

# CUSP Art and Design Curriculum: Teacher Handbook

*CUSP Art and Design follows hot on the heels of other highly impactful CUSP subjects, including science, geography and history, as well as reading and writing.*

*We have deliberately built CUSP Art and Design around the principles of evidence-led practice. This is to ensure that pupils are equipped to successfully think, work and communicate like an artist. Unapologetically ambitious, our art curriculum focuses on excellence in this subject through a myriad of media and incredible artists.*

*Our intention is unmissable; exceptional teacher instruction inspires pupils to acquire knowledge, as an artist, and enable them to skilfully attempt and apply their understanding.*

The CUSP Art curriculum is organised into blocks with each block covering a particular set of artistic disciplines, including drawing, painting, printmaking, textiles, 3D and collage. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their Primary journey at increasing degrees of challenge and complexity.

In addition to the core knowledge required to be successful within each discipline, the curriculum outlines key aspects of artistic development in the Working Artistically section. Each module will focus on developing different aspects of these competencies. This will support teachers in understanding pupils' development as artists more broadly, as well as how successfully they are acquiring the taught knowledge and skills.

Working Artistically						
Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures.  These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

The Art Curriculum package includes a sequence of skeleton lesson plans, contextual reference materials, vocabulary modules focusing on language of emotion, explanatory videos and annotated exemplifications. The teacher videos complement the content in each block and provide clear instruction about art techniques and methods. The exemplifications can be used to support assessment of pupil outcomes and to support teachers in developing their own subject knowledge. Teachers are also provided with a list of materials and resources that they will need to teach each block. The components of the suite should be viewed together for maximum impact.



Learning modules



Video guidance



Exemplification materials

Central to the learning modules are activities designed to develop pupils' oracy and vocabulary skills to enable them to use artistic language meaningfully when talking about their work and the work of others.

An overview of the core content provides information about the skills covered across the term in each year group. This enables teachers to see the progression of skills covered within each aspect of art.

# CUSP Art and Design - Block structure and contents

## Slide One: Overview of Block Contents

Slide one explains the context in which the block is set and provides an outline of the structure of the block.

A summary of the key skills and techniques covered in the three lessons is included here.

**Year 1 Art: Drawing – Block A**

- This is a one-week block.
- The block is set in the context of the CUSP Science unit 'Seasonal changes and weather'.
- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3	At the end of this block, pupils will ...	
Exploration of materials	Explicit teaching of techniques	Application of knowledge and techniques	<b>Know:</b> Marks can be made using a variety of drawing tools	<b>Be able to:</b> Select appropriate tools Make a range of marks

*The Rhinoceros by Albrecht Durer (1515)*

In this block, pupils will be introduced to a range of drawing tools, such as charcoal, pencil, chalk and pastel. They will be taught to make basic marks and about how changing the pressure and orientation of these marks can create different textures.

CUSP Art Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 4	Drawing	Painting	Printmaking & Textiles	3D and Collage		
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D		

### Expected Outcomes:

A list of the expected outcomes for the block provides details of the artistic knowledge and skills pupils will be expected to have acquired by the end of the block.

This brief summary gives further information about the specific skills to be taught and the materials pupils will explore in the block.

Where each block sits within the long-term curriculum sequence is included here.

## Slide Two: Point of Reference

Slide two provides teachers with contextual information and a list of the resources and materials needed to teach the block.

### Prior Learning:

Details of the skills and knowledge pupils will already have acquired is provided and the block builds on this prior learning.

### CUSP Connections / Links to Literature:

Connections to other subject areas are listed as are the links that are made, in the lesson sequences, to works of literature. Specific books and illustrators are recommended and are used as a stimulus for artwork and provide examples of artistic techniques and styles.

### Working Artistically:

Each block covers specific elements of art and those are identified in the shaded area.

**Point of reference: Y1 Drawing – Block A**

Pupils will be able to:

- hold drawing tools correctly
- position their paper according to whether they are left or right-handed

**CUSP Connections:**

Lesson 2: Science – Seasonal changes and weather  
Lesson 3: Science – Animals, including humans

**Art History:**

Albrecht Durer (1471 – 1528)  
Born in Nuremberg, Germany, Albrecht Durer was one of the first artists to become famous throughout Europe in his own lifetime. His work is well known for its intricate details of nature. Durer made carved wooden blocks and engraved metal plates using his drawing skills. He signed almost all of his work with an interesting arrangement of his initials.

**Links to Literature:**

*The Storm Whale* by Benji Davies  
*Owl Babies* by Martin Waddell (illustrated by Patrick Benson)  
*Hairy Maclary from Donaldson's Dairy* by Lynley Dodd

**Materials:**

Art sketchbook, assorted paper weights and textured card (white and brown), HB and 2B pencils, charcoal, black and white oil pastels, white chalk

**Working Artistically**

Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

### Art History:

Background information is provided about the specific artists studied in the block. This information gives teachers an insight into where the artist sits in art history and their influences.

### Materials:

Materials and resources that teachers will need to deliver the lessons, are listed.

### Slide Three - Point of Explanation

Slide three provides teachers with explanations and definitions of the art vocabulary and technical vocabulary to be taught in the block.

#### Core Knowledge:

Detailed explanations of the core knowledge covered in each block are included here.

#### Link to Video:

A video has been created for each block. The video provides a step-by-step guide to artistic techniques that appear in the block. Each video complements the sequence of lessons and needs to be accessed in conjunction with the written plans to ensure the content is taught effectively.

#### Point of explanation: Y1 Drawing – Block A

Core Knowledge	Explanation
drawing	Drawing is the means by or way in which marks are made on a surface.
pressure	Pressure means how hard the tool is pressed onto the paper or canvas. The more pressure applied to a tool, the darker the shade will be. The less pressure applied to a tool, the lighter the shade will be.
orientation	Orientation is where lines or shapes are positioned on the paper or the canvas.

Technical Vocabulary	Definition
cross-hatching	involves drawing a series of parallel lines to create tonal effects similar to rough shading; the closer the lines are drawn together, the darker the shading will appear
texture	the quality of something that can be known by touch or the degree to which something is rough or smooth or soft or hard
monochrome	a picture which contains shades of only one colour or black and white

**Teacher guidance video:** <https://vimeo.com/556539554/74aef2d742>

- Explanation and demonstration of taught content
- Lesson by lesson guidance
- Exemplification of techniques and outcomes

#### Technical Definitions:

The technical vocabulary that pupils will be taught and be encouraged to use when discussing their own and others' work is listed here.

Definitions of each artistic term are provided. These definitions are also included in the Knowledge Note for pupils. Pupils will have a copy of the Knowledge Note for their sketchbooks so they can refer back to this information as required.

### Slide Four - Point of Delivery

Slide four sets out the teaching sequence and shows how prior learning is built upon to ensure progression of skills.

#### Revisiting prior learning:

In lesson one, the prior learning relates to skills and knowledge acquired in the previous year. For example, Y2 Drawing Block A would refer back to skills acquired in Y1 Drawing Block A. Lesson sequences are built cumulatively.

#### Taught content:

This section provides a concise description of the knowledge and skills that will be taught and what pupils will be expected to do and understand.

#### Questions for assessment:

Key question stems have been included to aid discussions with pupils about their responses to their own work and the work of others. These questions form an essential part of assessing what pupils understand about what they have been taught.

Suggestions for specific questions relating to art techniques and effects are also

#### Point of delivery: Y1 Drawing – Block A

Revisiting prior learning	Taught content	Point of practice	Point of reflection
<p>3. Pupils have a toolbox of mark making techniques</p> <p>Recognise that certain materials produce a specific effect, e.g. chalks smudge</p>	<p>Apply knowledge of mark making</p>	<p>Complete Vocabulary Task 2, responding to work completed in the previous session.</p> <p>Read <i>Hairy Maclary from Donaldson's Dairy</i> by Lynley Dodd. Look at the illustrations and comment on the lines and textures used for the various dogs.</p> <p>Look at Albrecht Durer's black and white print of <i>The Rhinoceros</i>. Together, talk about the marks made. Point out that this was 'drawn' as a wood cut which was then used to print from. Next, pupils draw an animal (set) outline on A3 paper. The outline is to be drawn lightly with pencil and should be drawn close to the edges of the paper. Pupils use their knowledge of mark making to create texture on their animal. Ensure that a range of drawing marks are being made. Work in monochrome (black and white). Do not use colour but all of the drawing materials previously used should be made available.</p>	<p>Can identify the marks made and talk about them using technical vocabulary</p> <p>Can identify and name drawing materials</p>

Questions for assessment
<p>What happens if you mix media?</p> <p>What is the effect of pressure?</p> <p>What marks can you identify?</p> <p>What did you enjoy / dislike about this activity?</p>

What happens if you change the size of the mark?  
 What happens if you use the side rather than the tip?  
 Can you see where cross-hatching has been used?  
 What would you do differently or change and why?

Does it smudge?

#### Point of practice:

This section contains the main teaching content.

It is recommended that teachers introduce the Knowledge Note for pupils at the start of lesson one.

It is suggested that Vocabulary Task 1 is given to pupils in lesson two and it would be for teachers to decide whether this be completed at the start of the lesson, mid-lesson or at the end, depending on where the task best fits in with the sequence of the lesson. Vocabulary Task 2 could then be completed by pupils in the final lesson. Again, it is for teachers to decide at what point in the lesson the task is completed.

#### Point of reflection:

This section relates directly to the "taught content" section and the intended outcome

included in the main teaching content section. statements should be used as a formative assessment tool.

**Slide Five - Oracy and Vocabulary (Tasks 1 and 2)**  
 Slide five contains two tasks for pupils to complete that relate specifically to vocabulary that is relevant to the lesson content. Teachers are advised to decide at what point in lessons two and three these tasks are completed.

**Task One:**  
 Task one is designed to help pupils develop the skills to talk about their own work, the techniques they have been using and the work of others and use appropriate vocabulary to do this meaningfully. Words have been selected that relate to the lesson content. Task one varies in nature and complexity across the year groups. Activities focus on broadening pupils' understanding and use of the shades in meaning of words.

**Task Two:**  
 Task two focuses on pupils being required to use the language of emotion and artistic language to articulate their feelings and responses to their own work and the work of others.

**Oracy and Vocabulary:  
Y1 Drawing – Block A**

←—————→

**Task 1:**  
 Organise these words according to their strength of meaning.

Exploration:

hard      When does a firm pressure become a hard pressure?

firm










gentle

light      Explain what happens to the darkness of the marks if you press firmly. Explain what the marks look like when you press lightly.

delicate

.....

**Task 2:**  
 Which of these words most closely describes your feelings about the marks you have made?  
 Use your chosen word in a sentence and explain your feelings to a partner.

frightened 	joyful 	uneasy 
interested 	surprised 	angry 
bored 	amazed 	gloomy 

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**Exploration:**  
 The exploration section poses questions to pupils about how they can expand on their work and develop skills further and reflect on the effects of the techniques they are using. Teachers should decide whether verbal or written responses are appropriate.





Some questions are accompanied by a speech icon or (say). This is to indicate that verbal responses are required.

**Slide Six - Vocabulary Quiz**  
 Slide six has a task for pupils to undertake after the block has been completed. It contains a range of questions requiring simple written responses covering the following: analysing words, defining words, making connections to other known words and using words in context. Technical vocabulary listed in the Knowledge Note is included in this section along with other key vocabulary that is used in the block.

**Analyse:**  
 The questions in this section relate to the close analysis of the etymology and morphology of words and their origins.

**Connect:**  
 Questions in the Connect section require pupils to make links to other known words and compare words for meaning. Different question types are used to elicit pupils' understanding of synonyms and antonyms and how words relate to each other.

**Vocabulary: Y1 Drawing – Block A**

<p><b>OWN-it</b>      Analyse </p> <p>Tick the part of the word <i>monochrome</i> that means one.</p> <p><input type="checkbox"/> mono <input type="checkbox"/> chrome</p> <p>Underline the part of the word below that means more than.</p> <p style="text-align: center;">darker</p> <p>Underline the part of this word that means more than one.</p> <p style="text-align: center;">lines</p>	<p><b>KNOW-it</b>      Definition </p> <p>Tick one. The word <i>hatching</i> means:</p> <p><input type="checkbox"/> making marks with dots. <input type="checkbox"/> making marks with parallel lines.</p> <p>True or false?</p> <p>A <i>horizontal line</i> is one that goes from left to right.</p> <p><input type="checkbox"/> True    <input type="checkbox"/> False</p> <p>Tick the correct definition of the word <i>tone</i>.</p> <p><input type="checkbox"/> a piece of music <input type="checkbox"/> a shade of colour</p>
<p><b>LINK-it</b>      Connect </p> <p>Circle the word that means the same as <i>dense</i>.</p> <p style="text-align: center;">thick      thin</p> <p>Write a word meaning the opposite of <i>curved</i>.</p> <p>_____</p> <p>Write two words to describe types of lines.</p> <p>1. _____ 2. _____</p>	<p><b>USE-it</b>      Use in context </p> <p>Complete the sentence.</p> <p>Drawing lines on top of each other in different _____ is called cross-hatching.</p> <p>Write a word in the gap that will complete this sentence correctly.</p> <p>Using harder pressure will create a _____ tone.</p> <p>Use the word <i>shade</i> correctly in a sentence.</p> <p>_____</p>

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**Definition:**  
 Pupils need to show understanding of the words they have been taught and have been using in their lessons, by answering questions relating to word definitions.

**Use in context:**  
 To further assess pupils' understanding of terminology, they are asked to use specific words correctly in context. Some questions require pupils to write a full sentence, others require them to select the correct option or complete a given sentence by filling a gap with the correct word.

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### Slide Seven - Knowledge Note

Slide seven is an aide memoire for pupils. This should be introduced at the start of lesson one so that pupils know what core knowledge and skills they will acquire and the technical vocabulary they will learn as the lessons progress.

The slide contains two identical copies of the Knowledge Note with the intention that these be trimmed and stuck into sketchbooks for pupils to refer to as necessary.

#### Core content:

Pupils are provided with a brief summary of the content of each block.

#### Technical vocabulary:

Key technical vocabulary that is covered in each block, providing a useful glossary of terms for pupils to refer to. Icons have been used to aid understanding of terms.

### Knowledge Note: Y1 Drawing – Block A

<p style="text-align: center;">Year 1: Drawing </p> <p><b>Core content</b></p> <p>Explore mark making – create a range of marks using different media on a surface.</p> <p><b>Technical vocabulary:</b></p> <p><b>Cross-hatching</b> – drawing a series of parallel lines to create tonal effects. </p> <p><b>Monochrome</b> – using shades of one colour (in this case, black and white). </p> <p><b>Orientation</b> – the direction in which lines are drawn. </p> <p><b>Surface</b> – the flat area of paper or canvas. </p> <p><b>Texture</b> – how rough or smooth a surface is. </p> <p><b>Drawing</b> – creating a range of marks on a surface. </p> <p><b>Connections</b></p> <p>Albrecht Durer (1471 – 1528) German artist and printmaker </p> <p>Lynley Dodd (born 1941) New Zealand illustrator and author </p>	<p style="text-align: center;">Year 1: Drawing </p> <p><b>Core content</b></p> <p>Explore mark making – create a range of marks using different media on a surface.</p> <p><b>Technical vocabulary:</b></p> <p><b>Cross-hatching</b> – drawing a series of parallel lines to create tonal effects. </p> <p><b>Monochrome</b> – using shades of one colour (in this case, black and white). </p> <p><b>Orientation</b> – the direction in which lines are drawn. </p> <p><b>Surface</b> – the flat area of paper or canvas. </p> <p><b>Texture</b> – how rough or smooth a surface is. </p> <p><b>Drawing</b> – creating a range of marks on a surface. </p> <p><b>Connections</b></p> <p>Albrecht Durer (1471 – 1528) German artist and printmaker </p> <p>Lynley Dodd (born 1941) New Zealand illustrator and author </p>
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#### Connections:

Images, showing examples of illustrators' and artists' work, are used so that pupils can refer to these as a reminder of the artists they have studied and the styles associated with those artists.

### Slide Eight - Exemplification

Photographs are provided for each block, showing annotated examples of sketchbook work and finished pieces. These provide teachers with a standard by which they can assess pupils' work.

### Exemplification: Y1 Drawing – Block A

Pupils create a surface to mark make onto using a variety of papers and card

Pupils experiment with mark making using a range of materials and then annotate in their sketchbooks

Pupils are taught how to cross-hatch

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## Assessment of Pupils:

The assessment of pupils is formative based on pupil outcomes and questioning from each lesson. The following can be used to assess pupils' knowledge and application of artistic techniques and their understanding and use of artistic vocabulary.

- Expectations for each block are made explicit on slide one, e.g. *At the end of this block pupils will know marks can be made using a variety of drawing tools and will be able to select appropriate tools and make a range of marks.*
- The Point of Reflection section specifies the expected outcome for each lesson.
- The Questions for Assessment section in each block provide specific questions to be used with pupils to elicit their level of understanding of tools, techniques and effects, e.g. *What happens if you change the size of the mark?*
- The Oracy and Vocabulary tasks on slide five provide ample opportunities for teachers to evaluate pupils' ability to:
  - use artistic language effectively;
  - explain artistic techniques and processes;
  - evaluate their own and others' work.
- The vocabulary quiz on slide six provides an opportunity for teachers to assess pupils' deeper understanding and application of artistic and technical vocabulary covered in the block.
- The exemplifications demonstrate the expected standard against which teachers can assess pupils' work.

The best form of assessment in art is in-action, while pupils are working. This helps us to understand pupils' development as artists, rather than their ability to produce a prescribed end outcome. By encouraging pupils to articulate their thinking and reflections, we can understand which aspects of artistic development they may require additional teaching in and reshape teaching to support this.

## Reasonable adjustments for pupils with SEND:

As part of the planning and preparation for the delivery of each block, teachers will need to consider how specific activities or the delivery may need to be adjusted to ensure that pupils with SEND are able to access the materials and participate fully in the lesson.

Pupils with language and communication difficulties (including those with ASD) may need additional visual prompts to help them understand what is expected of them. Some pupils may require individual task boards to enable them to follow a series of steps where a task has been broken down into smaller, more manageable chunks.





Some pupils may have sensory sensitivities. For those pupils, adjustments may need to be made in order for them to access materials. For example, pupils can be provided with crayons or pastels in paper sleeves. Pupils who have significant motor skill difficulties may require pencil grips or sloped surfaces to work on.

# CUSP Art and Design – Core Content

Core Content	Drawing (line and texture)	Painting (colour and tone)	Printmaking (line and pattern)	Textiles (pattern and texture)	3D (form and shape)	Collage (texture)
Year 1	Block A Explore materials and tools for mark making.	Block B Explore mark making with paint, using primary colours.	Block C Explore resist and relief block printing, negative stencils and clay slabs.	Block D Explore weaving with natural and man made materials. Explore wrap, tie, knot and peg techniques for fabric dying.	Block E Use natural and man made materials. Create plaster casts from clay impressions.	Block F Explore the visual and tactile qualities of natural and man made objects.
	Block A Evoke mood and represent movement through mark making.	Block B Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours	Block C Create repeated patterns with positive and negative space. Use natural objects as stimulus.	Block D (Textiles & Collage) Explore dip dye technique. Use relief and block printing techniques on fabric. Create large scale work focusing on line, colour and shape.	Block E Explore aboriginal art. Combine different colours of clay.	
Year 2	Block A Combine drawing and resist to explore colour, line and shape. Create tints and learn painting techniques of tonking and sgraffito.		Block B Create monoprints and explore mark making and pattern with printing tools.	Block C (Textiles & Collage) Explore pattern and colour combinations. Use collograph and plasticine blocks and tie dye. Explore positive and negative space. Explore line and shape and create paper collage.	Block D Create coil pots using clay.	
	Block A Create contour drawings using still life and natural forms as stimulus.	Block B Learn about abstract art and develop colour mixing skills to include tertiary colours.	Block C Create monoprint and press prints on fabric and make collages. Create repeated patterns by flipping and rotating images. Use tie dye, knotting and wrapping techniques.	Block C (Textiles & Collage) Create wall hangings using layered collage and weaving techniques. Use natural forms as a starting point for artwork.	Block D Create wire structures, focusing on line and form. Combine 3D materials. Combine a range of techniques such as overlapping and layering.	
Year 3	Block A Learn about and use the technique of subtractive drawing. Use organic lines to create landscapes.		Block B Create three colour prints and combine printing techniques	Block C (Textiles & Collage) Use drawings as a starting point for textiles work. Explore batik technique. Draw and paint on fabric surfaces.	Block D Create slab pots and learn techniques to join and seal clay sections. Create tissue paper bowls.	
	Block A Combine techniques to create abstract image. Learn about surrealism and portraiture.	Block B (Painting & Collage) Create still life compositions by combining different media and in response to cubist work. Adapt and refine ideas and techniques and respond to different styles of artists and art movements.	Block C Use drawings as a starting point for textiles work. Explore batik technique. Draw and paint on fabric surfaces.	Block D Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass'. Explore the combining of wire and recycled materials.		
Year 4	Block A Learn about and use the technique of subtractive drawing. Use organic lines to create landscapes.		Block B Create three colour prints and combine printing techniques	Block C (Textiles & Collage) Use drawings as a starting point for textiles work. Explore batik technique. Draw and paint on fabric surfaces.	Block D Create slab pots and learn techniques to join and seal clay sections. Create tissue paper bowls.	
	Block A Combine techniques to create abstract image. Learn about surrealism and portraiture.	Block B (Painting & Collage) Create still life compositions by combining different media and in response to cubist work. Adapt and refine ideas and techniques and respond to different styles of artists and art movements.	Block C Use drawings as a starting point for textiles work. Explore batik technique. Draw and paint on fabric surfaces.	Block D Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass'. Explore the combining of wire and recycled materials.		
Year 5	Block A Learn about and use the technique of subtractive drawing. Use organic lines to create landscapes.		Block B Create three colour prints and combine printing techniques	Block C (Textiles & Collage) Use drawings as a starting point for textiles work. Explore batik technique. Draw and paint on fabric surfaces.	Block D Create slab pots and learn techniques to join and seal clay sections. Create tissue paper bowls.	
	Block A Combine techniques to create abstract image. Learn about surrealism and portraiture.	Block B (Painting & Collage) Create still life compositions by combining different media and in response to cubist work. Adapt and refine ideas and techniques and respond to different styles of artists and art movements.	Block C Use drawings as a starting point for textiles work. Explore batik technique. Draw and paint on fabric surfaces.	Block D Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass'. Explore the combining of wire and recycled materials.		
Year 6	Block A Learn about and use the technique of subtractive drawing. Use organic lines to create landscapes.		Block B Create three colour prints and combine printing techniques	Block C (Textiles & Collage) Use drawings as a starting point for textiles work. Explore batik technique. Draw and paint on fabric surfaces.	Block D Create slab pots and learn techniques to join and seal clay sections. Create tissue paper bowls.	
	Block A Combine techniques to create abstract image. Learn about surrealism and portraiture.	Block B (Painting & Collage) Create still life compositions by combining different media and in response to cubist work. Adapt and refine ideas and techniques and respond to different styles of artists and art movements.	Block C Use drawings as a starting point for textiles work. Explore batik technique. Draw and paint on fabric surfaces.	Block D Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass'. Explore the combining of wire and recycled materials.		

# Core Content and Expectations - Autumn Term

*Spring and Summer terms will be added shortly*

Core Content	Drawing (line and texture) 	Painting (colour and tone) 	Printmaking (line and pattern) 
Year 1	<p><b>Block A</b> Explore materials and tools for mark making. Know marks can be made using a variety of drawing tools Be able to select appropriate tools to make a range of marks</p>	<p><b>Block B</b> Explore mark making with paint, using primary colours. Know that paint can be used to create marks and know the names of the primary colours Be able to make thick and thin marks and identify shades of primary colours</p>	
Year 2	<p><b>Block A</b> Evoke mood and represent movement through mark making. Know that the surface drawn on will create different effects Be able to use a range of mark makers to create a variety of effects, depending on the surface they are placed on</p>	<p><b>Block B</b> Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours. Know that colour and line can be used to show mood, movement and feelings Be able to select colours and painting tools and make painted marks to express feelings</p>	
Year 3	<p><b>Block A</b> Combine drawing and resist to explore colour, line and shape. Create tints and learn painting techniques of tonking and sgraffito. Know that there are lines and patterns in natural objects and that a range of effects can be made with paint Be able to identify lines and patterns in nature and use</p>		<p><b>Block B</b> Create monoprints and explore mark making and pattern with printing tools. Know how to use a printing slab and roller Know how to create different printing blocks</p>
Year 4	<p><b>Block A</b> Create contour drawings using still life and natural forms as stimulus. Know what is meant by still life Know how to identify details Know how to use a viewfinder to create a focal point or an area of interest Be able to assemble objects to create an interesting composition Be able to use a viewfinder and use fine control to add detail</p>	<p><b>Block B</b> Learn about abstract art and develop colour mixing skills to include tertiary colours. Know similarities and differences between the work of two artists Know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction Be able to make comparisons and form opinions Be able to create an abstract painting of a natural object</p>	
Year 5	<p><b>Block A</b> Learn about and use the technique of subtractive drawing. Use organic lines to create landscapes. Know what is meant by 'subtractive drawing' and 'abstract' Know that lines can be used to suggest harmony Be able to combine drawing techniques to achieve desired effects Be able to transfer and enlarge an image and work in the style of an artist</p>		<p><b>Block B</b> Create three colour prints and combine printing techniques. Know that reduction is a method of block printing where part of the block is removed and each colour is printed on top of the last Be able to create reduction prints and explain and record the process</p>
Year 6	<p><b>Block A</b> Combine techniques to create abstract image. Learn about surrealism and portraiture. Know about the different elements of art and design Be able to work artistically using: shape, line, form, texture, colour, value and space</p>	<p><b>Block B (Painting and Collage)</b>  Create still life compositions by combining different media and in response to cubist work. Adapt and refine ideas and techniques and respond to different styles of artists and art movements. Know that observation of still life can be responded to through a combination of different media and styles Be able to create a still life using a variety of colours, textures and materials, including paint</p>	