



Holy Family Catholic Primary School

Art and Design Curriculum 2025-2026

What do we want for our pupils?

Intent

At Holy Family, we value Art and Design as an integral part of our children's right to a broad and balanced curriculum. The teaching of Art and Design is developed to build on children's prior learning and provide opportunities to be creative through curricular and cross-curricular topics. Children are enabled to develop and extend their creative skills with the opportunity for self-expression and a chance to build their resilience, confidence and critical thinking skills through working independently and collaboratively with others. Children are introduced to a variety of artists both local and in the wider community to enhance their cultural capital and know about life beyond Stainforth- this enables the children to reflect on their own history and heritage while understanding the richness of societies world-wide. At Holy Family, the intent of our Art and Design curriculum is to encourage the children to be artists and create, craft and design their own creations.

Implementation

At Holy Family, we teach the National Curriculum 2014 and Expressive Arts and Design- Creating with Materials in the Early Years framework. This is delivered through the Kapow Art and Design scheme that is combined with the Kapow Design Technology scheme. Our Art and Design curriculum at Holy Family is tailored to be delivered through the entirety of the school with lessons delivered regularly throughout the timetable when Art and Design is the driver topic, this is in rotation with Design Technology. Lessons are progressive and taught systematically to deliver the content of the National Curriculum while addressing the needs of the children within our school. Topics are planned through long term planning and feed into the medium term planning for each term. This ensures that the skills children learn are built upon each year so that they can be maintained and utilised through cross-curricular links. Through the teaching of Art and Design, the children at Holy Family will explore a variety of skills associated with painting, sculpture and drawing. Planning ensures a 'Journey of Learning' that incorporates an artist inquiry where children can learn more about the artist's life and work, an exploration of skills where children are taught a specific skill and have the opportunity to practice and finally children are provided with the opportunity to apply the skills they have learnt within their own design linked to the topic. Knowledge, skills and vocabulary is taught progressively throughout school in line with other curricular subjects.

What is our goal?

Impact

By the time the children at Holy Family leave our school they should have developed the skills to:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Assessment in Art and Design

Assessment

Teachers make regular assessments of each child's progress and record these using O Track.

Formative assessment opportunities are provided through:

- analysis of children's work
- peer assessment
- questioning
- discussions
- end of unit quizzes

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Drawing Making Our Mark		Sculpture Paper Play		Painting and Mixed Media Colour Splash	
Year 2	Drawing Tell a Story		Painting and Mixed Media Life in Colour		Sculpture Clay Houses	
Year 3	Painting and Mixed Media Prehistoric Painting		Sculpture Abstract Shapes		Drawing Growing Artists	
Year 4	Drawing Power Prints		Painting and Mixed Media Light and Dark		Sculpture Mega Materials	
Year 5	Drawing Space Race		Sculpture Interactive Installations		Painting and Mixed Media Portraits	
Year 6	Drawing Making My Voice Heard		Painting and Mixed Media Artist Study		Sculpture Making Memories	

Celebration Cards

To explore and celebrate other crafts, pupils will focus on skills that can be applied to celebration cards throughout the year. Skills have been designed to be progressive throughout school

Year Group	Christmas card craft	Mother's Day card craft	Easter card craft
Year 1	<p>Weaving Weave silver and white paper to create a candle and add a flame.</p>	<p>Handmade paper Make handmade paper to paint on.</p>	<p>Printing Use familiar objects to make print patterns.</p>
Year 2	<p>Felting Felt a background and add a felt candle.</p>	<p>Glue batik Create a simple repeated pattern of flowers.</p>	<p>Photography Create an Easter scene and children to capture a photograph</p>
Year 3	<p>Handmade paper Make handmade paper and use additives to create a background to water-colour paint.</p>	<p>Printing Use Styrofoam print pads to emboss and print.</p>	<p>Weaving Cut card to weave paper in a colour gradient and add a cross and 3D flowers.</p>
Year 4	<p>Glue batik Use batik to create an Advent scene and create a colour gradient using ink.</p>	<p>Photography Create photo portraits that include props that are sentimental.</p>	<p>Felting Use felting to create an Easter scene of the cross.</p>
Year 5	<p>Printing Use acrylic print pads to create a print and negative and add colour using watercolours.</p>	<p>Weaving Use mixed fabrics to weave a background on a frame and add an appliqué flower.</p>	<p>Handmade paper Make paper using additives and use to create 3D flowers that can be added to an Easter scene.</p>
Year 6	<p>Photography Children to create Advent scene thinking about arrangement and lighting and edit photos to add effects.</p>	<p>Felting Use felting to create an outdoor scene and sew buttons as flowers.</p>	<p>Glue batik Use batik to create an Easter scene and use 3D applique to decorate.</p>

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.

Year 1	Autumn 1—Drawing	Spring 1– Sculpture	Summer 1– Painting and Mixed Media
Making Our Mark		Paper Play	Colour Splash
<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Hold and use drawing tools in different ways to create different lines and marks. • Create marks by responding to different stimulus such as music. • Overlap shapes to create new ones. • Use mark making to replicate texture. • Look carefully to make an observational drawing. • Complete a continuous line drawing. • Understand that a continuous line drawing is a drawing with one unbroken line. • Understand the properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. 		<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Roll and fold paper. • Cut shapes from paper and card. • Cut and glue paper to make 3D structures. • Decide the best way to glue something. • Create a variety of shapes in paper, eg spiral, zig-zag. • Make larger structures using newspaper rolls. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Combine primary coloured materials to make secondary colours. • Mix secondary colours in paint. • Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Print with objects, applying a suitable layer of paint to the printing surface. • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.
<p><u>Vocabulary</u></p> <p>2D shape, 3D shape, Abstract, Chalk, Charcoal, Circle, Continuous, Cross-hatch, Diagonal, Dots, Firmly, Form, Horizontal, Lightly, Line, Mark making, Narrative, Observe, Optical, Art, Pastel, Printing, Shade, Shadow, Straight, Texture, Vertical, Wavy</p>		<p><u>Vocabulary</u></p> <p>Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine</p>	<p><u>Vocabulary</u></p> <p>Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick</p>

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- 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.

Year 2	Autumn 1– Drawing	Spring 1– Painting and Mixed Media	Summer 1– Sculpture
Tell A Story		Life in Colour	
<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Use different materials and marks to replicate texture. • Manipulate materials and surfaces to create textures. E.g. scratching with tools or blending with fingers. • Use marks and lines to show expression on faces. • Make a concertina book. • Use drawing to tell a story. • Use charcoal to avoid snapping and to achieve different types of lines. • Use drawing pens. • Understand how different marks can be used to represent words and sounds. • Understand that a combination of materials can achieve the desired effect. • Understand that charcoal is made from burning wood. 		<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Mix a variety of shades of a secondary colour. • Make choices about amounts of paint to use when mixing a particular colour. • Match colours seen around them. • Create texture using different painting tools. • Make textured paper to use in a collage. • Choose and shape collage materials eg cutting, tearing. • Compose a collage, arranging and overlapping pieces for contrast and effect. • Add painted detail to a collage to enhance/improve it. 	
<p><u>Vocabulary</u></p> <p>Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina</p>		<p><u>Vocabulary</u></p> <p>Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface</p>	
		<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Smooth and flatten clay. • Roll clay into a cylinder or ball. • Make different surface marks in clay. • Make a clay pinch pot. • Mix clay slip using clay and water. • Join two clay pieces using slip. • Make a relief clay sculpture. • Use hands in different ways as a tool to manipulate clay. • Use clay tools to score clay. 	
		<p><u>Vocabulary</u></p> <p>Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing</p>	

KS2 pupils should be taught:

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.

- 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.

Year 3	Autumn 1– Painting and Mixed Media	Spring 1– Sculpture	Summer 1– Drawing
Prehistoric Painting		Abstract Shapes	
<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Use simple shapes to scale up a drawing to make it bigger. Make a cave wall surface. • Paint on a rough surface. • Make a negative and positive image. • Create a textured background using charcoal and chalk. • Use natural objects to make tools to paint with. • Make natural paints using natural materials. • Create different textures using different parts of a brush. • Use colour mixing to make natural colours. 		<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Join 2D shapes to make a 3D form. • Join larger pieces of materials, exploring what gives 3D shapes stability. • Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. • Identify and draw negative spaces. • Plan a sculpture by drawing. • Choose materials to scale up an idea. • Create different joins in card e.g.. slot, tabs, wrapping. • Add surface detail to a sculpture using colour or texture. • Display sculpture. 	
<p><u>Vocabulary</u></p> <p>Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone</p>		<p><u>Vocabulary</u></p> <p>Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space</p>	
		Growing Artists	
		<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Use shapes identified within in objects as a method to draw. • Create tone by shading. • Achieve even tones when shading. • Make texture rubbings. • Create art from textured paper. • Hold and use a pencil to shade. • Tear and shape paper. • Use paper shapes to create a drawing. • Use drawing tools to take a rubbing. • Take careful observations to accurately draw an object. • Create abstract compositions to draw more expressively. 	
		<p><u>Vocabulary</u></p> <p>Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder</p>	

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- 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.

Year 4	Autumn 1– Drawing	Spring 1– Painting and Mixed Media	Summer 1– Sculpture
Power Prints		Light and Dark	
<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Use pencils of different grades to shade and add tone. • Hold a pencil with varying pressure to create different marks. • Use observation and sketch objects quickly. • Draw objects in proportion to each other. • Use charcoal and a rubber to draw tone. • Use scissors and paper as a method to ‘draw’. • Make choices about arranging cut elements to create a composition. • Create a wax resist background. • Use different tools to scratch into a painted surface to add contrast and pattern. • Choose a section of a drawing to recreate as a print. • Create a monoprint. 		<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Mix a tint and a shade by adding black or white. • Use tints and shades of a colour to create a 3D effect when painting. • Apply paint using different techniques eg. stippling, dabbing, washing. • Choose suitable painting tools. • Arrange objects to create a still life composition. • Plan a painting by drawing first. • Organise painting equipment independently, making choices about tools and materials. 	
<p><u>Vocabulary</u></p> <p>Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print</p>		<p><u>Vocabulary</u></p> <p>Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism</p>	
		Mega Materials	
		<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Use their arm to draw 3D objects on a large scale. • Sculpt soap from a drawn design. • Smooth the surface of soap using water when carving. • Join wire to make shapes by twisting and looping pieces together. • Create a neat line in wire by cutting and twisting the end onto the main piece. • Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. • Try out different ways to display a 3D piece and choose the most effective. • Understand how different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. 	
		<p><u>Vocabulary</u></p> <p>Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving</p>	

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- 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.

Year 5	Autumn 1– Drawing	Spring 1– Sculpture	Summer 1– Painting and Mixed Media
Space Race		Interactive Installation	Portraits
<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Analyse an image that considers impact, audience and purpose. • Draw the same image in different ways with different materials and techniques. • Make a collagraph plate. • Make a collagraph print. • Develop drawn ideas for a print. • Combine techniques to create a final composition. • Decide what materials and tools to use based on experience and knowledge. • Understand what print effects different materials make. 		<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. • Try out ideas on a small scale to assess their effect. • Use everyday objects to form a sculpture. • Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. • Try out ideas for making a sculpture interactive. • Plan an installation proposal, making choices about light, sound and display. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Develop a drawing into a painting. • Create a drawing using text as lines and tone. • Experiment with materials and create different backgrounds to draw onto. • Use a photograph as a starting point for a mixed-media artwork. • Take an interesting portrait photograph, exploring different angles. • Adapt an image to create a new one. • Combine materials to create an effect. • Choose colours to represent an idea or atmosphere. • Develop a final composition from sketchbook ideas.
<p><u>Vocabulary</u></p> <p>Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop</p>		<p><u>Vocabulary</u></p> <p>Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive</p>	<p><u>Vocabulary</u></p> <p>Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium</p>

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- About great artists, architects and designers in history.

Year 6	Autumn 1– Drawing	Spring 1– Painting and Mixed Media	Summer 1– Sculpture
Making My Voice Heard		Artist Study	
<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Use symbolism as a way to create imagery. • Combine imagery into unique compositions. • Achieve the tonal technique called chiaroscuro. • Make handmade tools to draw with. • Use charcoal to create chiaroscuro effects. • Gestural and expressive ways to make marks. • Effects different materials make. • Understand the effects created when drawing into different surfaces 		<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Use sketchbooks to research and present information. • Develop ideas into a plan for a final piece. • Make a personal response to the artwork of another artist. • Use different methods to analyse artwork such as drama, discussion and questioning. 	
<p><u>Vocabulary</u></p> <p>Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience</p>		<p><u>Vocabulary</u></p> <p>Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking</p>	
Making Memories		Artist Study	
<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Translate a 2D image into a 3D form. • Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • Manipulate cardboard to create different textures. • Make a cardboard relief sculpture. • Make visual notes to generate ideas for a final piece. • Translate ideas into sculptural forms. 		<p>Pupils will learn to:</p>	
<p><u>Vocabulary</u></p> <p>Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection</p>		<p><u>Vocabulary</u></p>	