dimensional form. I can describe why an artist might choose particular materials for a creature sculpture. Skills Outcomes: I can observe and sketch features of animals, birds	Unit: Insects Focus: Drawing and Printmaking Knowledge Outcomes: I know that printmaking can produce more than one image from the same design. I can identify the difference between a drawing, a monoprint and a repeated print. I can describe how pattern can be created by repeating an image. Skills Outcomes: I can observe insects carefully and draw key shapes and patterns.	Unit: Recycled Robots Focus: Drawing and Sculpture Knowledge Outcomes: I know that designers collect ideas on a mood board before making a product. I can identify how a robot's job or purpose changes its shape and features. I can describe how recycled materials can be reused in sculpture. Skills Outcomes: I can gather and sort visual ideas for a robot design.	Unit: Perfect Patterns Focus: Drawing and Design Knowledge Outcomes: I can identify patterns in nature and in artwork. I know that repetition and rotation can be used to create decorative designs. I can describe what makes a motif symmetrical or repeated. Skills Outcomes: I can collect and record pattern ideas in my sketchbook.

	different leaves and surfaces. I can observe leaves closely and record simple shapes, lines and details in my sketchbook. I can mix or select suitable colours for a rainforest picture. I can combine painted and collaged materials to make a final rainforest composition.	collecting visual references. I can select simple materials to build a monster maquette and join them securely. I can add texture, colour or digital details to communicate character. I can talk about what worked well in my design and one thing I would change.	or insects to gather ideas. I can, with support, build a simple maquette before making a larger sculpture. I can select recycled materials and join them to create a stable creature. I can add surface detail to improve the appearance of my sculpture. I can record a simple tonal study of the finished form.	I can prepare a clear insect design for printing with support. I can experiment with simple monoprint techniques and notice differences between prints. I can make a repeated pattern using an insect motif. I can explain which print I prefer and why.	I can make a simple maquette to test my robot idea. I can, with support, choose and join recycled materials to build a robot sculpture. I can add details that show the robot's purpose clearly. I can comment on how closely the finished sculpture matches my original idea.	I can use a square grid to repeat a motif accurately. I can rotate and repeat shapes to make a simple kaleidoscope pattern. I can create and print a motif for decoration. I can explain how my design uses repetition and symmetry.
Class 1	Unit: Architecture	Unit: Views of a Local Landmark	Unit: Local Landscape	Unit: Dream Portraits	Unit: Hidden Worlds	Unit: Future Fossils
	Focus: Drawing and 3D Design	Focus: Ceramics	Focus: Painting	Focus: Drawing and Digital Design	Focus: Drawing and Mixed Media	Focus: Drawing and Sculpture
	Knowledge Outcomes: I can explain how architects use shape, form and structure for a purpose. I know that drawings of buildings can show space and depth using viewpoint and perspective. I can identify how materials and structure affect a model's stability.	Knowledge Outcomes: I can explain how artists use observation to represent local landmarks. I know how clay can be shaped, joined and decorated to create form. I can identify when texture or surface pattern adds meaning to ceramic work.	Knowledge Outcomes: I can explain how artists use colour, tone and composition in landscape painting. I know that foreground, middle ground and background create depth. I can identify how colour choices can reflect a place or atmosphere.	Knowledge Outcomes: I can explain how portraits communicate identity and ideas. I know that proportion, line and tone affect how a face is represented. I can identify how digital tools can extend or alter a drawn image.	Knowledge Outcomes: I can explain how artists use mixed media to create imaginative worlds. I know that layering materials can create texture, depth and focus. I can identify how artists select materials for a visual purpose.	Knowledge Outcomes: I can explain how artists use objects and materials to communicate ideas about time and history. I know that sculpture can be realistic, symbolic or both. I can identify how viewpoint, texture and form affect a sculpture's meaning.
	Skills Outcomes: I can observe and draw architectural details with increasing control of line and shape. I can apply simple perspective ideas to improve a building drawing.	Skills Outcomes: I can sketch a landmark from more than one viewpoint. I can design a ceramic response based on features I have observed. I can use hand-building and joining techniques with growing control.	Skills Outcomes: I can sketch a landscape that combines observation with imaginative detail. I can mix colours more accurately to match the local environment.	Skills Outcomes: I can draw a portrait with improving control of proportion and facial features. I can use line, tone and shading to suggest expression.	Skills Outcomes: I can generate and organise ideas for an imagined hidden world. I can explore drawing, collage and mixed-media techniques in my sketchbook first.	Skills Outcomes: I can transform an everyday object into a future fossil idea through sketching. I can draw my design from more than one viewpoint to plan form carefully.

	I can develop a design idea through annotated sketches and a basic model. I can construct a stable three-dimensional model using selected materials. I can improve my design after feedback and say why I made changes.	I can add texture or pattern deliberately rather than randomly. I can evaluate my final piece against my original design.	I can use tone and shading to suggest light and distance. I can apply paint with more control using suitable brushes and techniques. I can refine colour, texture and detail after reviewing my first attempt.	I can develop and adapt a dream-inspired idea from initial sketches. I can use a digital tool to enhance or rework part of my portrait. I can explain which choices best communicate my idea.	I can select and layer materials for a clear visual effect. I can refine my composition so that important features stand out. I can explain how my material choices support my theme.	I can build a three-dimensional outcome using appropriate materials and tools. I can refine shape, texture and surface detail to strengthen meaning. I can evaluate how effectively the final piece communicates my idea.
Class 2	Unit: Lettering	Unit: Photography and Painting	Unit: Sculpture	Unit: Me in a Box	Unit: Abstract Art	Unit: Ceramics
	Focus: Graphic Design	Focus: Facial Expressions in Portraiture	Focus: Make a Mask	Focus: Drawing and Sculpture	Focus: Drawing, Printing and Textiles	Focus: Cake Culture
	Knowledge Outcomes: I can explain how typography communicates meaning, mood and audience. I know that letterform, layout and spacing influence how a message is read. I can compare how different designers use text for different purposes.	Knowledge Outcomes: I can explain how artists use facial expression, colour and composition to convey feeling. I know that photographs can be used critically as source material rather than copied exactly. I can compare how portrait artists communicate mood in different ways.	Knowledge Outcomes: I can explain how masks are used in different cultures and contexts. I know that form, texture and decoration can communicate character, status or meaning. I can compare features of masks from different traditions to inform my own design.	Knowledge Outcomes: I can explain how artists communicate identity through objects, images and arrangement. I know that composition in a contained space can influence the meaning of an artwork. I can identify how personal symbols can be used intentionally in art.	Knowledge Outcomes: I can explain that abstract art can communicate ideas, movement or emotion without realistic detail. I know that colour, shape, line, print and textile techniques can be combined intentionally. I can compare how abstract artists organise visual elements for effect.	Knowledge Outcomes: I can explain how food, celebration and ceramics can reflect culture and identity. I know how ceramic artists use form, surface decoration and detail to create meaning. I can compare decorative methods and select those that suit my design.
	Skills Outcomes: I can experiment with a range of letter styles and record which are most effective. I can select and adapt a lettering style for a clear audience or purpose. I can refine layout, spacing and scale to improve readability and impact. I can justify the design decisions I have made.	Skills Outcomes: I can collect or analyse photographic references to identify subtle expressions. I can sketch facial features with improving accuracy from photographic source material. I can mix and apply paint purposefully to suggest mood and atmosphere.	Skills Outcomes: I can research and select cultural references respectfully to inform a mask design. I can develop a design that shows deliberate choices of form and pattern. I can sculpt a three-dimensional mask with increasing control of shape and structure.	Skills Outcomes: I can plan a personal response by selecting objects and images with meaning. I can combine drawing and sculpture to develop ideas before making. I can assemble a three-dimensional composition with increasing independence. I can adapt placement, scale or materials to	Skills Outcomes: I can respond to abstract artworks by testing a range of drawing, printing and textile ideas. I can combine materials and processes to develop an abstract outcome. I can make increasingly independent choices about colour, shape, texture and composition. I can refine my work to strengthen the effect I want to create.	Skills Outcomes: I can design a ceramic outcome inspired by food or cake culture. I can shape, join and decorate clay with growing accuracy and control. I can apply surface detail to enhance both appearance and meaning. I can make independent adjustments during the

		I can refine a portrait by adjusting tone, colour and detail independently. I can explain what visual choices best communicate expression.	I can add texture and detail to strengthen expression or meaning. I can review and improve my work as it develops.	improve the message of my work. I can explain how my final piece represents aspects of identity.	I can evaluate how successfully my work communicates an idea or feeling.	making process to improve form. I can evaluate the strengths of my finished ceramic piece.
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Key Stage 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class						
Class 3	Unit: Street Art	Unit: Urban Life	Unit: Meaning and Symbolism in Art	Unit: War and Conflict in Art	Unit: New Pop Art	Unit: Creative Careers
	Focus: Digital and New Media	Focus: Drawing and Design	Focus: Drawing and Painting	Focus: Textiles	Focus: Sculpture and Mixed Media	Focus: Critical and Contextual
	Knowledge Outcomes: I can explain how street artists use image, text and location to communicate messages. I know that digital and new-media processes can change how artwork is produced and shared. I can compare how different street artists use style and symbolism for impact.	Knowledge Outcomes: I can explain how artists represent urban environments using perspective, scale and composition. I know how viewpoint and proportion affect the realism and impact of a drawing. I can identify how designers simplify or exaggerate urban forms for effect.	Knowledge Outcomes: I can explain how artists use symbols, imagery and colour to communicate ideas. I know that visual symbols can carry different meanings in different contexts. I can compare artworks to identify how symbolism changes the viewer's response.	Knowledge Outcomes: I can explain how artists have responded to war and conflict in different times and places. I know that textiles can communicate memory, protest and narrative. I can identify how techniques such as stitching, layering and material choice affect meaning.	Knowledge Outcomes: I can explain how pop artists comment on popular culture and society. I know how colour, repetition, scale and mixed materials create visual impact. I can compare how artists transform everyday imagery into contemporary art.	Knowledge Outcomes: I can explain that art skills can transfer into a wide range of creative careers. I know that artists and designers develop work through research, experimentation and review. I can identify how professional practice links audience, purpose and process.
	Skills Outcomes: I can analyse examples of street art and identify how meaning is constructed. I can generate and refine a message-led design for a specific audience or place.	Skills Outcomes: I can observe and record urban features using proportion and perspective more accurately. I can develop a city-life composition from first place.	Skills Outcomes: I can select and justify symbols to communicate a clear theme or message. I can develop symbolic imagery through repeated sketching and annotation.	Skills Outcomes: I can research historical and contemporary textile responses to conflict. I can design a textile piece that communicates a viewpoint or response.	Skills Outcomes: I can develop ideas from popular culture and test different visual approaches. I can combine materials purposefully to construct a mixed-media sculpture.	Skills Outcomes: I can research creative pathways and present information clearly. I can connect my own strengths and interests to possible creative roles. I can reflect independently on the

	I can use digital tools to manipulate or enhance my design with increasing independence. I can present and evaluate how effectively my final image communicates its message.	sketches to a resolved design. I can refine line, scale and detail independently to improve realism or emphasis. I can evaluate how successfully my design represents urban life and atmosphere.	I can use paint and colour intentionally to reinforce meaning. I can explain and evaluate how successfully symbolism is used in my final piece.	I can select and combine textile techniques with increasing control. I can review and adapt materials, imagery and layout to strengthen communication. I can evaluate the effectiveness of my final textile outcome.	I can refine form, colour and surface detail to increase impact. I can evaluate how effectively my sculpture reflects pop-art ideas.	skills I have developed across the curriculum. I can communicate my ideas confidently using appropriate visual and written forms.
Class 4	Unit: An Overview of Art	Unit: An Overview of Craft	Unit: An Overview of Design	Unit: The Elements of Art	Unit: Art Movements	Unit: The Importance of Nature in Art
	Focus: Collage, Digital, Draw, Paint, Sculpt	Focus: Collage, Paint, Print, Sculpt, Textiles	Focus: Design, Digital, Draw, Print, Textiles	Focus: Collage, Draw, Paint, Sculpt	Focus: Digital, Draw, Paint	Focus: Design, Draw, Paint, Print, Sculpt, Textiles
	Knowledge Outcomes: I can explain different purposes of art across cultures and time periods. I know that artists make choices about media, process and presentation for specific effects. I can compare artworks using appropriate subject vocabulary.	Knowledge Outcomes: I can explain how craft differs from, and overlaps with, art and design. I know that craft traditions are shaped by materials, process and function. I can compare how makers use process and skill to achieve a purposeful outcome.	Knowledge Outcomes: I can explain how design responds to need, audience and function. I know that successful design requires research, testing and refinement. I can compare design solutions and judge how well they meet a brief.	Knowledge Outcomes: I can explain how artists use line, tone, colour, shape, form, texture and pattern. I know that the elements of art work together rather than in isolation. I can identify how deliberate use of elements changes meaning and impact.	Knowledge Outcomes: I can explain how art movements are shaped by social, cultural and historical contexts. I know the key features of selected movements and why they differ. I can compare artworks from different movements using evidence.	Knowledge Outcomes: I can explain why nature has remained an important source of inspiration for artists. I know that artists can respond to nature through observation, abstraction, symbolism or design. I can compare how materials and processes influence responses to the natural world.
	Skills Outcomes: I can investigate artworks from different contexts and record informed observations. I can discuss and compare ideas about artworks using subject vocabulary. I can select examples to support a written or spoken interpretation. I can make a short practical response that shows what I have	Skills Outcomes: I can explore a range of craft materials and techniques methodically. I can test, record and compare processes such as making, shaping and joining. I can use feedback to refine a craft outcome for a clearer purpose. I can evaluate both the process and the product using subject language.	Skills Outcomes: I can investigate examples of design from different contexts. I can generate and annotate several ideas in response to a brief. I can select the strongest idea and refine it after feedback or testing. I can justify my design decisions in relation to purpose and audience.	Skills Outcomes: I can experiment systematically with the elements of art across different media. I can apply selected elements intentionally in my own work. I can annotate decisions to show why I have used particular visual elements. I can review and refine my work to strengthen the effect I want.	Skills Outcomes: I can investigate and summarise the defining features of an art movement. I can create a practical response that adapts, rather than copies, movement characteristics. I can compare my response with source material and refine it where needed.	Skills Outcomes: I can observe and record natural forms with increasing precision. I can select media and processes that best suit my intentions. I can create an informed response to nature that shows exploration and refinement. I can evaluate how successfully my final work reflects both source

	learned from looking closely.				I can explain the link between my practical choices and the movement studied.	material and personal choices.
Class 5	Unit: Textiles and the Creative Industries	Unit: Being Curious about Spatial Design and Architecture	Unit: Being Curious about 3D Design	Unit: Abstract Painting: Sustainable Materials	Unit: Being Curious about Printing	Unit: Collage and Assemblage: Sustainable Materials
	Focus: Textiles	Focus: Drawing and Design	Focus: Design and sculpture	Focus: Painting	Focus: Printmaking	Focus: Collage
	Knowledge Outcomes: I can explain how textile designers work within creative industries and to specific briefs. I know how pattern, structure, material and sustainability influence textile outcomes. I can justify why particular techniques are suited to a product, audience or context.	Knowledge Outcomes: I can explain how architects and spatial designers respond to function, user needs and environment. I know how scale, proportion, layout and circulation affect spatial design. I can evaluate how effectively a design solution meets its intended purpose.	Knowledge Outcomes: I can explain how three-dimensional design solves practical and aesthetic problems. I know that material properties, structure and ergonomics influence 3D outcomes. I can justify the choice of tools, construction methods and materials for a design.	Knowledge Outcomes: I can explain how abstract painting can communicate ideas, mood or viewpoint without direct representation. I know how sustainable materials and processes can influence both meaning and method. I can compare how abstract painters control colour, gesture, surface and composition.	Knowledge Outcomes: I can explain how artists and designers use different printmaking processes for different purposes. I know how registration, repetition and consistency affect print quality. I can justify the most suitable printmaking approach for a design brief.	Knowledge Outcomes: I can explain how collage and assemblage can communicate complex ideas through selection and juxtaposition. I know that found and sustainable materials carry visual and contextual meaning. I can justify how composition, material choice and arrangement affect interpretation.
	Skills Outcomes: I can investigate textile materials and techniques independently and record findings clearly. I can design a textile outcome for a defined purpose, user or context. I can combine pattern, texture and surface decoration with control and intention. I can refine my work against the brief and explain improvements I have made.	Skills Outcomes: I can analyse examples of architecture and spatial design critically. I can generate, model and test ideas for a spatial solution with increasing independence. I can communicate my design through accurate drawings and/or models. I can justify design decisions in relation to audience, use and setting.	Skills Outcomes: I can investigate existing 3D products and identify strengths and limitations. I can plan a three-dimensional outcome through annotated drawings, prototypes or models. I can construct with increasing precision using appropriate tools and materials. I can test, adapt and refine my work independently to improve function and appearance.	Skills Outcomes: I can experiment independently with abstract painting techniques and sustainable materials. I can select and justify processes that best communicate my intended response. I can sustain and refine an abstract outcome over several stages. I can evaluate both the visual impact and the sustainability of my final work.	Skills Outcomes: I can explore and compare a range of printmaking techniques independently. I can prepare and refine designs for printing with close attention to detail. I can produce a coherent series of prints showing control, consistency and purposeful variation. I can evaluate my prints against intention and technical quality.	Skills Outcomes: I can independently test collage and assemblage techniques before making final decisions. I can select and combine materials to create a sustained personal response. I can manipulate composition, layering and scale to direct the viewer's attention. I can refine and evaluate my final assemblage in relation to intention, audience and sustainability.