



ART

KEY STAGE 1

Substantive and Procedural Knowledge

Portraits

Lesson 1: What is a Portrait?

Substantive knowledge:

Know that a portrait is a visual representation of a person or people and that it can include face, shoulders, body, or full figure.

Procedural knowledge:

Look at portrait examples (photos, paintings); discuss what is included. Use mirrors or peers for observing faces.

Vocabulary:

portrait, face, features, observe, expression

Greater depth task:

Discuss and compare portraits from different times and cultures. Notice differences in style and purpose.

Lesson 2: Drawing Facial Features

Substantive knowledge:

Understand the parts of the face: eyes, nose, mouth, ears, eyebrows, hair. Know relative placement and proportions.

Procedural knowledge:

Practice sketching each feature separately, then attempt full face proportions using guidelines.

Vocabulary:

eyes, nose, mouth, proportion, sketch

Greater depth task:

Challenge to draw a friend's face with correct proportions using only pencil guidelines.

Lesson 3: Expression and Emotion

Substantive knowledge:

Know that facial expressions convey emotion and mood. Different expressions have different muscle positions.

Procedural knowledge:

Experiment drawing faces with happy, sad, surprised expressions. Focus on shifting features.

Vocabulary:

emotion, expression, happy, sad, eyebrows

Greater depth task:



Make two small portraits side by side with contrasting emotions and label how features change.

Lesson 4: Painting Portraits

Substantive knowledge:

Know that paint adds colour, texture, and tone to portraits.
Understand mixing to match skin tones.

Procedural knowledge:

Mix basic colours to approximate skin tones, then paint a portrait from drawing or observation.

Vocabulary:

paint, colour mix, skin tone, brushstroke, palette

Greater depth task:

Create a skin-tone mixing chart with shades; then match to peers' skin tones.

Lesson 5: Adding Details and Backgrounds

Substantive knowledge:

Understand how backgrounds and clothing add context, mood, or story to portraits.

Procedural knowledge:

Add details like hair, clothes, setting around the painted portrait; experiment with complementary colours.

Vocabulary:

background, clothing, detail, context, complementary

Greater depth task:

Design a portrait with background elements that tell something about the person (e.g. favourite hobby).

Lesson 6: Evaluating and Displaying Portraits

Substantive knowledge:

Know how to discuss what works well in a portrait and how to suggest small improvements.

Procedural knowledge:

Reflect on own work and classmates'.
Provide constructive feedback and self-reflection.

Vocabulary:

evaluate, feedback, improvement, strength, reflection

Greater depth task:

Write a short artist statement: describe your portrait, what you like, what you might do differently next time.



Lowry

Lesson 1: Who was L. S. Lowry?

Substantive knowledge:

Know L. S. Lowry was an English artist known for industrial scenes featuring matchstick people and factories.

Procedural knowledge:

Look at examples; identify key features like simplified figures, muted palette, urban landscapes.

Vocabulary:

industrial, skyline, matchstick figure, factory, landscape

Greater depth task:

Compare a Lowry painting with a photograph of the same location; discuss differences in style and detail.

Lesson 2: Sketching Figures in Motion

Substantive knowledge:

Understand that Lowry simplified human forms into stick-like figures to show crowds in motion.

Procedural knowledge:

Practice drawing many simple figures quickly (walking, chatting, working).

Vocabulary:

figure, crowd, motion, simple, repeat

Greater depth task:

Create a dynamic scene with at least 20 matchstick figures in different poses.

Lesson 3: Industrial Landscapes

Substantive knowledge:

Know common industrial features: chimneys, mills, factories, smokestacks, streets.

Procedural knowledge:

Draw a simple industrial skyline background to accompany the figures.

Vocabulary:

chimney, factory, mill, skyline, street

Greater depth task:

Design and label a hybrid industrial landscape mixing features from two different historical periods.

Lesson 4: Toning and Colouring

Substantive knowledge:

Know Lowry mainly used a restricted, muted palette of greys, browns, and blues.

Procedural knowledge:

Experiment toning white with small amounts of grey or brown to create subtle shades.

Vocabulary:

muted, tone, palette, monochrome, subtle



Greater depth task:

Create a palette chart with 5 Lowry-style tones and replicate part of a painting using only those colours.

Lesson 5: Creating Lowry-Inspired Art

Substantive knowledge:

Understand how composition, repetition, and colour style create mood.

Procedural knowledge:

Combine figures and skyline in a complete composition using sketches, paint or pastel tones.

Vocabulary:

composition, repetition, mood, horizon, perspective

Greater depth task:

Include something unique (e.g. a colourful detail) that Lowry would not include. Explain its effect.

Lesson 6: Reflecting on Style and Purpose

Substantive knowledge:

Know how art can reflect social and historical context. Know to evaluate style choices.

Procedural knowledge:

Discuss own piece and others'. Evaluate how successfully it captures the Lowry style and mood.

Vocabulary:

evaluate, context, style, success, mood

Greater depth task:

Write a short compare-and-contrast between your art and a real Lowry painting: what's similar and different?

Sculpture

Lesson 1: What is Sculpture?

Substantive knowledge:

Know that sculpture is three-dimensional art made from materials like clay, wire, paper, or recycled materials.

Procedural knowledge:

Handle examples of small sculptures; discuss shape, form, material.

Vocabulary:

sculpture, material, 3D, form, model

Greater depth task:

Look at different styles (abstract vs realistic) and write why one appeals more.

Lesson 2: Building with Simple Materials

Substantive knowledge:

Understand that different materials provide different strengths and textures.



Procedural knowledge:

Experiment building small forms from clay, playdough, wire, cardboard. Test how materials hold together.

Vocabulary:

clay, wire, cardboard, join, texture

Greater depth task:

Experiment combining two materials in one piece and describe the effect.

Lesson 3: Designing a Model

Substantive knowledge:

Know the importance of planning a sculpture: shape, height, balance.

Procedural knowledge:

Sketch a small sculpture idea. Annotate with chosen materials and notes on stability or joining.

Vocabulary:

sketch, annotate, stability, design, balance

Greater depth task:

Create alternative sketches exploring different shapes and materials; choose best one and explain.

Lesson 4: Making the Sculpture

Substantive knowledge:

Understand how to safely shape and join sculptural materials.

Procedural knowledge:

Construct the sculpture carefully: build a base, model forms, join securely. Use tools under supervision.

Vocabulary:

construct, join, shape, tool, base

Greater depth task:

Try sculpting using only natural materials (leaf, wood, stone) and explain challenges.

Lesson 5: Finishing and Decorating

Substantive knowledge:

Know that finishes like paint, varnish, or texture add interest and protection.

Procedural knowledge:

Add paint, coatings, or textures to the sculpture; evaluate choices.

Vocabulary:

decorate, texture, finish, paint, protect

Greater depth task:

Add a decorative element (pattern, imprint, colour) with meaning; explain your choice.



Lesson 6: Evaluating the Sculpture

Substantive knowledge:

Know how to judge a sculpture on form, stability, appearance, and tactile quality.

Procedural knowledge:

Reflect on your sculpture; gather peer feedback; suggest improvements.

Vocabulary:

evaluate, feedback, form, stability, tactile

Greater depth task:

Record a short video tour of your sculpture explaining form, material, and what you'd change.

Colour Chaos

Lesson 1: Exploring Colour Emotions

Substantive knowledge:

Know that colours can express emotions and moods (e.g. red = energy, blue = calm).

Procedural knowledge:

Discuss favourite colours; match emotions to colours; look at emotion-colour art examples.

Vocabulary:

emotion, mood, colour, red, blue

Greater depth task:

Choose three emotions and create a small colour panel for each using paint or pastels.

Lesson 2: Colour Mixing Fun

Substantive knowledge:

Know primary colours and how mixing makes secondary (and some tertiary) colours.

Procedural knowledge:

Mix paint to create a range of hues; record mixtures and outcomes.

Vocabulary:

primary, secondary, mix, hue, shade

Greater depth task:

Try creating tertiary colours and subtle tones using white/black mixes; make a chart.

Lesson 3: Creating Chaotic Colour Patterns

Substantive knowledge:

Understand pattern, repetition, and contrast in abstract art.

Procedural knowledge:

Experiment painting free-form shapes, splashes, lines in contrasting colours.

Vocabulary:

pattern, contrast, abstract, splash, repetition



Greater depth task:

Create two versions: one chaotic with high contrast, another subdued; compare their effects.

Lesson 4: Combining Techniques

Substantive knowledge:

Know that combining media (e.g. paint + crayon) can produce different textures and effects.

Procedural knowledge:

Apply mixed media: paint backgrounds, overlay with crayon, pastel, collage.

Vocabulary:

media, texture, overlay, collage, effect

Greater depth task:

Design your own abstract composition combining at least three media; explain choices.

Lesson 5: Final Colour Explosion Artwork

Substantive knowledge:

Know how to plan a composition balancing colour and space.

Procedural knowledge:

Use mixed media to create a final large-scale “colour chaos” piece using learnt techniques.

Vocabulary:

composition, balance, scale, chaos, expressive

Greater depth task:

Reflect on visual balance in your work; add adjustments to improve harmony.

Lesson 6: Reflecting on Colour Work

Substantive knowledge:

Know how to discuss abstract art through descriptive and evaluative language.

Procedural knowledge:

Present your artwork to classmates; describe colour choices and mood; accept feedback.

Vocabulary:

evaluate, discuss, mood, expressive, response

Greater depth task:

Write a short piece on how colour chaos art made you feel and why—it could be shared in a mini gallery.



Joan Miró

Lesson 1: Who was Joan Miró?

Substantive knowledge:

Know Joan Miró was a Spanish artist famous for bold colours, simple shapes, and surreal style.

Procedural knowledge:

Look at Miró's works; identify common symbols like stars, moons, eyes, lines.

Vocabulary:

surreal, abstract, shape, symbol, bold

Greater depth task:

Choose one painting and interpret what the symbols might mean.

Lesson 2: Drawing Miró-style Symbols

Substantive knowledge:

Understand Miró used recurring symbols and bright colour combinations to express ideas.

Procedural knowledge:

Sketch simple Miró-inspired symbols and organic shapes using felt-tip or pastel colours.

Vocabulary:

symbol, organic, line, bold, abstract

Greater depth task:

Combine at least five Miró-style symbols into an original composition.

Lesson 3: Colour and Shape Composition

Substantive knowledge:

Know Miró often balanced colour with empty white space and simple shapes.

Procedural knowledge:

Create compositions on white paper using colour shape cutouts or painted shapes.

Vocabulary:

composition, balance, contrast, space, shape

Greater depth task:

Design two compositions: one heavy with shape coverage, one minimal—compare their impact.

Lesson 4: Miró-style Painting

Substantive knowledge:

Understand how Miró used flat areas of colour and minimal shading.

Procedural knowledge:

Paint a Miró-inspired abstract piece using a limited bold palette and simple symbols.

Vocabulary:

flat, colour block, abstract, bold, paint



Greater depth task:

Add a textured detail (e.g. sand or collage) and explain how it changes the feeling of the piece.

Lesson 5: Mixed Media Collage

Substantive knowledge:

Know cutting and layering different media (paper, fabrics) adds depth and interest.

Procedural knowledge:

Create a mixed-media collage in Miró style using cut-outs, paint, and drawing.

Vocabulary:

collage, layer, media, texture, shape

Greater depth task:

Explore transparency or overlapping shapes to create illusions; explain effect.

Lesson 6: Evaluating and Sharing

Substantive knowledge:

Know how to articulate choices in abstract/surreal art—why you used certain shapes or colours.

Procedural knowledge:

Present your artwork; explain influence of Miró; evaluate your design and process.

Vocabulary:

evaluate, influence, explain, process, design

Greater depth task:

Write a creative story or description based on your abstract piece—what does it represent to you?

Landscape & City

Lesson 1: Observing Landscapes and Cityscapes

Substantive knowledge:

Know the difference between landscapes (natural scenes) and cityscapes (urban environments).

Procedural knowledge:

Look at and compare images or photographs of rural and urban scenes; make observational sketches.

Vocabulary:

landscape, cityscape, rural, urban, scene

Greater depth task:

Discuss how different features (trees vs buildings) influence mood in landscape and cityscape.

Lesson 2: Sketching Horizon Lines and Skylines

Substantive knowledge:

Understand horizon line placement and skyline silhouette shapes.



Procedural knowledge:

Practice drawing horizon lines, then sketch varied skylines—buildings or natural skyline forms.

Vocabulary:

horizon, skyline, silhouette, skyline silhouette, horizon line

Greater depth task:

Create two horizon sketches—one for countryside, one for city—and compare composition.

Lesson 3: Adding Detail and Texture

Substantive knowledge:

Know textures differ between urban (brick, glass) and natural (leaf, water, grass) environments.

Procedural knowledge:

Use line, cross-hatching, and small marks to add texture details to sketches.

Vocabulary:

texture, detail, hatching, line, pattern

Greater depth task:

Choose a section to render in detail focusing on one texture (e.g. brick wall or tree bark).

Lesson 4: Colour Planning and Mixing

Substantive knowledge:

Understand atmospheres vary—rural scenes may have softer greens and blues, cityscapes more greys and browns.

Procedural knowledge:

Plan colour palettes for both types of scenes, paint small colour studies.

Vocabulary:

atmosphere, palette, tone, rural, urban

Greater depth task:

Create two palette swatches (rural and urban) and annotate why you chose each shade.

Lesson 5: Creating Final Artwork

Substantive knowledge:

Know how to combine composition, detail, and colour to produce a coherent scene.

Procedural knowledge:

Create final piece (drawing or painting) of a landscape or cityscape incorporating earlier planning.

Vocabulary:

compose, scene, detail, tone, perspective

Greater depth task:

Include a transition from rural to city in one piece and explain how you achieved this.



Lesson 6: Evaluating and Sharing Work

Substantive knowledge:

Know how to evaluate visual work based on mood, realism, colour harmony, and texture.

Procedural knowledge:

Discuss your artwork with peers. Reflect on what you learned and what could be refined.

Vocabulary:

evaluate, harmony, mood, refinement, feedback

Greater depth task:

Write a gallery-style caption for your artwork explaining mood, scene, and creative choices.