

# Substantive and Disciplinary Knowledge Art Curriculum Springfield Academy

## Drawing

(drawing objectives thread through every topic)

| Reception   | KS1 Cycle A  | KS1 Cycle B  | LKS2 Cycle A   | LKS2 Cycle B  | UKS2 Cycle A   | UKS2 Cycle B   |
|---|--|--|--|---|--|--|
| <p><b>N1</b><br/><b>(PD) Holds a pen or crayon using a whole hand (palmar) grasp and make random marks with different strokes.</b><br/>(EAD) Shows an interest in the marks others make.<br/>(EAD) Expresses ideas and feelings through making marks.</p> <p><b>N2</b><br/><b>(PD) Uses a comfortable grip with control when using resources.</b><br/>(EAD) Understands that they can use lines to enclose a space and begins to use these shapes to represent objects.<br/>(EAD) Drawings show what the child perceives as most important about the subject.<br/>Gives meaning to marks they make.</p> <p><b>Reception</b></p> | <p>I know different pencil types, their properties and explore using them.</p> <p><b>I can develop control of a pencil for detail in drawing exploring pressure and grip.</b></p> <p>I can use a pencil to create lines of different thickness in drawings.</p> <p>I know a 'shape' is what happens when a line creates an enclosed space.</p> <p><b>I can explore how marks can be used to create an impression of texture.</b></p> <p>I can explore pressure and grip.</p> <p><b>I can show different tones by using coloured pencils.</b></p> <p>I am beginning to understand that 'value' means how light or dark we make a colour.</p> <p>I know how lines and shapes can create artistic impressions of facial features.</p> <p>I can show facial expression in art.</p> | <p>I know different pencil types, their properties and explore using them.</p> <p><b>I can develop control of pencil for detail in drawing exploring pressure and grip.</b></p> <p>I can use a pencil to create lines of different thickness in drawings</p> <p><b>I can add details to pictures and begin to use the side of a pencil for add shading and detail.</b></p> <p>I can use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>I can use a range of drawing materials charcoal, pencil and pastel to create drawings.</p> <p>I can show pattern and texture by adding dots and lines.</p> <p>I can show facial expression in art.</p> | <p>I can build on skills of tonal shading in their drawing.</p> <p>I can use different grades of pencils to show tones and textures through hatching and cross hatching.</p> <p><b>I can use shading to show light and shadow.</b></p> <p><b>I know and can use different shading techniques including contour hatching and blending.</b></p> <p>I can explain what shading is.</p> <p>I can re-create a piece of art in the style of a cave painting.</p> | <p>I can use roman sculpture to influence a self-portrait.</p> <p><b>I can create 3D effects in drawing.</b></p> <p><b>I can build on skills of tonal shading in their drawing.</b></p> <p>I can sketch lightly without using a rubber.</p> <p>I can show facial expression in art.</p> <p>I can show body language in sketches and paintings.</p> <p><b>I can use line, tone, shape and colour to represent figures and forms.</b></p> <p>I can use sketches to help produce a final piece of art.</p> | <p>I can create an outline of a figure in the style of Henry Moore.</p> <p><b>I can use line, tone, shape and colour to represent figures in movement.</b></p> <p>I can begin to include measuring skills to help with proportion in their drawing.</p> <p><b>I can use shading to create mood, texture and feeling.</b></p> <p><b>I can organise line, tone, shape and colour to represent figures and forms in movement.</b></p> <p>I can use a variety of techniques to add effects, eg reflections, shadows and direction of sunlight.</p> <p>I can draw in a variety of media including charcoal.</p> <p>I can evaluate and analyse creative works.</p> | <p>I know that retrofuturism is how society in the past pictured the future.</p> <p>I know that retrofuturism was seen in art books architecture and on tv shows.</p> <p>I can evaluate examples of retrofuturism.</p> <p><b>I can show proportion and perspective in drawings and artworks.</b></p> <p>I can explain the different tools used to create art.</p> <p><b>I can explain personal choices and specific art techniques used.</b></p> <p>I can use coloured pencils to define the mood and represent texture.</p> <p>I can draw with precision using different gradient pencils or other mediums for effect.</p> <p>I can sketch lightly before painting.</p> |

# Substantive and Disciplinary Knowledge

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**(PD) Holds a pencil effectively. Begins to show accuracy and care when drawing.**  
(EAD) Draws a variety of objects with increased detail and shapes, some based on detailed observations.  
(EAD) Safely uses and explores a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.

I can use Eva Armisen's work to influence my portraits.

I can use Pablo Picassos work to influence my own design.

I can learn and use technical vocabulary such as... scumbling.

I can evaluate and analyse creative works.

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## Sketchbooks

Every unit should be evidenced in sketchbooks showing either a design or elements of drawing techniques and a photograph of the final product

| EYFS  | KS1 Cycle A   | KS1 Cycle B   | LKS2 Cycle A  | LKS2 Cycle B  | UKS2 Cycle A   | UKS2 Cycle B   |
|---|---|---|---|---|--|--|
| <p><b>Reception</b><br/>(EAD) Explains the process they went through when making and the choices they made.</p> | <p>I can build sketches around a given subject or criteria.</p> <p>I can begin to develop ideas over time.</p> <p>I can use a range of sketches, to hone and develop techniques.</p> <p>I can use sketchbooks to create designs for final pieces of artwork.</p> <p>I can use a sketchbook as a starting point for child-initiated drawing.</p> | <p>I can build sketches around a given subject or criteria.</p> <p>I can begin to develop ideas over time.</p> <p>I can use a range of sketches, to hone and develop techniques.</p> <p>I can use sketchbooks to create designs for final pieces of artwork.</p> <p>I can use a sketchbook as a starting point for child-initiated drawing.</p> | <p>I can sketch to fulfil a given brief.</p> <p>I can make notes in a sketchbook about techniques used by artists.</p> <p><b>I can use a sketchbook to record explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</b></p> <p>I can annotate ideas for improving my work through keeping notes in a sketchbook.</p> | <p>I can sketch to fulfil a given brief.</p> <p>I can make notes in a sketchbook about techniques used by artists.</p> <p><b>I can use a sketchbook to record explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</b></p> <p>I can annotate ideas for improving my work through keeping notes in a sketchbook.</p> | <p>I can build sketches in series overtime to refine and improve my work.</p> <p>I can record thoughts and experiences in a sketchbook and review and revisit these ideas as my work develops.</p> <p><b>I can use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</b></p> <p>I can use sketchbooks to plan through drawing and other preparatory work.</p> <p>I can keep notes which consider how a piece of work may be developed further.</p> | <p>I can build sketches in series overtime to refine and improve my work.</p> <p>I can record thoughts and experiences in a sketchbook and review and revisit these ideas as my work develops.</p> <p><b>I can use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</b></p> <p>I can use sketchbooks to plan through drawing and other preparatory work.</p> <p>I can keep notes which consider how a piece of work may be developed further.</p> |

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## Painting

| EYFS   | KS1 Cycle A  | KS1 Cycle B   | LKS2 Cycle A   | LKS2 Cycle B   | UKS2 Cycle A  | UKS2 Cycle B   |
|--|--|---|--|--|---|--|
| <p><b>N1</b><br/>(EAD) Shows an interest in the paintings of other children.<br/>(EAD) Notices how marks can touch each other.<br/><b>(EAD) Begins to independently explore and experiment with blocks, colours and marks.</b><br/>(PD) Can start to show control in holding and using mark-making tools.</p> <p><b>N2</b><br/>(EAD) Uses large and medium brushes to add colour to add lines in sweeping movements to make simple representations.<br/><b>(EAD)Explores colour and how colours can be changed.</b><br/><b>(EAD)Distinguishes between colours and names them.</b><br/>(PD) Uses a comfortable grip with control when using resources.</p> <p><b>Reception</b><br/><b>(EAD) Selects own painting techniques, resources and tools to create representations.</b></p> | <p>I know that abstract art is a type of art where things don't look exactly like real things.</p> <p>I can compare Ted Harrison's art to that of other artists.</p> <p>I can use thick and thin brushes and other painting tools.</p> <p>I can explore painting with smaller brushes, developing brush control.</p> <p><b>I can explore using different brushstrokes (thin, wide, sweeping, bold).</b></p> <p>I can use dots and lines to create patterns in my artwork.</p> <p><b>I can explore what happens when secondary colours are mixed.</b></p> <p>I can create tints with paint by adding white.</p> <p>I can create tones with paint by adding black.</p> <p>I can explain ideas of how artists have used colour, pattern and shape.</p> <p>I can create a piece of art in response to the work of an artist.</p> | <p>I can use thick and thin brushes and other painting tools.</p> <p>I can explore painting with smaller brushes, developing brush control.</p> <p><b>I can explore using different brushstrokes (thin, wide, sweeping, bold).</b></p> <p>I can use dots and lines to create patterns in my artwork.</p> <p><b>I can explore what happens when secondary colours are mixed.</b></p> <p>I can create tints with paint by adding white.</p> <p>I can create tones with paint by adding black.</p> <p>I can explain ideas of how artists have used colour, pattern and shape.</p> <p>I can create a piece of art in response to the work of an artist.</p> | <p>I can reflect on ancient Egyptian papyrus paintings and apply these ideas to influence my own paintings.</p> <p><b>I know and can mix tertiary colours.</b></p> <p>I can explore tint/tone shades and how to apply this to my paintings.</p> <p>I can use different materials to draw (pastels, chalk pastels).</p> <p>I can create different textures and effects with paint.</p> <p><b>I can choose colours to create moods in art.</b></p> <p>I can use watercolour to produce colourwashes for backgrounds and detail.</p> <p><b>I can use a range of brushes to create shapes, textures, patterns and lines.</b></p> | <p><b>I know and can mix tertiary colours.</b></p> <p>I can say how Hokusai has created movement in his artwork.</p> <p>I can add white to colours to create tints.</p> <p>I can add black to colours to create shades.</p> <p>I can add grey to colours to create tones.</p> <p><b>I can use different colours to show mood/feeling.</b></p> <p>I can explain some of the features of art from historical periods.</p> <p>I can create a background using a colourwash.</p> <p><b>I can use varied brush techniques to create shapes, textures, patterns and lines.</b></p> | <p>I can use watercolours.</p> <p>I can use tertiary colours in my paintings.</p> <p><b>I can experiment with mood and colour.</b></p> <p>I can sketch lightly before painting.</p> <p><b>I can make individual choices regarding choice of media and explain why these have been chosen.</b></p> <p>I can identify great artists such as Arthur Spooner and how their work has influenced art today.</p> <p>I can explain the style of work produced and how Arthur Spooner has influenced it.</p> | <p>I can say how Shamsia Hassani has overcome barriers to share her artwork.</p> <p>I can say how Shamsia Hassani's artwork depicts emotion.</p> <p>I can use tertiary colours in my paintings.</p> <p>I can use acrylic paints.</p> <p><b>I can make individual choices regarding choice of media and explain why these have been chosen.</b></p> <p>I can research artwork from different locations.</p> |



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|---|---|---|--|--|--|--|
| <p><b>(EAD) Knows which primary colours are mixed to make secondary colours.</b><br/>(PD) Uses a range of small tools, including scissors, paintbrushes, and cutlery.</p> | <p>I can explore white/black added to paint colours.</p> <p>I can create a piece of art in response to the work of an artist.</p> | <p>I can create a painting in the style of Raewyn Harris in the Koru style.</p> |  |  |  |  |
|---|---|---|--|--|--|--|

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## Sculpture

| EYFS   | KS1 Cycle A<br>Summer 1 | KS1 Cycle B<br>Summer 1  | LKS2 Cycle A | LKS2 Cycle B<br>Spring 2   | UKS2 Cycle A<br>Summer 1  | UKS2 Cycle B<br>Autumn 1 |
|--|-------------------------|--|--------------|--|---|--------------------------|
| <p><b>N1</b><br/>(EAD) Explores and experiments with a range of media through sensory exploration using their whole body.<br/><b>(PD) Develops manipulation and control.</b></p> <p><b>N2</b><br/>(EAD) Manipulates malleable materials to create shapes.<br/><b>(PD) Manipulates, rolls and changes materials.</b></p> <p><b>Reception</b><br/>(EAD) Beginning to understand and show some awareness of stability and balance when adding 3D components together.<br/><b>(PD) Shows increased control to use a range of tools to create more-complex shapes, objects and writing.</b></p> |                         | <p>I can sort items by material and colour.</p> <p><b>I can use a variety of materials to create paths, spirals and circles.</b></p> <p>I can use a range of natural resources to create a piece of art.</p> <p>I can choose natural resources that compliment a style or mood.</p> <p>I can evaluate my sculpture, identifying what I like and what I might change.</p> <p>I can create a piece of transient artwork in the style of Andy Goldsworthy.</p> <p><b>I can use tools to change the shape and size of materials.</b></p> |              | <p><b>I can use tools for rolling, shaping and cutting clay.</b></p> <p>I can create and combine and join shapes together securely.</p> <p>I can use clay and other mouldable materials to re-create historical patterns.</p> <p>I can re-create a piece of Saxon jewellery.</p> <p>I can include texture to make a piece seem real.</p> <p>I can identify and describe common features of Saxon jewellery, such as geometric patterns and animal motifs.</p> <p>I can create a design for a piece of Saxon-inspired jewellery.</p> <p><b>I can use a variety of materials (e.g. foil, clay,</b></p> | <p><b>I can use tools safely to create texture and pattern.</b></p> <p>I can show life like qualities and real-life proportions.</p> <p>I know that Inuits carve animals native to the Arctic into soapstone.</p> <p>I can experiment with modelling techniques.</p> <p><b>I can develop control and precision in shaping, smoothing, and detailing a 3D form.</b></p> <p>I can design and create a sculpture.</p> <p>I can evaluate my own work and that of others, using appropriate artistic vocabulary (e.g. form, texture, balance).</p> <p>I can build a wire framework and cover with mod roc.</p> |                          |



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|  |  |  |  |   |  |  |
|--|--|--|--|---|--|--|
|  |  |  |  | <p><b>beads, card) to construct a piece of jewellery.</b></p> <p>I can reflect on and evaluate my finished piece.</p> |  |  |
|--|--|--|--|---|--|--|

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| Mixed media  |   |             |   |              |              |  |
|--|---|-------------|---|--------------|--------------|--|
| EYFS   | KS1 Cycle A   | KS1 Cycle B | LKS2 Cycle A  | LKS2 Cycle B | UKS2 Cycle A | UKS2 Cycle B   |
| <p><b>N1</b><br/>(EAD) <b>Explores and experiments with a range of media through sensory exploration using their whole body.</b><br/>(PD) Can start to show control in holding and using mark-making tools.</p> <p><b>N2</b><br/>(EAD) <b>Selects from a variety of resources to use in collage based on personal choices and criteria.</b><br/>(PD) Uses a comfortable grip with control when using resources.</p> <p><b>Reception</b><br/>(EAD) <b>Safely uses and explores a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.</b><br/>(PD) Uses a range of small tools, including scissors, paintbrushes, and cutlery.</p> | <p>I can use a variety of materials to create a collage.</p> <p>I can create a 3D scene.</p> <p>I can use and blend chalk pastels.</p> <p><b>I can experiment with texture and colour to create visual interest.</b></p> <p><b>I can use background, middle ground and for ground.</b></p> <p>I can create a piece of work in response to the painting by Rita Greer.</p> |             | <p>I can study 'Plastic Whale' by Dafne Murillo.</p> <p>I can explain how I have been inspired by real art in my artwork.</p> <p><b>I can use collage to create art.</b></p> <p><b>I can explore different materials and textures to develop an overall piece.</b></p> <p>I can use recycled materials with precision and confidence layering and overlapping to add depth.</p> |              |              | <p>I can take a city scape photograph for creative purposes.</p> <p><b>I can create a unified, immersive sensory experience.</b></p> <p>I can transform a viewer's perception of space.</p> <p>I can recognise the message in Tan Zi Xi artwork.</p> <p>I know that installation art can be used to explore complex ideas and social issues.</p> |




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## Inspiration from the Greats

| EYFS  | KS1 Cycle A  | KS1 Cycle B   | LKS2 Cycle A  | LKS2 Cycle B  | UKS2 Cycle A  | UKS2 Cycle B   |
|---|--|---|---|---|---|--|
| <p><b>Wassily Kandinsky</b><br/>Painting</p>           | <p><b>Eva Armisen</b><br/>Drawing Portraits</p>       | <p><b>Pablo Picasso</b><br/>Drawing Portraits</p>  | <p><b>Cave Art</b><br/>Drawing</p>              | <p><b>Hokusai</b><br/>Painting</p>           | <p><b>Arthur Spooner</b><br/>Painting</p>      | <p><b>Shamsia Hassani</b><br/>Painting</p>  |
| <p><b>The Doodle Boy</b><br/>Drawing</p>               | <p><b>Rita Greer</b><br/>Mixed Media Collage</p>      | <p><b>Raewyn Harris</b><br/>Painting</p>           | <p><b>Papyrus</b><br/>Paintings</p>             | <p><b>Saxon Jewellery</b><br/>Sculpture</p>  | <p><b>Henry Moore</b><br/>Drawing</p>          | <p><b>Tan Zi Xi</b><br/>Mixed Media</p>     |
| <p><b>Yayoi Kusama</b><br/>Sculpture/Mixed Media</p>  | <p><b>Ted Harrison</b><br/>Painting Landscapes</p>  | <p><b>Andy Goldsworthy</b><br/>Sculpture</p>      | <p><b>Dafne Murrillo</b><br/>Mixed Media</p>  | <p><b>Roman Portraits</b><br/>Drawing</p>  | <p><b>Inuit Soapstone</b><br/>Sculpture</p>  | <p><b>Retro Futurism</b><br/>Drawing</p>   |

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## Inspiration from the Greats

| EYFS  | KS1 Cycle A  | KS1 Cycle B   | LKS2 Cycle A   | LKS2 Cycle B   | UKS2 Cycle A  | UKS2 Cycle B   |
|---|--|---|--|--|---|--|
| <p><b>Wassily Kandinsky</b><br/>Painting<br/>Outcome - Abstract art based on shapes – concentric shapes</p>  | <p><b>Eva Armisen</b><br/>Drawing Portraits<br/>Outcome – self-portraits family with distinctive features</p>           | <p><b>Pablo Picasso</b><br/>Drawing Portraits<br/>Outcome – manipulated portraits draw and stick in the style of...</p>  | <p><b>Cave Art</b><br/>Drawing<br/>Outcome - Create a cave wall in class with stylised images of important items.</p>                          | <p><b>Hokusai</b><br/>Painting<br/>Outcome – Recreate a water scene expressing mood/feeling.</p>    | <p><b>Arthur Spooner</b><br/>Painting<br/>Outcome – Create a detailed painting of a ride from Goose Fair today.</p>  | <p><b>Shamsia Hassani</b><br/>Painting<br/>Outcome – State a message using stylised graffiti.</p>                             |
| <p><b>The Doodle Boy</b><br/>Drawing<br/>Outcome – children's free hand doodles</p>                         | <p><b>Rita Greer</b><br/>Mixed Media Collage<br/>Outcome – 3 layered image using pastels, collage and silhouette.</p>  | <p><b>Raewyn Harris</b><br/>Painting<br/>Outcome – nature study in detail and repeated</p>                              | <p><b>Papyrus</b><br/>Paintings<br/>Outcome - Design a section of their own papyrus using a range of paint techniques.</p>                    | <p><b>Saxon Jewellery</b><br/>Sculpture<br/>Outcome – Recreate a piece of Saxon jewellery as part of a Saxon horde and/or offering.</p>  | <p><b>Henry Moore</b><br/>Drawing<br/>Outcome – Use charcoal to create an underground image from WWII.</p>          | <p><b>Tan Zi Xi</b><br/>Mixed Media<br/>Outcome – Individual cereal boxes with hanging items (whole class installation)</p>  |
| <p><b>Yayoi Kusama</b><br/>Sculpture/Mixed Media<br/>Outcome – explore and build 3d shapes</p>             | <p><b>Ted Harrison</b><br/>Painting Landscapes<br/>Outcome – layered image with paint</p>                             | <p><b>Andy Goldsworthy</b><br/>Sculpture<br/>Outcome -create own piece using transient art.</p>                        | <p><b>Dafne Murrillo</b><br/>Mixed Media<br/>Outcome – Use watercolour and colour wash as a background combined with recycled material.</p>  | <p><b>Roman Portraits</b><br/>Drawing<br/>Outcome – Create portrait using 3D effects and shading.</p>                                   | <p><b>Inuit Soapstone</b><br/>Sculpture<br/>Outcome – Create a sculpture using wire and modroc.</p>                | <p><b>Retro Futurism</b><br/>Drawing<br/>Outcome – Using coloured pencils to recreate future scene.</p>                     |



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