



## ART

### LOWER KEY STAGE 2

## Substantive and Procedural Knowledge

### Fruit & Vegetables

#### Lesson 1: Looking at Fruit and Vegetables

**Substantive knowledge:**

Know that fruit and vegetables have different shapes, textures, patterns, and colours, and that artists have long used them as still-life subjects.

**Procedural knowledge:**

Observe and sketch real fruit and vegetables; note lines, curves, textures, and patterns.

Begin simple contour drawings.

**Vocabulary:**

still life, texture, contour, form, observe

**Greater depth task:**

Compare sketches of two different fruits using varied line quality to emphasize texture (e.g. rough skin vs smooth peel).

#### Lesson 2: Exploring Colour and Tone

**Substantive knowledge:**

Understand how colour and shading can represent volume, light, and shadow in objects.

**Procedural knowledge:**

Using coloured pencils or paints, add tone and colour to observational sketches. Mix shades to capture light and dark areas.

**Vocabulary:**

colour, tone, shade, highlight, gradient

**Greater depth task:**

Create a colour and tone study of one fruit: produce a tonal value scale from light to dark and apply it to the drawing.

#### Lesson 3: Adding Texture and Detail

**Substantive knowledge:**

Know that texture can be visual (created through drawing techniques) and describes surface quality.

**Procedural knowledge:**

Use cross-hatching, stippling, and pattern marks to suggest texture (e.g. seeds, veins, peel).



**Vocabulary:**

texture, cross-hatch, stipple, pattern, detail

**Greater depth task:**

Use mixed media (e.g. pencil and pastel) to add realistic texture and compare effects.

**Lesson 4: Composition and Arrangement**

**Substantive knowledge:**

Understand how placement, overlap, and space create visual balance and focal points in still life.

**Procedural knowledge:**

Arrange several fruits/vegetables in still-life setups.

Sketch the composition, focusing on overlapping shapes and balance.

**Vocabulary:**

composition, balance, arrangement, focal point, overlap

**Greater depth task:**

Plan two compositions with different arrangements (e.g. clustered vs spaced) and discuss how this changes visual interest.

**Lesson 5: Creating Final Artwork**

**Substantive knowledge:**

Know how to combine drawing, colour, tone, texture, and composition into a cohesive piece.

**Procedural knowledge:**

Produce a final still-life artwork using chosen media (e.g. watercolour, pastel) based on previous sketches and composition planning.

**Vocabulary:**

medium, refine, blended, highlight, finished art

**Greater depth task:**

Include a background element (e.g. cloth, bowl) to enhance context and explain how it enriches the piece.

**Lesson 6: Evaluating and Reflecting**

**Substantive knowledge:**

Know how to evaluate art based on composition, realism, technique, and visual impact.

**Procedural knowledge:**

Present work to classmates, receive and give feedback, and self-reflect.

Discuss strengths and areas for improvement.

**Vocabulary:**

evaluate, reflect, feedback, improvement, impact

**Greater depth task:**

Write a reflective paragraph comparing early sketches and final work; note lessons learned and future ideas.



## European Art & Artists

### Lesson 1: Introduction to Famous European Artists

**Substantive knowledge:**

Know a handful of notable European artists (e.g. Picasso, Monet, Van Gogh, Magritte) and their styles or movements.

**Procedural knowledge:**

View and discuss selected artworks. Identify styles, subject matter, colours, and techniques.

**Vocabulary:**

artist, style, movement, Impressionism, Surrealism

**Greater depth task:**

Choose two artworks from different movements, compare their styles and historical contexts.

### Lesson 2: Exploring Impressionism (Monet)

**Substantive knowledge:**

Understand core Impressionist features: visible brushstrokes, light effects, outdoor scenes.

**Procedural knowledge:**

Recreate a simple landscape inspired by Monet using short, dabbed brushstrokes and bright colour mixing.

**Vocabulary:**

Impressionism, brushstroke, light reflection, landscape, dab

**Greater depth task:**

Observe a scene outside and paint a quick plein-air sketch capturing light and colour mood.

### Lesson 3: Exploring Cubism (Picasso)

**Substantive knowledge:**

Know that Cubism breaks objects into geometric shapes and shows multiple viewpoints at once.

**Procedural knowledge:**

Draw a simple object (fruit, instrument) and reinterpret it in a Cubist style using fractured shapes.

**Vocabulary:**

Cubism, geometric, perspective, abstract, form

**Greater depth task:**

Produce two versions of the same object: one realistic, one Cubist, and explain design differences.

### Lesson 4: Exploring Surrealism (Magritte or Dali)

**Substantive knowledge:**

Know that Surrealism combines dream-like imagery with unexpected



combinations.

**Procedural knowledge:**

Create a surreal collage or drawing that blends everyday objects in unusual ways.

**Vocabulary:**

Surrealism, dream-like, juxtapose, unexpected, imagination

**Greater depth task:**

Explain the symbolic meaning behind your surreal imagery in a short artist statement.

### Lesson 5: Designing Your Own European-style Artwork

**Substantive knowledge:**

Understand how different art movements influence themes, composition, colour, and shape.

**Procedural knowledge:**

Design an original artwork influenced by one of the European styles.

Plan composition, colour palette, and technique.

**Vocabulary:**

design, influence, technique, palette, movement

**Greater depth task:**

Present two concept sketches showing contrasting styles and choose one with justification.

### Lesson 6: Creating and Evaluating Final Piece

**Substantive knowledge:**

Know how to integrate chosen style elements into a finished artwork and evaluate its success.

**Procedural knowledge:**

Produce final piece using appropriate medium.

Present and discuss, then critically reflect.

**Vocabulary:**

evaluate, reflect, style, success, critique

**Greater depth task:**

Write a comparison between your work and a real European artwork, evaluating how well you captured the style.

## Insects

### Lesson 1: Observing Insects

**Substantive knowledge:**

Know that insects have segmented bodies (head, thorax, abdomen), wings, legs, and antennas.

**Procedural knowledge:**

Observe real or photographed insects. Sketch them, labeling body parts accurately.



**Vocabulary:**

insect, segment, antennae, thorax, abdomen

**Greater depth task:**

Draw an insect from direct observation (e.g. in garden); focus on accurate body structure and posture.

**Lesson 2: Exploring Pattern and Texture**

**Substantive knowledge:**

Understand the variety of patterns and textures on insect bodies (e.g. stripes, spots, wing veining).

**Procedural knowledge:**

Use coloured pencils or inks to replicate patterns and textures from insect images.

**Vocabulary:**

pattern, texture, vein, stripe, spot

**Greater depth task:**

Create a detailed replica of an insect wing's vein structure using fine-line pens.

**Lesson 3: Colour and Camouflage**

**Substantive knowledge:**

Know that insects use colour to camouflage or warn predators. Understand differences in adaptive colours.

**Procedural knowledge:**

Study examples of camouflaged and bright insects.

Design your own insect with appropriate colour function.

**Vocabulary:**

camouflage, warning colouration, adapt, environment, predator

**Greater depth task:**

Design two insects: one camouflaged, one brightly warning; describe habitat and colour rationale.

**Lesson 4: 3D Insect Model Design**

**Substantive knowledge:**

Know that sculptural representation requires planning for body parts, balance, and structure.

**Procedural knowledge:**

Sketch and annotate a 3D insect model design using recycled materials or clay, indicating how parts attach.

**Vocabulary:**

model, three-dimensional, balance, structure, recycled

**Greater depth task:**

Produce alternative designs exploring different materials (e.g. wire vs clay) and justify your choice.



### Lesson 5: Making the Insect Model

**Substantive knowledge:**

Understand how to safely and accurately assemble a 3D form using chosen materials.

**Procedural knowledge:**

Construct the insect model, including legs, wings, and body segments.  
Join securely and refine details.

**Vocabulary:**

assemble, sculpt, attach, refine, secure

**Greater depth task:**

Add detail such as wing texture or antennae movement; document how it enhances realism.

### Lesson 6: Evaluating and Displaying Models

**Substantive knowledge:**

Know how to evaluate artwork based on accuracy, visual impact, craftsmanship, and creativity.

**Procedural knowledge:**

Present model to class, explain design choices.  
Reflect on what worked and how to improve future insect models.

**Vocabulary:**

evaluate, craftsmanship, creativity, accuracy, presentation

**Greater depth task:**

Write a mini exhibition label: include insect facts, artistic choices, and evaluation.