

# Art & Design Key Stage 1

Curriculum map





# 1. Philosophy

## Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



## 2. Units



**KS1 Art & Design is formed of 4 units and this is the recommended sequence:**

<b>Unit Title</b>	<b>Recommended year group</b>	<b>Number of lessons</b>
<b>1 Drawing</b>	<b>Year 1</b>	<b>5</b>
<b>2 Painting</b>	<b>Year 1</b>	<b>5</b>
<b>3 Printmaking</b>	<b>Year 2</b>	<b>5</b>
<b>4 Sculpture</b>	<b>Year 2</b>	<b>5</b>



# 3. Lessons

## Unit 1 Drawing

5 Lessons

Lesson  
number

Lesson question

About the lesson

1.

An introduction to drawing

Pupils will learn

- Can recognise that ideas and emotions can be expressed in drawing.
- Can experiment with drawing materials with an open mind.
- Can understand what is meant by 'mark-making'.

## 2. Why is colour important in art?

### Pupils will learn

- Can try out a range of drawing materials and processes and recognise that they have different qualities.
- Can use colour in a drawing to convey emotion.

### Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

### Guidance warnings

- Equipment requiring safe usage.
- 

## 3. Exploring shadows and tone

### Pupils will learn

- Can name some of the drawing tools, techniques, and the formal elements (colours, shapes, tones etc.) that they use in making drawings.
- Can explore tone in drawing.

### Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

### Guidance warnings

- Equipment requiring safe usage.
- 



4.

## How can we bring our drawings to life? **Pupils will learn**

- Can use drawing materials purposefully to achieve particular characteristics or qualities.
- Can understand how tone creates a sense of three-dimensionality.



---

5.

## Observational drawing

### **Pupils will learn**

- Can recognise and describe some simple characteristics of different kinds of drawing.
- Can show interest in and describe what they think about the drawings of others.

### **Equipment**

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

### **Guidance warnings**

- Equipment requiring safe usage.
-



Lesson  
number

Lesson question

About the lesson

1.

Cave paintings

**Pupils will learn**

- Can recognise that ideas and emotions can be expressed through the medium of paint.
- Know how to recognise and describe some simple characteristics of a range of paintings, from different histories and cultures , including contemporary.

**Equipment**

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

**Guidance warnings**

- Equipment requiring safe usage.

## 2.

### A world without paint brushes

#### Pupils will learn

- Can experiment and explore with a wide variety of tools and materials to create different effects in paint.
- Can understand that paint can be made from a variety of ingredients in order to make colours.

#### Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

#### Guidance warnings

- Equipment requiring safe usage.



## 3.

### Mixing colours workshop

#### Pupils will learn

- Can use a range of paint techniques to demonstrate recognition of different qualities and characteristics of the materials.
- Can understand that the medium of paint can be used to explore and visually demonstrate a range of textured surfaces in 2D.

#### Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

#### Guidance warnings

- Equipment requiring safe usage.

## 4.

### A modern day cave painting

#### Pupils will learn

- Can transfer knowledge and understanding of exploratory work, to develop personal ideas on a variety of surfaces and scales.
- Can understand the importance of the whole: to consider the surface as inherent to the finished piece.

#### Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

#### Guidance warnings

- Equipment requiring safe usage.
- 



## 5.

### A modern day cave painting: Part 2

#### Pupils will learn

- Begin to use the language of art connected to painting in discussions, making it meaningful for children's lived experiences.
- Can talk about their own work, describing the process and beginning to articulate their own thoughts and ideas.

#### Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

#### Guidance warnings

- Equipment requiring safe usage.
- 





Lesson  
number

Lesson question

About the lesson

---

**1.** Introduction to printmaking

**Pupils will learn**

- Can try out different printmaking activities and make sensible choices about what to do next.
- Can explore surface texture as a starting point for observing pattern

**Equipment**

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

**Guidance warnings**

- Equipment requiring safe usage.
-

## 2.

### Exploring printing with found objects

#### Pupils will learn

- Know that different forms of creative works are made by artists, craftmakers and designers, from all cultures and times.
- When looking at creative work, can express clear preferences and give some reasons for these (for instance, be able to say 'I like that because...')

#### Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

#### Guidance warnings

- Equipment requiring safe usage.
- 



### 3.

## Making your own stamps for printmaking

### Pupils will learn

- Can use drawing to record ideas and experiences to inform printmaking.
- Can deliberately choose to use particular printmaking techniques for a given purpose.
- Can experiment with stamping to create patterns.

### Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

### Guidance warnings

- Equipment requiring safe usage.
- 



## 4.

### Making a collagraph print

#### Pupils will learn

- Can develop and exercise some care and control over the range of printmaking materials they use (for instance, they do not accept the first mark but seek to refine and improve).
- Can understand the meaning of 'collagraph' and develop a design for one.

#### Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

#### Guidance warnings

- Equipment requiring safe usage.
- 



## 5. Reviewing and presenting our printmaking work

### Pupils will learn

- Can talk about the printmaking materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use).
- Can thoughtfully consider how to display their completed work.

### Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

### Guidance warnings

- Equipment requiring safe usage.
- 





Lesson  
number

Lesson question

About the lesson

---

1.

Introduction to sculpture

Pupils will learn

- Can recognise that ideas, thoughts and emotions can be expressed through the medium of sculpture - to understand the physicality of this process and its relationship to our three dimensional world.
  - Know how to recognise and describe some simple characteristics of a range of sculpture, from different histories and cultures, including contemporary. Recognising the wide variety of materials and processes involved.
-

## 2. Exploring joining techniques for sculpture

### Pupils will learn

- Can experiment and explore with a wide variety of tools and materials to create different results through exploring sculptural processes.
- Can learn to manipulate a range of materials to create a structure.
- Can learn how to join materials in different ways.

### Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

### Guidance warnings

- Equipment requiring safe usage.



---

## 3. Designing and making our own sculpture.

### Pupils will learn

- Can begin to develop and use materials and joining techniques in response to stimulus. Children demonstrate a recognition of the qualities and characteristics of the materials.
  - Know the terms connected with the process of sculpture: tools, techniques, and elements, for example: texture; relief ; construct; edit ; form.
  - Can create shapes to use in their sculptures.
-

**4.**

## **Adapting and reviewing our sculpture work**

### **Pupils will learn**

- Can transfer knowledge and understanding of design work to develop skills necessary to work harmoniously together.
- Working to solve problems that occur and show perseverance.
- Can reflect on their own work, and adapt their sculpture by adding colour, texture and pattern to make it more interesting and exciting.



---

**5.**

## **Presenting our sculpture work**

### **Pupils will learn**

- Can talk about their own work, describing the process, and articulate their own thoughts and ideas with developing confidence.
  - Can use the language of art connected to sculpture in their discussions.
  - Can gain a sense of audience for their work.
-

# 4. Learn More



## Contents

Section number	Section content
1.	Coherence and flexibility
2.	Knowledge organisation
3.	Knowledge selection
4.	Inclusive and ambitious
5.	Pupil engagement
6.	Motivation through learning
7.	A curriculum of quality
8.	Additional information about sequence
9.	Key stage 1 progress objectives

### 1. Coherence and flexibility



The art, craft and design curriculum for Key Stage 1 covers engaging and age-appropriate content for both year groups. Pupils are introduced to a broad range of knowledge, understanding and skills across 12 areas of making: drawing, painting, printmaking, sculpture, creative craft, ceramics, collage, textiles, photography, installation and site-specific art, digital and new media, design and graphic design.

Each unit, consisting of 5 lessons, can be delivered as a standalone scheme of work to complement schools' existing provision for art, craft and design education. Although no prior knowledge is required within each area of making, the lessons within each unit are planned for continuity and progression and should therefore be delivered in sequence.

Whilst we recognise that learning can be in, through, about and with art, craft and design, the focus of this curriculum is on intrinsic rather than extrinsic learning – i.e. the stated knowledge, understanding and skills in each lesson's objectives are specific to the discipline rather than cross-curricular or transdisciplinary. This is a knowledge-rich curriculum, where skills are also underpinned by essential knowledge.

## **2. Knowledge organisation**

Due to the broad scope of the discipline, learning in art, craft and design does not progress in a linear fashion. Any one of the 12 areas of making in the key stage 1 and 2 curriculum could be taught to any age group, with appropriate teacher instruction and support. Pupils' knowledge, understanding and skills are developed through experience in making, viewing and talking about art, craft and design. Importantly, lesson objectives encompass the productive, critical and cultural dimensions of learning in the discipline.

Units in this curriculum address opportunities for learning in:

- Knowledge and understanding (acquiring and applying knowledge to inform progress)
- Generating ideas (skills of designing & developing Ideas)
- Making (skills of making art, craft and design)
- Evaluating (skills of judgement and evaluation)

Central to this curriculum is an emphasis on drawing, digital processes and sketchbook practice, all of which are interwoven throughout the units to create a spiral curriculum. Drawing is a tool for thinking and as such offers pupils a valuable way of recording their observations, ideas and memories, which inform knowledge acquisition. Digital processes might take the form



of internet or app-based research activities, as well as the documentation of practical activities or conversations about art, craft and design through pupil photography, video and audio recordings. Sketchbooks provide a space for the development of work, 'storing' knowledge, and offer teachers useful insights into pupils' learning progress in terms of strengths and areas for development. Importantly, owning a sketchbook and taking responsibility for this can increase pupil autonomy and self-motivation.

As noted above, each unit can be delivered independently of other units.

### **3. Knowledge selection**

The knowledge included within this curriculum demonstrates that art, craft and design is a rich discipline with both practical (i.e., the productive dimension) and academic content (i.e., the critical and cultural dimensions). The national curriculum specifies 3 areas of making that pupils should be taught at Key Stage 1 and Key Stage 2 as a basic entitlement: drawing, painting and sculpture – to be complemented by other techniques. This curriculum includes 12 areas of making across the primary age phase, making it a quality curriculum that, as noted above, is knowledge-rich and scaffolds skill-acquisition through guided participation.

As a note of caution, whilst the key stage 1 and 2 curriculum features 12 areas of making, it contains only 1 unit (consisting of 5 lessons) for each of these areas. Taken wholesale, it does not cover every aspect of art, craft and design practice that might be possible or desirable to cover within the primary age range. Ideally, this curriculum is best supplemented by other learning activities both in and out of school, which we suggest includes visits to cultural institutions such as galleries and museums. Additionally, we would like to emphasise the potential for integrating artistic activities and ways of thinking across the primary curriculum to enhance learning in other subjects, such as the use of drawing as a tool for learning.

### **4. Inclusive and ambitious**

This art, craft and design curriculum is inclusive in many ways. Content reflects the broad range of learning possibilities in the discipline across the 12 areas of making, suitably pitched to the age group. Lessons aim to be inclusive for all pupils in terms of interests and needs, with appropriate scaffolding; and the chosen artists, craft makers, architects, designers, and film-makers referred to within each unit reflects the cultural diversity of these creative practitioners to offer inspiration and celebrate difference.

### **5. Pupil engagement**



Art, craft and design, as a primary school subject, is one that encompasses not only the physical skills of making. Children are also required to engage emotionally and socially as well as intellectually. In this way children will be taught the knowledge, skills and concepts that are particular to each of the processes they will encounter on this scheme, using pedagogy that is underpinned by holistic learning methods. Inclusive practice, that is advocated in these lessons, ensures that all units of work and lesson plans are focused on children's interests and experiences, therefore encouraging them to feel committed and enthused to learning in this area of the curriculum.

Children will be introduced to a wide range of creative practitioners in art, craft and design from different times, cultures, and societies. They will engage in multisensory activities that will enable them to build long term memory, and through the teacher's use of open-ended questioning they will develop confidence in their own abilities and understanding of this subject area. Children will be expected to articulate their own learning both through dialogic practice as well personal reflection.

## **6. Motivation through learning**

The units of work and lesson plans are designed to facilitate a deep love of learning in this subject area, and for children to learn to appreciate working with the unknown, creativity and innovation. The units are designed to encourage teachers to enjoy learning alongside their pupils and to celebrate the element of surprise, as well as the individual outcomes that arise as a result. Learning in art, craft and design is a journey, for both pupil and teacher, and these lessons emphasise the joy of visual expression, giving confidence to experiment with processes and ideas, whilst at the same time guiding pupils towards satisfying visual outcomes.

## **7. A curriculum of quality**

This art, craft and design curriculum ensures a breadth of experience, knowledge and skills across the primary age phase. It covers a wide range of processes across the years of a child's life whilst in primary education, making the content accessible and varied. It is linked to the national curriculum, and develops clear progression of skills and concepts throughout the overarching scheme. With pupil progress at its heart, this scheme builds upon and revisits important processes, such as drawing. It utilises key learning opportunities to aid progression, placing Bruner's (1960) spiral curriculum as a framework. The lessons are designed to be both enjoyable and challenging at every level, with expected outcomes as diverse as the children themselves.

## **8. Additional information about sequence**

Units in each year group can be taught in the sequence AB or BA. Furthermore, teachers can elect to deliver units from any age group where they feel the learning content and objectives are appropriate for their class, based on pupils' prior experience, interests, and ability. Please see the KS2 Art Curriculum Map for more information about the Key Stage 2 Art units.



## 9. Key stage 1 progress objectives

The tables below give additional information about each progress objective in the key stage 1 art curriculum: generating ideas, making, evaluating, and underpinning knowledge and understanding.

For each progress objective, you can see how that objective is developed across each of the key stage 1 art and design units.

### 9.1 Generating ideas: progress objectives

Unit	Year group	Progress objectives
Unit 1A: Drawing focus	Year 1	<ul style="list-style-type: none"><li>• Can recognise that ideas and emotions can be expressed through drawing.</li><li>• Can experiment with drawing materials with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them).</li></ul>
Unit 1B: Painting focus	Year 1	<ul style="list-style-type: none"><li>• Can recognise that ideas and emotions can be expressed through the medium of paint.</li><li>• Can experiment and explore with a wide variety of tools and materials to create different effects in paint.</li></ul>

# Unit 2A: Printmaking focus

Year 2

- Can try out different printmaking activities and make sensible choices about what to do next.
- Can use drawing to record ideas and experiences to inform printmaking.



Unit 2B: Sculpture focus

Year 2

- Can recognise that ideas, thoughts and emotions can be visually expressed through working in three dimensions, with a focus on sculpture.
- Can experiment and explore with a wide variety of processes, materials and tools to explore ideas in 3D: Try out different activities and make sensible choices about what to do next.

## 9.2 Making: progress objectives

Unit	Year group	Progress objectives
Unit 1A: Drawing focus	Year 1	<ul style="list-style-type: none"><li>• Can try out a range of drawing materials and processes and recognise that they have different qualities.</li><li>• Can use drawing materials purposefully to achieve particular</li></ul>



Unit 1B: Painting focus	Year 1	<p>characteristics or qualities.</p> <ul style="list-style-type: none"><li>• Can transfer exploratory work to develop personal ideas on a variety of surfaces and scale.</li><li>• Can use a range of paint techniques to demonstrate recognition of different qualities and characteristics of the materials.</li></ul>
Unit 2A: Printmaking focus	Year 2	<ul style="list-style-type: none"><li>• Can deliberately choose to use particular printmaking techniques for a given purpose.</li><li>• Can develop and exercise some care and control over the range of printmaking materials they use (for instance, they do not accept the first mark but seek to refine and improve).</li></ul>
Unit 2B: Sculpture focus	Year 2	<ul style="list-style-type: none"><li>• Can develop exploratory work (learning about and through using materials) to develop a personal response through the use of construction techniques: Develop and exercise some care and control over the range of materials they use.</li><li>• Can use a range of materials and joining techniques to demonstrate a</li></ul>

recognition of different qualities and characteristics of the materials:  
Deliberately choose to use particular techniques for a given purpose.



### 9.3 Evaluating: progress objectives

Unit	Year group	Progression objectives
Unit 1A: Drawing focus	Year 1	<ul style="list-style-type: none"><li>• Can show interest in and describe what they think about the drawings of others.</li></ul>
Unit 1B: Painting focus	Year 1	<ul style="list-style-type: none"><li>• Can talk about their own work, describing the process and beginning to articulate their own thoughts and ideas.</li></ul>
Unit 2A: Printmaking focus	Year 2	<ul style="list-style-type: none"><li>• When looking at creative work, can express clear preferences and give some reasons for these (for instance, be able to say “I like that because...”).</li></ul>
Unit 2B: Sculpture focus	Year 2	<ul style="list-style-type: none"><li>• Can talk about their own work, and the work of their peers, describing processes and developing confidence to articulate their own thoughts and ideas: When looking at creative work, express clear</li></ul>

preferences and give some reasons for these.

- Can use drawing to record ideas and experience.



## 9.4 Underpinning knowledge and understanding: progress objectives

Unit	Year group	Progress objectives
Unit 1A: Drawing focus	Year 1	<ul style="list-style-type: none"><li>• Can recognise and describe some simple characteristics of different kinds of drawing.</li><li>• Can name the drawing tools, techniques, and the formal elements (colours, shapes, tones etc.) that they use.</li></ul>
Unit 1B: Painting focus	Year 1	<ul style="list-style-type: none"><li>• Knows how to recognise and describe some simple characteristics of a range of paintings, from different histories and cultures, including contemporary.</li><li>• Knows the names of painting tools, techniques, and elements, for example colours and shapes, that they use.</li><li>• Begins to use the language of art connected to painting in their</li></ul>

Unit 2A: Printmaking focus

Year 2

discussions.

- Know that different forms of creative works are made by artists, craftmakers and designers, from all cultures and times.
- Can talk about the printmaking materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use).

Unit 2B: Sculpture focus

Year 2

- Know how to recognise and describe key characteristics of a range of sculpture and 3D artwork, from different histories and cultures, including contemporary art.
- Know the specific terms related to sculptural techniques and elements, for example: form, shape and volume. Begin to use the language of art connected to sculpture in their discussions.

