



# St. John's C of E Primary School Art Curriculum



## Intent

The intent of our art curriculum is to inspire creativity, curiosity, and self-expression in every child by providing them with opportunities to explore, understand, and engage with the arts. This curriculum is designed to foster confidence in artistic skills, cultivate an appreciation for diverse artistic traditions, and develop critical thinking skills through hands-on experiences in creating and responding to art.

By engaging in a range of art forms - including drawing, painting, sculpture, and printing - pupils will gain foundational skills and an understanding of different techniques and materials. Through these practices, they will develop fine motor skills, spatial awareness, and an appreciation of aesthetics, while building resilience, patience, and an ability to express ideas visually.

## Implementation

### EYFS Curriculum

	Marvellous me	Spots & stripes	Autumn festivals	Traditional tales	Animals	Plants & Minibeasts
	Kapow – mark making and portraits	Spots and stripes  <u>My Mum and Dad make me laugh</u> •Stripy patterns •Spotty patterns  <u>Pants/more pants</u> Look at patterns on pants. Paint zig-zag patterns and spiral patterns.		•Found object •Sponge prints •Hand prints •Stencils •Bubble print •Monoprint  <u>3 little pigs</u> •print with twigs and straw •print repeating brick patterns •print houses with 2D shapes  <u>The gingerbread man</u> •Print with 2D shapes to make gingerbread man  <u>Jack and the beanstalk</u>  <u>Little Red Riding Hood</u>	•Cutting •Junk modelling •Lego •Play dough  <u>Elmer</u> •Milk bottle Elmer •ICT – computer paint programme  <u>Giraffe's can't dance</u> •giraffe sculpture  <u>Snail and whale</u>  <u>My friend bear</u> •bear masks  <u>Dear zoo</u> •lion collage	<u>The very hungry caterpillar</u> collage  <u>The bad-tempered ladybird</u> salt dough butterflies  <u>What the ladybird heard</u>  <u>Spider sandwiches</u>  <u>Superworm</u>  <u>Mini beast models from clay or playdough.</u> e.g. ladybirds, butterflies, caterpillars, snails, bumble bees Rolling (balls & sausages), cutting, using



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				<u>Goldilocks</u>  <u>Noah's Ark</u> <ul style="list-style-type: none"> <li>• rainbows</li> <li>• animals</li> <li>• Rainbow collage using coloured cellophane</li> </ul>		cutters and adding texture.  In class  Ladybird potato prints  Egg box challenge day
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## Primary Curriculum

Year	Autumn	Spring	Summer
1	Buildings	Simple Printmaking	Seaside Sculpture
2	Painting patterns	London's Burning	Rainforest Creatures
3	Autumn circles	Modern Mosaic	Egyptian Art
4	Flowers	Aztec Patterns	People in Action
5	Space	Mixed Media Experimenters	Greek Pottery
6	Exploring identity	William Morris Patterns and Prints	Steampunk Robots

## Knowledge

### National Curriculum KS1

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.



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## National Curriculum KS2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

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.

## Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Experiment with a range of drawing tools and name them</p> <p>Use pencil, felt tipped pens, handwriting pens, chalk pastel, oil pastel, wax crayons, pencil crayons</p> <p>Draw from observation, memory and imagination</p> <p>Draw on a large and small scale and use different shapes and colours of paper</p>	<p>Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Draw from observation, memory and imagination</p> <p>Begin to explore the use of line, shape and colour</p>	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p>	<p>Experiment with different grades of pencil and other implements.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve</p>	<p>Make informed choices in drawing including paper and media.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Explore relationships</p>	<p>Use a variety of source material for their work.</p> <p>Use a sketchbook to develop ideas.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Use a sketchbook to develop ideas using different or mixed media,.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form,</p>



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	<p>Draw all kinds of objects</p> <p>Draw upright and flat</p> <p>Draw in sand, chalk on the playground etc</p>		<p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>variations in line, texture, tone, colour, shape and pattern.</p>	<p>between line and tone, pattern and shape, line and texture.</p>		<p>space, colour and shape.</p>
Painting	<p>Explore different types of paint – ready mixed, powder, finger, water colour etc.</p> <p>Use a range of applicators</p> <p>Mix sawdust, sand, washing up liquid, paste etc into paint to change its consistency or texture</p> <p>Paint flat and upright paint on a small and large scale using appropriate tools</p> <p>paint on different sizes, shapes and colours of paper</p> <p>Name and recognise colours. Mix primary colours (red, yellow, blue)</p>	<p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales.</p> <p>Mix secondary colours and shades using different types of paint.</p> <p>Create different textures e.g. use of sawdust.</p>	<p>Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, including layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Mix and match colours using artefacts and objects.</p>	<p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p>	<p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, including those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p>



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	<p>to make secondary colours (orange, purple, green).</p> <p>Use a paint programme on the computer.</p> <p>Paint objects, places from observation, memory and imagination</p>						
<p>Printing</p>	<p>Explore printing with found objects – building bricks, hands, sponges, fruit and vegetables, corks</p> <p>Print sequential patterns</p> <p>Make monoprints (drawing into printing ink with different tools and making a print)</p> <p>Use stencils to create patterns</p>	<p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>Carry out different printing techniques e.g. mono print, block, relief and resist printing.</p> <p>Make rubbings.</p> <p>Build a repeating pattern and recognise pattern in the environment.</p>	<p>Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p>	<p>Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p> <p>To explore pattern and shape, creating designs for printing.</p>	<p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want.</p> <p>Resist printing including marbling, silkscreen and cold water paste.</p>	<p>Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing.</p> <p>Choose the printing method appropriate to task. Build up layers and colours/textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Choose inks and overlay colours.</p>	<p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work.</p> <p>Work relatively independently.</p>



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<p><b>Sculpture</b></p>	<p>Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Use 3D construction toys such as lego.</p>	<p>Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Explore shape and form.</p> <p>Use 3D construction toys such as lego.</p>	<p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p> <p>Make a simple mod-roc object.</p> <p>Understand the safety and basic care of materials and tools.</p>	<p>Cut and join materials safely and effectively.</p> <p>Make a simple papier mache object.</p> <p>Plan, design and make models.</p> <p>Cut and join wood safely and effectively.</p>	<p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Show an understanding of shape, space and form.</p> <p>Use a variety of materials.</p> <p>Plan, design, make and adapt models.</p> <p>Make an armature for a mod-roc sculpture.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Create sculpture and constructions with increasing independence.</p>
<p><b>Clay</b></p>	<p>Explore sculpture with a range of malleable media, including clay, play-dough and salt dough.</p> <p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p>	<p>Explore sculpture with a range of malleable media, including clay, play-dough and salt dough.</p> <p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>Build a textured relief tile.</p>	<p>Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models.</p>	<p>Join clay adequately and work reasonably independently.</p> <p>Build a clay tile.</p>	<p>Use slabs to create a layered clay tile.</p> <p>Add texture and colour.</p>	<p>Develop skills in using clay including using coils.</p>	<p>Develop skills in using clay including using slabs and slips.</p>

Impact



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Our art curriculum has a positive impact on children's development, fostering not only creativity and self-expression but also a range of skills that are crucial for holistic growth. Through engagement in the arts, students develop their ability to think imaginatively, communicate visually, and appreciate diverse perspectives, laying the groundwork for well-rounded, culturally aware individuals.

In our curriculum, art education promotes confidence and emotional well-being. By encouraging students to explore ideas, express emotions, and take creative risks, the curriculum helps children build resilience, self-esteem, and a positive sense of self. Art serves as a safe space for personal exploration, enabling our pupils to process and communicate their feelings constructively.

Cognitively, art education sharpens critical thinking and problem-solving abilities, skills that are transferable across the curriculum. Through experimentation with materials, techniques, and ideas, students learn to observe closely, reflect thoughtfully, and develop patience and persistence. Studies consistently show that children engaged in the arts demonstrate improved focus, spatial awareness, and visual literacy—skills that enhance academic performance in subjects such as mathematics, science, and literacy.

In the long term, an effective primary art curriculum equips students with a lifelong appreciation of the visual arts, empowering them to be creative, thoughtful, and engaged members of society. By developing a foundation in art, children gain tools to enrich their lives, celebrate cultural diversity, and positively contribute to the world around them.