



**THE BRAMBLE
ACADEMY**

| Art and Design at The Bramble Academy | |
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| Substantive knowledge in Art and Design: | We live in a visual world and as human beings we are constantly interpreting images and inferring meaning from our visual environment. Our art curriculum explores our world, which is rich in cultural histories – arts and crafts, for us to access and understand. Learning skills and techniques in art and design gives children an additional language, which allows children with other means by which to express ideas and process their thoughts. The formal elements of art: pattern, colour, texture, tone, shape and line are considered to be the ingredients that make an artwork. Children will have the opportunity to generate ideas and use sketchbooks to develop as artists. |
| Disciplinary knowledge in Art and Design | Disciplinary knowledge refers to the knowledge children acquire to help them understand the subject as a discipline. Pupils learn how art is studied, discussed and judged, considering our big questions: What is art? Why do people make art? How do people talk about art? |
| Vocabulary: | The teaching of vocabulary is crucial to academic success for our children. Tier 2 and 3 vocabulary is mapped out throughout our curriculum to ensure vocabulary is both progressive and ambitious. |



Sequence of Knowledge

EYFS

Autumn 1 (3 days)

Drawing: Marvellous Marks
(Kapow)

[Drawing: Marvellous marks](#)
(kapowprimary.com) Lessons 1 and 2 only.

Pupils should be taught:

- Nursery: Make marks, draws circles and lines.
- Reception: Children begin to draw self-portraits, landscapes and buildings and cityscapes.

Key concept:

Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.

Lesson Inquiry Questions

Key ideas pupils will know and understand:

Afternoon 1: How can you make different marks?

- To explore mark making.
- To use adjectives to describe the lines.
- To explore the grounds and textures around school.
- To know how to make wax rubbings and to notice differences.

Resources: Kapow



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| <p>Afternoon 2: What type of lines can you draw?</p> <ul style="list-style-type: none">-To know how to draw a zig zag.-To know how to draw circles.- To know how to draw squiggles.- To draw long and short lines/. <p>Resources: Kapow</p> | | | |
| <p>Vocabulary: circle, curved, line, long, short, squiggly, straight, zig zag</p> | | | |
| <p>Prior Learning:</p> | <p>Prior Learning:</p> | <p>Prior Learning:</p> | <p>Prior Learning:</p> |



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| Sequence of Knowledge | | | |
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| KS1 – Year 1 | | | |
| Autumn 1 (3 days) | | | |
| Drawing: Make your Mark (Kapow) Drawing: Make your mark Lessons (kapowprimary.com) | | | |
| Pupils should be taught: <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products. - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | | | |
| Key concept: This unit helps pupils to understand and use different line types and mark-making techniques in drawing; enhancing children's ability to describe lines, control drawing materials like pencils and chalk, and experiment with various media, while responding to music. Lesson Inquiry Questions Key ideas pupils will know and understand: Lessons 1 and 2 : What is a line? -To hold a pencil and chalk in different ways to experiment with the line. -To know that there can be different types of lines. -To describe the lines in the work of an artist. -To draw lines and marks to reflect sounds. | | | |



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| <p>-To know that there are different ways of drawing lines. -To know how to evaluate art. -To recall the names of shapes. -To know that shapes can overlap. Resources: Kapow and links to Bridget Riley. Lessons 3 and 4 : How can you show texture? -To experiment with marks. -To use marks to show texture. -To know how to make careful observations. -To use a drawing tool in different ways. Resources: Kapow Lessons 5 and 6: 'What can you see?' -To know how to look carefully at an object to identify shapes, lines and textures. -To know how to control a medium to create different types of lines. -To know how to layer different materials to create effects. Resources: Kapow</p> | | | |
| <p>Vocabulary: 2D shape, 3D shape, abstract, chalk, charcoal, circle, continuous, cross-hatch, diagonal, dots, firmly, form, horizontal, lightly</p> | | | |
| <p>Prior Learning: -Have explored mark making using a range of materials. -Investigated marks and patterns when drawing. -Investigate how to make large and small movements with control when drawing. -Practise looking carefully when drawing.</p> | <p>Prior Learning:</p> | <p>Prior Learning:</p> | <p>Prior Learning:</p> |

Sequence of Knowledge

KS1 – Year 2

Autumn 1 (3 days)

Drawing: How do you control a pencil.

Pupils should be taught:

- to use a range of materials creatively to design and make products.
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key concept:

This unit helps build on previous learning of mark making, media to translate a 3-dimensional world into a 2-dimensional drawing. Children will learn about tone through self-portraits.

Lesson Inquiry Questions

Key ideas pupils will know and understand:

Lesson 1 and 2: What is the line telling you?

- To know that Vincent Van Gough used a range of lines to show meaning.
- To know that how you hold a pencil can give you varying levels of control (handwriting hold, distant hold and overhand hold).
- To know what hatching, contour hatching, cross-hatching, random hatching, stippling are.

Resources: Teaching Art and Design pgs 21 and 22.



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| <p>Lessons 3 and 4 – How can your art look more realistic? -To know that Pablo Picasso showed meaning with different lines and shapes. -To know how to critique peers' work Resources: Teaching Art and Design pgs 22 and 23.</p> <p>Lessons 5 and 6 - How can you show texture? -To know what proportions are. - To know how to choose the direction of line to draw objects. To know that by applying different pressure f the pencil, the tone of the drawing will change. Resources: Teaching Art and Design pgs 23 and 24</p> | | | |
| <p>Vocabulary: 2D shape, 3D shape, abstract, chalk, charcoal, circle, continuous, cross-hatch, diagonal, dots, firmly, form, horizontal, lightly, line, mark making, narrative, observe, optical art, pastel, printing, shade, shadow, straight, texture, vertical, wavy</p> | | | |
| <p>Prior Learning:</p> <ul style="list-style-type: none"> - To explore a range size of lines. - To have explored mark making with a range of tools. - To know how to make thick and thin lines. | <p>Prior Learning:</p> | <p>Prior Learning:</p> | <p>Prior Learning:</p> |



Sequence of Knowledge

KS2 – Year 3

Autumn 1 (3 days)

Drawing: Growing artists (Kapow)

[KS2 Art Lesson Plan | Drawing | Growing Artists \(kapowprimary.com\)](#)

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- To learn about about great artists, architects and designers in history. own work.

Key concept:

This unit focuses on teaching children the use of shapes, shading, and texture in art to enhance their drawing skills. It emphasises developing a sense of light and dark, using frottage for texture, and experimenting with different tools to create expressive and abstract art.

Lesson Inquiry Questions

Key ideas pupils will know and understand:

Lessons 1 and 2: What is an artist?

- To know that how you hold a pencil can give you varying levels of control (handwriting hold, distant hold and overhand hold).
- To know what hatching, contour hatching, cross-hatching, random hatching, stippling are.
- To recognise different shapes in objects.



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| <p>-To know what organic and geometric shapes and be able to identify these. -To know how to use shapes to form the basis -To know what tone is in a piece of artwork. -To know how to use a pencil so that the lead is flat to the paper. -To know how to shade in one direction. -To know how to blend from light to dark to create smooth tones. Resources: Kapow</p> <p>Lessons 3 and 4 How can texture be added to drawings? -To know how to use the rubbing technique to create different textures. -To know how changing the tool or colour can change how a rubbing looks. -To know how to apply a technique of another artist. Resources: Kapow</p> <p>Lessons 5 and 6 – How can scale and composition change drawings? -To know how to sketch simple shapes to form an organic object. -To know how add detail using careful observation. -To know how to use shading to add tone. Resources: Kapow</p> | | | |
| <p>Vocabulary: diagonal, dots, firmly, form, horizontal, lightly, abstract, arrangement, blend,</p> | | | |



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| botanical, botanist, composition, cut, dark, even, expressive, form, frame frottage, geometric | | | |
| <p>Prior Learning:</p> <ul style="list-style-type: none">- To be able use a range of pressure when sketching.- To have explored textures from observations.- To shade with reasonable accuracy. | <p>Prior Learning:</p> | <p>Prior Learning:</p> | <p>Prior Learning:</p> |



Sequence of Knowledge

KS2 – Year 4

| Autumn 1 (3 days) | | | |
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| <p>Drawing: Growing Artists (Kapow) Adapted to support gap teaching and school's curriculum design.</p> <p>KS2 Art Lesson Plan Drawing Growing Artists (kapowprimary.com)</p> | | | |
| <p>Pupils should be taught:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - To learn about great artists, architects and designers in history. own work. | | | |
| <p>Key concept: This unit focuses on teaching children the use of shapes, shading, and texture in art to enhance their drawing skills. It emphasises developing a sense of light and dark, using frottage for texture, and experimenting with different tools to create expressive and abstract art.</p> <p>Lesson Inquiry Questions Key ideas pupils will know and understand:</p> <p>Lessons 1 and 2: What is an artist? --To know that how you hold a pencil can give you varying levels of control (handwriting hold, distant hold and overhand hold).</p> | | | |



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- To know what hatching, contour hatching, cross-hatching, random hatching, stippling are.
- To recognise different shapes in objects.
- To know what organic and geometric shapes and be able to identify these.
- To know how to use shapes to form the basis
- To know what tone is in a piece of artwork.
- To know how to use a pencil so that the lead is flat to the paper.
- To know how to shade in one direction.
- To know how to blend from light to dark to create smooth tones.

Resources: Kapow

Lessons 3 and 4 How can texture be added to drawings?

- To know how to use the rubbing technique to create different textures.
- To know how changing the tool or colour can change how a rubbing looks.
- To know how to apply a technique of another artist.

Resources: Kapow

Lessons 5 and 6 – How can scale and composition change drawings?

* Lowry and to complete a finished piece in the style of Lowry.



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| <p>-To know how to sketch simple shapes to form an organic object. -To know how add detail using careful observation. -To know how to use shading to add tone. Resources: Kapow</p> | | | |
| <p>Vocabulary: diagonal, dots, firmly, form, horizontal, lightly, abstract, arrangement, blend, botanical, botanist, composition, cut, dark, even, expressive, form, frame frottage, geometric</p> | | | |
| <p>Prior Learning: - To be able use a range of pressure when sketching. - To have explored textures from observations. - To shade with reasonable accuracy.</p> | <p>Prior Learning:</p> | <p>Prior Learning:</p> | <p>Prior Learning:</p> |

Sequence of Knowledge

KS2 – Year 5

| Autumn 1 (3 days) | | |
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| <p>Drawing: Adapted first three lessons from Kapow's until of Painting and mixed-media. Year 5 Art Lesson Plans Painting and Mixed Media (kapowprimary.com)</p> | | |
| <p>Pupils should be taught:</p> <ul style="list-style-type: none"> - to sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history. - | | |
| <p>Key concept: This unit offers pupils opportunities to develop skills in creating interesting portrait drawings using words, experimenting with materials and techniques, and constructing self-portraits that represent aspects of themselves.</p> <p>Lesson Inquiry Questions Key ideas pupils will know and understand:</p> <p>Lessons 1 and 2: How can sketching communicate meaning? --To know that how you hold a pencil can give you varying levels of control (handwriting hold, distant hold and overhand hold).</p> | | |



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- To know what hatching, contour hatching, cross-hatching, random hatching, stippling are.
- To recognise different shapes in objects.
- To know what organic and geometric shapes and be able to identify these.
- To know how to use shapes to form the basis
- To know what tone is in a piece of artwork.
- To know how to use a pencil so that the lead is flat to the paper.
- To know how to shade in one direction.
- To know how to blend from light to dark to create smooth tones.

Resources: Kapow (Looking at Year 3 unit of Growing artists as a starting point)

Lessons 3 and 4: Who am I?

- To know how to use a range of lines to depict texture.
 - To identify features of self- portraits.
 - To critique a piece of art.
 - To understand how artists have portrayed meaning.
- *Studying M.C. Escher

Resources:

Lessons 5 and 6 – How can black and white show a range of colours?

- To apply a range of sketching techniques to create a part of a self-portrait.



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| <p>- To apply shading to give definition to a piece of art. Resources: eye.jpg!Large.jpg (750x571) (wikiart.org)</p> | | | |
| <p>Vocabulary: art medium, atmosphere, background, carbon paper, composition, continuous line drawing, evaluate, justify, portrait, printmaking, self-portrait</p> | | | |
| <p>Prior Learning: - To portray meaning using a range of lines. - To add tone, shading and texture to a drawing.</p> | <p>Prior Learning:</p> | <p>Prior Learning:</p> | <p>Prior Learning:</p> |



Sequence of Knowledge

KS2 – Year 6

Autumn 1 (3 days)

Drawing: Adapted first three lessons from Kapow's until of Painting and mixed-media and Growing artists.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.
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Key concept:

This unit offers pupils opportunities to develop skills in creating interesting portrait drawings using words, experimenting with materials and techniques, and constructing self-portraits that represent aspects of themselves.

Lesson Inquiry Questions

Key ideas pupils will know and understand:

Lessons 1 and 2: How can sketching communicate meaning?

- To know that how you hold a pencil can give you varying levels of control (handwriting hold, distant hold and overhand hold).
- To know what hatching, contour hatching, cross-hatching, random hatching, stippling are.



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- To recognise different shapes in objects.
- To know what organic and geometric shapes and be able to identify these.
- To know how to use shapes to form the basis
- To know what tone is in a piece of artwork.
- To know how to use a pencil so that the lead is flat to the paper.
- To know how to shade in one direction.
- To know how to blend from light to dark to create smooth tones.

Resources: Kapow (Looking at Year 3 unit of Growing artists as a starting point)

Lessons 3 and 4: How can I show perspective?

- To know how to use a range of lines to depict texture.
- To know how composition and perspective changes meaning.
- To critique a piece of art.
- To understand how artists have portrayed meaning.

* Michael Lang – is the artist to study.
[harmony-9-michael-lang.jpg \(270x270\)](https://www.fineartamerica.com/works/art/270x270-harmony-9-michael-lang.jpg)
[fineartamerica.com](https://www.fineartamerica.com)

Resources:

Lessons 5 and 6 – How can black and white show a range of colours?



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| <p>-To apply a range of sketching techniques to create a part of a self-portrait. - To apply shading to give definition to a piece of art. *Michael Lang – is the artist to study. Resources: harmony-9-michael-lang.jpg (270×270) (fineartamerica.com)</p> | | | |
| <p>Vocabulary: art medium, atmosphere, background, carbon paper, composition, continuous line drawing, evaluate, justify, portrait, printmaking, self-portrait</p> | | | |
| <p>Prior Learning: - To portray meaning using a range of lines. To add tone, shading and texture to a drawing.</p> | <p>Prior Learning:</p> | <p>Prior Learning:</p> | <p>Prior Learning:</p> |