

St Mary's CofE Primary School



Art Curriculum Overview

Statement of Intent:

At St Mary's, our Art curriculum inspires every child to think creatively, express themselves with confidence and take pride in their ideas. We nurture curiosity, imagination and a willingness to explore, encouraging children to take creative risks, reflect on their work and appreciate different ways of seeing and interpreting the world. From Early Years to Year 6, children grow into confident creators who share ideas, collaborate effectively and value the diverse artistic styles and perspectives within our school community. Through studying artists, craft makers and designers from a range of cultures, time periods and backgrounds, children gain inspiration for their own work and develop an understanding of how art can communicate ideas, challenge conventions and act as a powerful creative voice.

Aims:

We base our Art and design curriculum on the Kapow scheme of work. This supports our aim to nurture pupils' creativity, imagination and visual literacy, encouraging them to think like artists and designers. The intention is for pupils to develop the confidence to experiment, express ideas and communicate meaning through visual and tactile media. The scheme promotes an appreciation of art as a powerful form of human expression, helping pupils to understand its role across different cultures, time periods and creative industries. It encourages children to value originality, take creative risks and reflect critically on their own work and that of others. The scheme supports teachers in developing their subject knowledge and pedagogical confidence, enabling the delivery of rich, engaging and purposeful lessons. The curriculum is designed to be both inclusive and ambitious, ensuring all pupils are equipped to enjoy, create and respond to art in meaningful ways.

How Art is taught at St Mary's:

At St Mary's, Art is taught through creativity, exploration and self-expression. Children are encouraged to think imaginatively, try new ideas and express themselves with confidence while exploring a range of materials and techniques. They learn to share ideas, collaborate with others and value the different artistic styles and perspectives within our school community. Through studying artists, craft makers and designers from a variety of cultures and time periods, children explore how art can communicate ideas and challenge expectations, using this inspiration to develop their own creative voice. As they progress from Early Years to Year 6, children take creative risks, reflect on their work and grow into confident creators.

Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	EAD: Identifying where resources are kept for expressive art. Use pens, crayons, and paint	EAD: Explore colour and colour mixing to make lines and dots or closed shapes	EAD: Add detail to pictures e.g. lines, curves, circles to represent objects and/or emotions			
Reception	EAD: Art - Temporary sculpture using natural materials e.g. leaves, conkers, pinecones	EAD: Stickman crafts, poppy painting, poppy collaborative window, collaborative stickman drawings	EAD: Painting and mixed media: Paint my world		EAD: Sculpture and 3D: Creation station	EAD: Plan self portraits adding detail
Year 1	Drawing- Exploring Line & Shape		Painting and mixed media. Colour splash		Sculpture and 3D-paper play	
Year 2	Craft and Design: Map it out.		Sculpture and 3D: Clay houses		Painting and mixed media: Life in colour	
Year 3	Drawing: Developing drawing skills		Sculpture & 3D: Abstract shape and space		Craft and design: Ancient Egyptian scrolls	
Year 4	Drawing: Exploring tone, texture and proportion		Painting and mixed media - Light & Dark		Sculpture and 3D: Mega materials	
Year 5	Painting and mixed media portraits		Drawing: Depth, emotion and movement		Sculpture and 3D: Interactive installation	
Year 6	Drawing - Expressing Ideas		Painting and mixed media - Artist Study		Sculpture and 3D: Making memories	

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - EYFS

Vocabulary	National Curriculum / statutory alignment	
artist, artwork, media, mark, line, straight, curved, wiggly, shape, pattern, colour, mix, light, dark, shade, texture, smooth, bumpy, paint, collage, clay, sculpture, model, 2D, 3D, join, cut, fold, thread, natural, temporary	EYFS foundation for KS1: exploration of materials, imagination, representation, fine-motor control, looking closely and talking about creative work.	
Generating ideas	Using sketchbooks	
• Talk about their ideas and explore different ways to record them using drawing, painting, collage and modelling. • Respond to objects, experiences, stories, feelings and the natural world as starting points for artwork.	• Experiment freely and record ideas in an exploratory way. • Look closely at objects and faces and begin to represent observed features.	
Making skills & substantive knowledge	Knowledge of artists	Evaluating and analysing
Core making skills • Use drawing materials, paint, mixed-media scraps and modelling materials with increasing control. Cut, thread, join, fold and manipulate materials safely, focusing on exploration and process. Colour / tone • Name a wide range of colours; explore colour mixing; identify light and dark versions of colours. Line / shape / pattern / texture • Explore straight, curved and wiggly lines; name simple shapes; make and describe repeated patterns; use simple vocabulary such as smooth and bumpy. Drawing • Explore mark-making with varied tools; compare the marks tools make; control large and small movements; look carefully when drawing and combine materials. Painting & mixed media • Explore paint with hands and tools; mix colours; alter paint texture; make natural painting tools; respond to stimuli and use colour, pattern and collage to express ideas. Sculpture / craft • Explore clay and soft modelling materials; cut and shape with tools; arrange natural materials; plan simple 3D work; explore cutting, threading, folding and joining paper/card.	• Enjoy looking at and talking about art. • Recognise that artists create different kinds of art using different materials. • Know that artists can be inspired by real life, seasons, nature and feelings. • Recognise that some art is temporary and that artists may cut, stick and combine images.	• Talk about their artwork and identify something they feel went well. • Say whether they like an artwork and begin to explain why. • Talk about colour, shape, line and texture in their own and others' work.

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - Year 1

Vocabulary		National Curriculum / statutory alignment	
primary colour, secondary colour, mix, hue, shade, tone, line, straight, wavy, zig-zag, pressure, shape, geometric, form, 2D, 3D, sculpture, pattern, repeat, texture, print, structure, fold, roll, weave, loom, plait		KS1: creative use of a range of materials; drawing, painting and sculpture to develop/share ideas and imagination; techniques in colour, pattern, texture, line, shape, form and space; study artists/craft makers/designers and make links to own work.	
Generating ideas		Using sketchbooks	
- Explore their own ideas using a range of media and starting points. - Make simple choices about materials, colour, line and shape to communicate an idea.		- Use sketchbooks to explore ideas through drawing and mark-making. - Try alternatives in a sketchbook before making a final piece.	
Making skills & substantive knowledge		Knowledge of artists	Evaluating and analysing
Core making skills - Develop control with drawing, painting, craft and sculpture tools. Choose materials for an intended effect. Explore ways to join and fix materials. Develop close observation. Colour / tone - Know red, yellow and blue are primary colours and mix them to make orange, green and purple. Explore different hues and create light/dark tones through pressure or colour mixing. Line / shape / form / space - Create varied lines by changing tools, direction and pressure. Identify common/geometric shapes within objects. Understand that folding, rolling and scrunching can turn 2D paper into 3D form. Arrange parts so subjects are recognisable. Drawing - Draw straight, wavy, zig-zag, broken, light and dark lines; combine geometric shapes; apply pressure to create tone; develop spatial awareness and relative placement. Painting & mixed media - Mix secondary colours; choose suitable brushes; clean brushes between colours; print with objects; overlap paint; explore blowing and ways to lighten/darken colour. Sculpture / craft - Roll, fold, cut and glue paper/card into 3D structures; create spirals and zig-zags; make larger structures. Explore wrapping, knotting, threading, plaiting and simple weaving.		- Describe similarities and differences between practices such as painting and sculpture and link these to their own work. - Understand that artists choose materials for their properties and intended effects. - Know that artists may be influenced by events, stories and surroundings and can use everyday or discarded materials.	- Talk about their artwork and identify what went well. - Give a simple opinion about an artwork and explain why. - Use growing subject vocabulary when describing materials, processes and effects.

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - Year 2

Vocabulary		National Curriculum / statutory alignment	
stimulus, media, technique, composition, proportion, organic, irregular, outline, detail, hue, tone, shading, texture, collage, overlap, overlay, clay, score, slip, pinch pot, relief, print, roller, brief, commission, figurative, abstract		KS1 end point: secure breadth across creative materials, drawing, painting and sculpture; increasingly deliberate use of colour, pattern, texture, line, shape, form and space; compare artists/craft makers/designers and connect learning to own work.	
Generating ideas		Using sketchbooks	
• Generate ideas from a wider range of stimuli and explore different media and techniques. • Develop an idea in response to a simple brief or purpose.		• Use sketchbooks to record ideas through drawing and experimentation. • Use sketchbook trials to make decisions about materials, composition and what to try next.	
Making skills & substantive knowledge		Knowledge of artists	Evaluating and analysing
Core making skills • Use a greater range of media with increased control. Choose materials and techniques for an effect. Cut, shape and join paper, card and malleable materials confidently. Observe closely and apply formal elements. Colour / tone • Mix varied hues of secondary colours by changing paint/water quantities; match observed colours; use shading and pressure to show light and dark. Line / shape / texture / space • Use line for outlines, detail and pattern. Recognise organic/irregular shapes. Use marks, collage and painting tools to represent texture. Understand composition and relative size. Drawing • Use overlapping marks, varied speed and pressure to suggest texture; refine shapes; combine shapes into complex drawings; shade to show light/dark and develop proportional relationships. Painting & mixed media • Mix and match colour; create texture with painting tools; make textured collage papers; cut/tear, arrange and overlap collage materials; add painted detail. Sculpture / craft • Smooth, flatten, roll and shape clay; make surface marks and pinch pots; mix slip and score/join clay; make relief sculpture. Explore map-making, layering, colour overlap and printing.		• Talk about art using appropriate subject vocabulary. • Recognise figurative and abstract art and identify some techniques used. • Understand that artists/designers may work to a brief or commission and choose materials purposefully. • Know that artists can use art to raise awareness of events and issues.	• Explain ideas and opinions about their own and others' artwork. • Recognise some stories, messages and purposes within art. • Suggest improvements to their own work and explain how an artwork was made.

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - Year 3

Vocabulary		National Curriculum / statutory alignment	
research, annotation, observation, contrast, organic form, geometric form, positive space, negative space, abstract, texture, tone, tonal shading, composition, scale, pigment, stability, tab, slot, symbol, scroll, zine, medium, display		KS2: begin systematic use of sketchbooks to record observations and revisit ideas; improve mastery and control of drawing, painting and sculpture using varied materials; broaden knowledge of significant artists/designers and historical context.	
Generating ideas		Using sketchbooks	
• Generate ideas from a range of stimuli and undertake simple research and evaluation as part of making. • Use observations and artist research to develop more purposeful starting points.		• Use sketchbooks to record observations, annotate, research, experiment and plan. • Use sketchbooks to identify and record next steps during a making process.	
Making skills & substantive knowledge		Knowledge of artists	Evaluating and analysing
Core making skills • Select materials/tools appropriately with increasing independence. Cut, shape and join for a purpose. Develop direct observation, tonal shading and understanding of shape/form. Colour / tone • Use light and dark colours together for contrast. Understand tone as light/dark and use controlled shading, blending and pressure to give drawn objects form. Line / shape / form / texture / space • Combine complex lines and marks to represent texture, tone and pattern. Distinguish organic/geometric form and positive/negative space. Use observation to organise a clear composition. Drawing • Use varied line quality; recognise organic shapes; attempt 3D forms; place tonal shading to show form; sketch compositions using light, quick strokes and simple shapes. Painting & mixed media • Scale up drawings; paint on rough surfaces; create positive/negative images and textured backgrounds; make tools and paints from natural materials; mix natural colours. Sculpture / craft • Join 2D shapes into stable 3D forms; roll/fold card and use tabs, slots and wrapping; plan and scale sculpture; add surface detail and consider display. Make paper, scrolls and zines and use symbols.		• Discuss how art was produced in the past and how historical context, available materials and methods influence art. • Understand that artists experiment with tools, texture and more than one medium. • Consider how artists display work and how this can affect a viewer.	• Explain ideas and opinions confidently, recognising that art can be made in many ways. • Begin to interpret meaning and purpose and explain how art communicates stories, views or beliefs. • Use a problem-solving process and make changes to improve work.

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - Year 4

Vocabulary		National Curriculum / statutory alignment	
proportion, composition, individual style, tint, shade, tone, contrast, highlight, shadow, foreground, background, distance, gradation, still life, stippling, dabbing, wash, carving, wire, mood board, palette, batik, repeat, theme		KS2: increasingly purposeful sketchbook use; improved mastery, control and experimentation across drawing, painting, sculpture and other techniques; growing awareness of art/craft/design and artists, architects and designers in historical/cultural contexts.	
Generating ideas		Using sketchbooks	
• Generate ideas using stimuli, research and evaluation of techniques. • Plan more purposefully for an intended outcome, audience or message.		• Use sketchbooks purposefully to improve understanding and develop ideas. • Record experiments, plan compositions and refine an outcome before and during making.	
Making skills & substantive knowledge	Knowledge of artists	Evaluating and analysing	
Core making skills • Demonstrate greater control in drawing and painting, including proportion and 3D form. Combine media for effect. Use more complex shaping/joining such as carving and wire modelling. Colour / tone • Mix tints by adding white and shades by adding black. Use tone, contrast, highlights and shadows to create 3D effects and communicate light. Line / shape / form / space • Use varied thickness/darkness of line to show form and tone. Build complex shapes from simpler forms. Use foreground/background and relative size to create distance. Drawing • Use expressive marks for texture, pattern and light; represent geometric 3D shapes and organic forms; combine marks for light/dark; use gradation, proportion and planned composition. Painting & mixed media • Use tints/shades to create form; apply paint through stippling, dabbing and washes; choose tools independently; arrange and draw a still-life composition before painting. Sculpture / craft • Select tools for sculptural effects; carve, twist and loop wire; manipulate light/shadow and recycled materials; evaluate display. Develop mood boards, palettes, repeating pattern and batik-style fabric work.	• Use subject vocabulary confidently to describe and compare creative works. • Explain how artists communicate messages through choices of materials, composition and display. • Understand that designers gather visual ideas, work to themes and may make choices based on practical constraints. • Recognise art as work that can affect people's lives and reflect beliefs, time and place.	• Use increasingly precise vocabulary when discussing their own and others' art. • Discuss how art can affect viewers/users and how display can alter interpretation. • Evaluate and refine work more regularly and independently during planning and making.	

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - Year 5

Vocabulary		National Curriculum / statutory alignment	
atmosphere, warm colour, cool colour, scale, composition, depth, expressive, gestural, movement, emotion, line quality, blending, cross-hatching, symmetry, asymmetry, foreground, midground, background, mixed media, portrait, installation, interactive, monoprint, architect, elevation, brief		Upper KS2 progression: independent sketchbook research and review; increasingly assured mastery and control across drawing, painting, sculpture and mixed media; experimentation and personal decision-making; informed study of artists, architects and designers.	
Generating ideas		Using sketchbooks	
- Develop ideas independently from research and personal starting points. - Record plans, trials and evaluations and use them to develop ideas towards a considered outcome.		- Use sketchbooks independently for observation, research, testing materials and techniques. - Revisit sketchbook work to refine composition, select processes and develop a final outcome.	
Making skills & substantive knowledge		Knowledge of artists	Evaluating and analysing
Core making skills - Work with varied media with control to achieve different effects, including experimenting with artists' techniques. Combine media such as photography and digital effects. Sustain and revisit artwork over time. Colour / tone - Use warm/cool colours and colour choices to create atmosphere or express feeling. Refine tonal gradations and blend smoothly. Line / shape / texture / space - Use expressive/gestural line to communicate movement and emotion. Use marks to suggest texture. Use foreground, midground and background to create depth. Drawing - Capture the essence of a subject rather than only precise form; describe line quality; develop personal preferences; refine shading/cross-hatching; consider balance, symmetry/asymmetry and depth. Painting & mixed media - Develop drawings into paintings; use text as line/tone; create varied grounds; use portrait photography as a starting point; adapt images, combine materials and choose colour for atmosphere. Sculpture / craft - Transform everyday objects through wrapping, colouring, covering and joining; test ideas at small scale; plan interactive installations using light, sound and display. Explore monoprint and architectural design/elevations to a brief.		- Research and discuss artists across disciplines and explain how cultural/historical context can influence creative work. - Discuss how artists intend to create an impact on viewers and how medium affects that impact. - Understand that artists may borrow imagery across times/cultures and that interpretation depends partly on the viewer's experience.	- Discuss processes and outcomes in their own and others' work using increasingly precise language. - Judge how effectively artworks express emotion, communicate identity or encourage viewers to question ideas. - Use knowledge of tools/materials/processes to test alternatives and make purposeful improvements.

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - Year 6

Vocabulary		National Curriculum / statutory alignment	
symbolic colour, culture, perspective, depth, abstraction, impasto, spatial illusion, scaling, proportion, horizon, vanishing point, one-point perspective, iterative, artistic intention, assemblage, relief sculpture, photorealistic, macro photography, photomontage, design brief, protest, interpretation		KS2 end point: use sketchbooks independently to record, review and revisit; demonstrate improved mastery and control in drawing, painting, sculpture and varied materials; create with creativity and experimentation; know and discuss artists, architects and designers in historical/cultural context.	
Generating ideas		Using sketchbooks	
• Draw on previous creative experience and research to establish individual starting points. • Develop, test and refine ideas in response to a chosen stimulus, purpose or artistic intention.		• Use a systematic and independent approach to research, record observations, test techniques and develop plans. • Review and revisit sketchbook work throughout the process, using it to justify choices and refine outcomes.	
Making skills & substantive knowledge		Knowledge of artists	Evaluating and analysing
Core making skills • Create expressively in a personal style and develop artwork independently. Combine materials/techniques appropriately for artistic intentions. Sustain work over several sessions, including collaborative larger-scale work. Colour / tone • Understand that colour can be symbolic and culturally dependent. Use variations in tone to strengthen composition and create spatial illusion. Line / shape / form / texture / space • Use line beyond drawing and select line quality intentionally. Understand how perspective, depth and abstraction alter shape. Use impasto/texture to suggest form. Scale accurately and use horizon/vanishing point. Drawing • Explore expressive line iteratively; select and combine tools/shading techniques intentionally; use one-point perspective; scale drawings while retaining proportion. Painting & mixed media • Use sketchbooks to research artists and analyse work; develop ideas into plans; make personal responses; combine visual analysis, discussion and questioning to inform outcomes. Sculpture / craft • Translate 2D images/ideas into 3D forms; manipulate cardboard through cutting, folding, bending and tearing; create texture and relief; use visual notes to develop sculpture. Explore photography, macro images, photomontage and design briefs.		• Describe, interpret and evaluate artists' work, ideas and processes, explaining how cultural and historical context may influence them. • Recognise how artists use symbols, materials, imagery, memory and feelings to create meaning. • Understand that art can protest, challenge boundaries and create difficult reactions, and that art forms evolve through risk-taking, new materials and technology. • Recognise assemblage and other approaches that combine ready-made objects.	• Give reasoned evaluations of their own and others' work, considering context and intention. • Discuss how art communicates social, political or environmental views and explain why artists may seek to provoke reaction or impact. • Independently test alternatives, refine decisions and improve work using secure knowledge of tools, materials and processes. • Recognise that art can be interpreted in different ways and justify a personal response.