

# United Curriculum

## Primary Art & Design

For Teachers



**United Curriculum**  
Primary  
Part of United Learning

# United Curriculum Principles



**Building on the Framework for Excellence, The United Learning Primary Curriculum has six core principles:**

- **Entitlement**  
All pupils have the right to learn what is in the United Learning curriculum, and schools have a duty to ensure that all pupils are taught the whole of it
- **Coherence**  
Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects
- **Mastery**  
We ensure that foundational knowledge, skills and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts
- **Adaptability**  
The core content – the ‘what’ – of the curriculum is stable, but schools will bring it to life in their own local context, and teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes
- **Representation**  
All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience
- **Education with Character**  
Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart

**Subject-specific rationales are built on these six principles.**



# United Curriculum Principles: Art & Design



The United Curriculum for Art provides all children, regardless of their background, with:

- **Entitlement**  
Regardless of their starting point, the curriculum allows pupils to produce creative work, to explore ideas and develop the confidence to excel in a broad range of artistic techniques. All pupils will learn about artists and cultures from across history and across the world.
- **Coherence**  
Taking the National Curriculum as its starting point, the curriculum is sequenced from Early Years to Key Stage 3 and beyond so that pupils gradually develop and build their practical knowledge, including the formal elements, the use of a range of materials in two and three dimensions, and the techniques required to produce artwork. Theoretical and disciplinary knowledge is sequenced so that pupils build a deeper understanding across key stages.
- **Mastery**  
All pupils will be explicitly taught about the formal elements – colour, form, line, pattern, shape, texture and tone – and other aspects of art knowledge in small steps. Pupils will revisit, develop and apply their skills with increasing technical proficiency.
- **Adaptability**  
Our art curriculum is designed to give teachers flexibility, allowing them to select and adapt resources for their specific context. Schools are encouraged to bring it to life for their pupils by supplementing it with artists from their local area. In Key Stage 3, schools should select outcomes, materials and skills focus for units based on local context and teacher expertise.
- **Representation**  
The Art curriculum provides children with the opportunity to explore historical and contemporary artists and artworks, who represent their own and others' cultures, values and beliefs. We will explore the context in which the art was produced, and consider the full breadth of human experience and expression through art.
- **Education with Character**  
We aim to build and maintain pupils' confidence in their ability as artists to create. The curriculum will develop aspects of character such as resilience, confidence and risk taking. Through the curriculum, pupils are given opportunities to share, reflect and learn about each other's experiences whilst recognising the things we have in common.



# United Curriculum: Art & Design



**NB:** The **artists** suggested in each unit provide quality examples of practical knowledge, and provide exposure to artists from across history from diverse backgrounds. However, you could **supplement and replace these artists where appropriate** with those from your local area. Notes in relevant Teacher Packs provide more information and suggestions.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p><b>I Am An Artist</b></p> <p>Introducing sketchbooks, experimenting with mark-making and learning about primary colours.</p> <p><b>Paul Klee</b> <b>Piet Mondrian</b></p>	<p><b>Our School</b></p> <p>Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking.</p> <p><b>Zaha Hadid</b> <b>The Boyle Family</b> History, Geography, RW</p>	<p><b>Why Do We Make Art?</b> [Aut2]</p> <p>Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective.</p> <p><b>Pablo Picasso</b></p> <p>History</p>	<p><b>Pattern and Pumpkins</b> [Aut1]</p> <p>Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap.</p> <p><b>Yayoi Kusama</b></p>	<p><b>Illustration</b> [Aut1]</p> <p>Developing a visual response to a text, looking at comic strips, children's book illustrations and graphic novels.</p> <p><b>Marjane Satrapi</b> <b>Mel Tregunning</b> English</p>	<p><b>Recycled Materials</b> [Aut2]</p> <p>Using plastic waste to create an installation about the natural world.</p> <p><b>Ifeoma Anyaeji</b> <b>Serge Attukwei Clottey</b> <b>Veronika Richterová</b> <b>Katherine Harvey</b></p> <p>Geography, Science</p>
Spring	<p><b>Paper Sculpture</b></p> <p>Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light.</p> <p><b>Charles McGee</b></p>	<p><b>Colour and Tone</b> [Spr2]</p> <p>Looking at tints, tones and shades in <i>The King Who Banned the Dark</i> and Picasso's paintings from his Blue Period.</p> <p><b>Emily Haworth-Booth</b> <b>Pablo Picasso</b></p> <p>English; option of History</p>	<p><b>Fairy Tale Crimes</b> [Spr1]</p> <p>Using clay to produce a collaborative visual representation of a fairy tale crime.</p> <p><b>Anthony Browne</b> <b>Quentin Blake</b></p> <p>English</p>	<p><b>Tropical Rainforest</b></p> <p>Exploring use of watercolours to create a collaged response to the work of artists studied.</p> <p><b>Abel Rodriguez</b> <b>Henri Rousseau</b></p> <p>Geography</p>	<p><b>Journeys</b> [Spr1]</p> <p>Looking at <i>Shackleton's Journey</i> and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes.</p> <p><b>William Grill</b> <b>Mona Hatoum</b> English</p>	<p><b>Displacement</b> [Spr1]</p> <p>Looking the work of artists who have been refugees. 'Challenges' is an alternate theme if 'Displacement' is not appropriate.</p> <p><b>Judith Kerr</b> <b>Frank Auerbach</b> <b>Kurt Schwitters</b> Geography</p>
Summer	<p><b>The Natural World</b></p> <p>Drawing from observation, printmaking using leaves and introducing secondary colours.</p> <p><b>Frances Hatch</b> <b>Leonardo Da Vinci</b></p>	<p><b>Water</b></p> <p>Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings.</p> <p><b>Katsushika Hokusai</b> <b>David Hockney</b> <b>Claude Monet</b> [Geography]</p>	<p><b>Mythology</b> [Sum2]</p> <p>Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary.</p> <p><b>Paulo Uccello</b> <b>Edward Burne-Jones</b> <b>The Singh Twins</b> [History]</p>	<p><b>My Favourite Things</b> [Sum1]</p> <p>Looking at objects from the British Museum using <i>This or That</i> by Pippa Goodhart. Drawing a still life based on personal possessions.</p> <p><b>Pippa Goodhart</b> <b>Joseph Cornell</b> [English]</p>	<p><b>Sculpture</b></p> <p>Using origami to create bird sculptures out of printed designs exploring pattern and the natural world.</p> <p><b>Mark Hearld</b> <b>Jackie Morris</b></p>	<p><b>Global Connections</b> [Sum2]</p> <p>Considering the impact of the British Empire on art. Global influence on art. Collaborative outcome celebrating diversity.</p> <p><b>Yinka Shonibare</b> <b>Lubaina Himid</b> <b>Sonia Boyce</b> [History]</p>