



**Viking International School**

**Visual Arts Curriculum**

# CURRICULUM INTENT

Viking International School's curriculum aligns with the Danish *Fællesmål* and meets the standards of the British National Curriculum, leading to GCSE-level outcomes.

We focus on developing critical thinking, creativity, and problem-solving, encouraging students to apply knowledge across subjects through inquiry-based and real-world learning. Collaboration, communication, and cultural understanding are central to our approach. Students learn to work effectively with others, respect diverse perspectives, and develop as responsible global citizens.

Digital literacy and responsible technology use are integrated throughout all subjects to prepare students for the modern world. We promote a growth mindset and lifelong learning, ensuring that our curriculum provides the knowledge, skills, and values students need to succeed in further education—whether in Denmark or internationally—and to contribute positively to society. Each child is supported to reach their full potential through personalized teaching.

The purpose of Visual Arts at VIS is to help students express ideas creatively and confidently through visual arts. Through making, interpreting, and performing, students build imagination, communication skills, cultural awareness, and confidence, enabling them to engage thoughtfully and creatively with the world around them.

Students' progress in Visual Arts is assessed continuously through classroom participation, practical application, and formative feedback. Summative assessments and self-reflection are used to evaluate understanding and development in relation to the *Fællesmål* sub-goals.

Learning connects naturally to other areas of the curriculum, supporting a holistic educational experience that encourages students to make connections across disciplines and apply their knowledge in diverse contexts.

Teaching is adapted to meet individual learning needs, ensuring accessibility and inclusion for all learners. Students who require additional support, such as those with dyslexia or other learning differences, benefit from personalized instruction, assistive technology, and tailored strategies that help them thrive within the classroom environment.

# YEARGROUP ALIGNMENT

<b>Danish</b>	<b>VIS</b>	<b>Key Stage (KS)</b>
0 Klase	IC 1	KS 1
1 Klase	IC 2	KS 1
2 Klase	IC 3	KS 1
3 Klase	IC 4	KS 2
4 Klase	IC 5	KS 2
5 Klase	IC 6	KS 2
6 Klase	IC 7	KS 3
7 Klase	IC 8	KS 3
8 Klase	IC 9	KS 4
9 Klase	IC 10	KS 4
10 Klase	IC 11	KS 4

# OVERVIEW

## **Requirement (Friskoleloven §1a)**

## **How VIS meets this**

Final Goals

Defined through Fælles Mål competence objectives for each subject area.

Sub-goals

Described in the “Skill” and “Knowledge” columns per Key Stage.

Teaching Plan

This document outlines how goals are taught, sequenced, and assessed through each phase.

## Common Goals Outcomes Expected to be reached by end of each Key Stage (KS)

Competence Area	After KS 1	After KS 2	After KS3	After KS 4
<b>Visual Art skills</b> 'Students can...'	Can explore and use a range of basic art materials and tools in drawing, painting, sculpture, collage, textiles and printing, showing growing control and care while creating simple images and objects to express their ideas.	Can confidently select and use a wide range of materials, tools and techniques across drawing, painting, sculpture, collage, textiles, printing and digital media, planning and executing artworks with increasing control, detail and refinement.	Can select and combine traditional and digital media with confident control to create well-finished artworks, purposefully applying elements of visual language—line, colour, shape, form, texture, space and composition—to guide the viewer's eye and support their ideas.	Can independently develop sustained bodies of practical work, selecting, combining and refining traditional and digital media with a coherent technical approach and personal voice, using visual language strategically to communicate complex intentions and create strong visual impact.
<b>Art Knowledge, Analysis &amp; Understanding</b> 'Students can...'	Introduced from KS2	Can identify and describe the work of a range of artists, craftspeople and designers, using growing art vocabulary to compare artworks and explain how visual elements are used to create effects and meanings.	Can investigate and analyse creative works from different times, places and cultures, explaining similarities and differences, and beginning to connect artists' contexts, purposes and styles with their own artistic choices.	Can research, analyse and compare artworks, designers and visual cultures from diverse traditions, explaining how historical, social and cultural contexts, functions and audiences shape visual decisions, and clearly relate these insights to the development of their own work.
<b>Creative Process &amp; Communication</b> 'Students can...'	Introduced from KS2	Can use sketchbooks and simple digital tools to explore and develop ideas, present finished work with care, and reflect on their process and outcomes, giving basic reasons for what worked well and what could be improved.	Can use sketchbooks and digital tools to investigate, refine and communicate ideas, present their work thoughtfully for different audiences, collaborate with peers, and express personal aesthetic responses and evaluations using appropriate art vocabulary.	Can plan and manage sustained personal projects, using research, experimentation and reflection to refine ideas, curate coherent physical or digital portfolios for assessment or exhibition, and communicate thoughtful, evidence-based evaluations and aesthetic responses to their own and others' art.

Area of competence		After KS1										
Competency goals		Drawing		Painting		Sculpture		Collage		Textiles		
Visual Art skills		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
<p>Students can confidently select and use a range of art materials, tools, and techniques across drawing, painting, sculpture, collage, textiles, and printing to express their creative ideas.</p> <p>They can plan and create artwork independently, showing control and care in their work, and can reflect on their choices and explain how they have used different materials and methods to achieve their intended effects.</p>		IC1	Try making lines and dots to draw simple shapes and patterns, using pencils, crayons, or chalk.	Know how to hold drawing tools safely and explore what happens when you draw different lines and patterns.	Paint using red, blue, and yellow. Try mixing to make new colours and use a brush to fill shapes.	Know the names of the main colours and what happens when you mix them.	Make simple shapes with clay, paper, or recycled things, like boxes or tubes.	Know how to roll, cut, and build with safe materials.	Cut and glue shapes and colours to make pictures, trying out different ways to stick things together.	Know how to use scissors safely and what glue works best for different materials.	Try weaving with paper or wool and paint or decorate pieces of fabric.	Know how to go under and over when weaving, and how colours can change a fabric.
		IC2	Use lines and shapes to make drawings with more details, using pastels and chalk for patterns and textures.	Know how to draw carefully, add textures and try simple shading using different drawing materials.	Mix paints to make different colours, and use the brush to paint backgrounds and add some shading.	Know how to mix paint for lighter and darker colours and how to change the look with different brushstrokes.	Make sculptures with more details and shapes, using clay and fun materials for arms, legs, or patterns.	Know how to make forms stand up and add things like faces, textures, or patterns.	Layer and overlap paper, fabric, or other materials to make collages with fun textures and patterns.	Know how to choose materials and use overlapping to make new effects.	Weave and decorate textiles with patterns, adding simple stitches or decorations.	Know how to weave more evenly and start simple sewing or tying techniques for decoration.
		IC3	Make detailed drawings with lots of lines, patterns, and shading, using many types of drawing tools.	Understand how to use different lines and shading to make drawings look more realistic and interesting.	Paint pictures that use many colours, shading, and brush techniques to show details and make the picture look lively.	Understand how to blend colours, use brushes in different ways, and add details for effect.	Plan and build sculptures that look like people, animals, or objects, using details and finishing touches.	Understand how to connect pieces strongly and add fine details for a finished look.	Use small pieces and clever layering to make creative, detailed collages with lots of textures.	Understand how to plan a collage, use many materials, and make sure everything is glued carefully.	Make textiles with weaving, stitching, and colour patterns, and use different materials for fun effects.	Understand different ways to join, colour, and decorate fabric, and plan a textile piece with patterns.
		Printing		Crafting Skills								
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge							
		IC1	Uses stamps, sponges, or blocks to make simple prints and patterns	Know that printing means pressing shapes to make a copy and try making repeating patterns.	Cut and glue pieces with help, follow a simple set of steps, and finish basic crafts.	Know how to cut on a line, use glue neatly, and follow instructions from a teacher.						
		IC2	Make more detailed prints, using blocks, layering colours, and being careful with the pattern.	Know how to line up blocks for patterns and make prints with more than one colour.	Cut and glue more carefully, start projects with their own ideas, and finish crafts with some help.	Know ways to plan, make things neat, and add their own touches to a craft.						
		IC3	Create prints with many layers and detailed patterns, using different printing tools for special effects.	Understand how to plan a print, layer shapes and colours, and use printing tools precisely.	Cut out shapes neatly, follow tricky instructions, plan and make their own creative crafts, and finish all the steps on their own.	Understand how to do each step, make choices for their own craftwork, and show care and creativity from start to finish.						

Area of competence	Competency goals After KS2							
<b>Visual Art skills</b>  Confidently select and master a wide range of art materials, tools, and techniques across drawing, painting, sculpture, collage, textiles, printing, and digital media to express creative ideas. They can plan and execute ambitious artworks with sophisticated control and professional finish, choosing tools strategically to achieve specific visual effects.	<b>Drawing</b>		<b>Painting</b>		<b>Sculpture</b>		<b>Collage</b>	
	<b>Skill (Students can...)</b>	<b>Knowledge</b>	<b>Skill (Students can...)</b>	<b>Knowledge</b>	<b>Skill (Students can...)</b>	<b>Knowledge</b>	<b>Skill (Students can...)</b>	<b>Knowledge</b>
	<b>IC 4</b> Use different grades of pencil and other tools to create lines of different thicknesses and begin to show simple light and dark areas (tone) in their drawings.	Knowing that different pencils make different marks and understanding that pressing harder or softer changes the darkness of a line.	Mix secondary and tertiary colours (like browns and oranges) with more confidence and control the brush to paint neatly inside complex shapes.	Understanding the colour wheel (how to mix specific colours intentionally rather than guessing) and how to hold a brush for different types of strokes.	Construct 3D forms using a range of methods—such as modeling clay, assembling found objects, or arranging natural materials—focusing on secure joining and balance.	Understanding that sculpture can be made from anything (materials), how to attach different materials together (joining), and how to make a structure stand up (stability).	Cut materials accurately and arrange them by overlapping to create simple pictures or interesting patterns.	Understanding how to arrange shapes before gluing (composition) and how to cut complex shapes neatly.
	<b>IC 5</b> Sketch with more control, using shading to make objects look 3D (form) and experimenting with textures to make drawings look more realistic.	Understanding how light creates simple shadows on an object and how to use marks (hatching, stippling) to show surface texture.	Experiment with watercolour or acrylics to create backgrounds and textures, showing an understanding of complementary colours (opposites) to make parts of the painting stand out.	Understanding complementary colours, how to wash a background, and how to layer paint (letting it dry vs. wet-on-wet).	Create sculptures that explore texture and space, selecting materials that fit their idea—whether building with recycled items (assemblage), carving, or creating temporary works in nature (land art).	Understanding "negative space" (the empty space in/around a sculpture), material properties (what lasts vs. what is temporary), and how to document temporary art (photography).	Combine different materials (magazines, fabric, painted paper) effectively, using layers to build up a textured image.	Understanding texture (tactile vs. visual) and how to select materials that work well together aesthetically.
	<b>IC 6</b> Select specific tools to create detailed drawings that show accurate proportions, depth, and shadow to create a strong sense of realism or expression.	Understanding of perspective (making things look far away), accurate observation of shapes, and sophisticated shading techniques.	Paint with purpose, using specific techniques (like glazing or impasto) to create mood and atmosphere, demonstrating a personal style in their colour choices.	Understanding how color affects mood (warm/cool), advanced brush control, and how to build up a painting in stages.	Plan and execute complex 3D works that communicate a specific theme, effectively using armatures for structure or carefully curating objects for installation and assemblage pieces.	Understanding installation art (how art changes a space), advanced construction techniques, and the conceptual meaning of chosen materials (e.g., using trash to talk about pollution).	Create mixed-media collages that tell a story or explore a theme, integrating drawing or painting into the collage seamlessly.	Understanding visual narrative (storytelling through images), seamless integration of media, and complex composition.
	<b>Textiles</b>		<b>Printing</b>		<b>Digital Media</b>			
	<b>Skill (Students can...)</b>	<b>Knowledge</b>	<b>Skill (Students can...)</b>	<b>Knowledge</b>	<b>Skill (Students can...)</b>	<b>Knowledge</b>		
	<b>IC 4</b> Use a needle and thread to do a simple running stitch and experiment with weaving or adding fabric pieces together.	Understanding how to thread a needle, tie a knot, and the basic concept of joining fabrics.	Create a simple printing block (e.g., relief foam) and print a repeating pattern, keeping the images relatively clean and lined up.	Understanding that the image will be reversed, how to ink a block evenly, and the concept of a repeating motif.				
	<b>IC 5</b> Use different types of stitches (like cross-stitch or backstitch) for decoration and combine fabrics to create patterns.	Understanding how different stitches look and how to plan a pattern on fabric.	Create a print using two different colours (e.g., printing a background colour then a detail layer) or more detailed line work.	Understanding registration (lining up the paper so the second colour lands in the right spot) and relief cutting.	Use digital devices to capture and edit images (photography/video) or create simple digital drawings, experimenting with framing, angles, and basic editing tools.	Understanding framing (what is in the picture), basic camera functions (focus, zoom), and how to use simple software tools (crop, filter, brush).		

<b>Art Knowledge, Analysis &amp; Understanding</b>	Analyse artworks and artists with confidence using specialized vocabulary, connecting works to historical and cultural contexts. They understand deliberate artistic choices and can critically evaluate how visual elements communicate ideas and emotion.	<b>IC 6</b> Design a textile piece (like a small tapestry or decorated fabric) that combines sewing, fabric manipulation, or dyeing skills.	Understanding how to plan a textile project from start to finish and how to combine techniques (e.g., embroidery over dye).	Produce a series of consistent, clean prints with fine details, possibly experimenting with reduction printing or overprinting.	Mastery of inking pressure, paper handling (keeping margins clean), and complex pattern planning.	Produce creative digital works—such as layered digital paintings, short video art pieces, or photo series—demonstrating control over editing software to refine their ideas.	Understanding layers and timelines (for video/animation), visual storytelling (sequencing images), and how to export/save work for display.		
		<b>Work of Other Artists</b>		<b>Art Concepts and Vocabulary</b>					
		<b>Skill (Students can...)</b>		<b>Knowledge</b>		<b>Skill (Students can...)</b>		<b>Knowledge</b>	
		<b>IC 4</b>	Look at famous artworks and point out things they recognize (like colors or shapes) and express a simple opinion about what they think is happening in the picture.	Knowing that art comes from different times and places, and that artists make choices for a reason.	Use words like "line," "shape," "color," and "pattern" correctly when talking about their own work or others' work.	The basic vocabulary of the Elements of Art.			
		<b>IC 5</b>	Compare two different artworks, describing how they are similar or different in style, and mention the name of the artist or movement.	Understanding that artists have "styles" (e.g., "This looks like Picasso because it's cubist") and using basic comparative language.	Use words like "tone," "texture," "contrast," and "foreground/background" to describe how a picture is put together.	Vocabulary related to composition and more complex visual properties.			
<b>IC 6</b>	Discuss how historical events or culture might have influenced an artist's work and explain the meaning behind a specific piece of art.	Understanding context (e.g., "Warhol used soup cans because of consumer culture") and analyzing symbolism.	Use specific art terms (e.g., "perspective," "composition," "abstract," "figurative") to give a clear and accurate description of an artwork.	A broad glossary of art terms that allows for precise description and critique.					
<b>Creative Process &amp; Communication</b>	Develop and refine complex artistic ideas through sketchbooks and digital tools, thoughtfully present their work to engage audiences, and provide critical evaluation of their own and others' creative practice. They can articulate how their choices shaped the outcome.	<b>Exploring and Developing Ideas</b>		<b>Presentation of Artwork</b>		<b>Reflection &amp; Evaluation</b>			
		<b>Skill (Students can...)</b>		<b>Knowledge</b>					
		<b>IC 4</b>	Use a sketchbook to draw things they see and try out one or two ideas before starting a final piece.	Understanding that a sketchbook is for practice and mistakes, not just perfect drawings.					
<b>IC 5</b>	Collect visual inspiration (photos, clippings) in a sketchbook and test different materials to see which one works best for their idea.	Research skills (finding images) and the concept of material testing.	Select their best work and display it neatly, making simple decisions about mounting, framing, or layout to make it look good for an audience.	Understanding that how art is shown changes how people see it (e.g., centering it, using a clean background).	Use art vocabulary to discuss what they like and dislike about their own work and the work of others, suggesting specific changes to improve it.				

**IC 6** Documenting their whole creative journey in a sketchbook—from initial brainstorm and research to testing and final reflection. The "Design Cycle" or creative process model: Research -> Plan -> Create -> Evaluate. Curate a small display of their work (digital or physical), considering the order, spacing, and context to communicate a theme or idea effectively to viewers. Understanding curation principles (grouping by theme/color), labeling work, and considering the viewer's experience. Critically evaluate their creative process and final outcomes against specific goals, and offer insightful, balanced feedback to peers using professional art language.

Area of competence		After KS3				
Visual Art Skills	Select and use a range of traditional and digital art materials and tools with confident control to create well-finished artworks. They can combine techniques purposefully to express their ideas, and deliberately use visual language elements—line, colour, shape, form, texture, space, and composition—to guide the viewer's eye and reinforce the meaning of their work.	Techniques and Processes		Application of Visual Language		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
		<b>IC 7</b>	Use a range of media (like paint, clay, or digital tools) with increasing care, experimenting with mixing materials to see what different effects they can create.	Knowing how to handle tools safely (e.g., cutting, cleaning brushes) and understanding that different materials behave differently (e.g., watercolour spreads, acrylic covers).	Use visual elements like bold lines, contrasting colours, or rough textures on purpose to make their artwork look happy, scary, calm, or energetic.	Understanding that visual choices affect how a picture "feels" (mood) and basic vocabulary (contrast, texture, tone).
		<b>IC 8</b>	Can select suitable traditional and digital tools and use them with confident control to create a well-finished artwork, combining techniques (for example drawing over a digital print) to refine their ideas.	Understands how different media behave, how to refine a piece of work by correcting mistakes and adding detail, and how to plan and follow a multi-step making process	Plan their artwork so that the most important part stands out (focal point), using balance and colour to guide where the viewer looks.	Understanding composition (background vs. foreground, balance) and how to use colour theory (complementary colours) to create impact.
Art Knowledge, Analysis & Understanding	Explain how time, culture, and context shape the work of artists, designers, and architects from diverse traditions. They can analyse how visual culture—including advertising, products, architecture, and everyday media—communicates messages and influences society, and they recognize the functional and cultural significance of art and design in their daily lives.	Knowledge & Context		Visual Culture & Design		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
<b>IC 7</b>	Look at art from different times or places and point out what makes them similar or different (e.g., "They both use patterns, but this one is painted and that one is woven").	Basic research skills (finding information) and awareness that art changes depending on when and where it was made.	Talk about a specific building or product (like a chair or a phone) and explain why it looks that way and what it is used for.	Understanding that "design" is about function (how it works) as well as form (how it looks).	Notice and describe art and design in their daily life—like street art, video game graphics, or packaging—and say whether they think it is effective.	
				Art in Everyday Life		
					Observation skills and the realization that art isn't just in museums.	

Creative Process & Communication	Develop imaginative responses to creative themes using sketchbooks and digital tools to experiment, reflect, and refine ideas.	IC 8	Explain how the time or culture an artist lived in might have changed their art (e.g., "They painted this because of the war" or "They used these materials because they lived near the forest").	Understanding that art has a "context" and doesn't just happen in a bubble.	Discuss how advertisements or logos try to send a message to people and create their own simple design that has a clear purpose.	Visual literacy (reading the "message" in an image) and understanding target audiences (who is this for?).	Discuss how things we see every day (like fashion trends or social media images) can change how people think or feel.	Critical thinking about media and the influence of visual culture on identity.	
		Creativity & Ideas			Presentation, Reflection & Evaluation			Aesthetic Reflection & Personal Response	
			Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge			
		IC 7	Use a sketchbook to draw what they see accurately and try out a few different versions of an idea before picking the best one.	Understanding that a sketchbook is a "thinking place" and that the first idea isn't always the best one.	Work well in a group to plan a shared artwork and present their own finished work neatly, explaining the steps they took to make it.	Teamwork (listening to others), basic presentation skills (mounting work), and sequencing (first I did this, then I did that).	Give a clear opinion about an artwork, explaining why they like or dislike it by referring to things they see (e.g., "I like the bright colours because...").	Confidence to speak up and vocabulary to describe what they see (not just "it's pretty").	
	They can present their work clearly and thoughtfully (in physical or digital formats), give specific, helpful feedback to peers, and express personal aesthetic responses while recognizing that others may interpret art differently	IC 8	Take an initial theme (like "Transformation") and brainstorm imaginative ideas, experimenting with different materials to develop a unique final piece.	Brainstorming techniques (mind maps), taking creative risks, and planning a project from start to finish.	Organize a display of their work (digital or physical) that looks professional and give helpful, specific feedback to their classmates to help them improve.	Curatorial choices (grouping work), giving constructive feedback ("try adding more contrast" vs "it's nice"), and self-evaluation.	Describe how an artwork makes them feel or what it reminds them of and listen to other people's opinions to understand that art can mean different things to different people.	Empathy, active listening, and understanding that aesthetic response is subjective (personal) but can be justified.	