



Holy Family Catholic Primary School

Art and Design Curriculum 2026-2027

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 Exploring line and shape		Sculpture Paper Play		Painting and Mixed Media Learning about paint and brush control	
Year 2	Drawing Understanding tone and texture		Painting and Mixed Media Colour mixing		Sculpture Clay Houses	
Year 3	Painting and Mixed Media Exploring texture with paint and collage— Prehistoric Painting		Sculpture and 3D Abstract Shapes and Space		Drawing Developing drawing skills	
Year 4	Drawing Exploring tone, texture and proportion		Painting and Mixed Media Light and Dark		Sculpture Mega Materials	
Year 5			Sculpture and 3D Interactive Installations	Drawing Depth, emotion and movement	Painting and Mixed Media Expressive Portraits	
Year 6	Drawing Expressing ideas		Painting and Mixed Media World in watercolour		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	Weaving Weave silver and white paper to create a candle and add a flame.	Handmade paper Make handmade paper to paint on.	Printing Use familiar objects to make print patterns.
Year 2	Felting Felt a background and add a felt candle.	Glue batik Create a simple repeated pattern of flowers.	Photography Create an Easter scene and children to capture a photograph
Year 3	Handmade paper Make handmade paper and use additives to create a background to water-colour paint.	Printing Use Styrofoam print pads to emboss and print.	Weaving Cut card to weave paper in a colour gradient and add a cross and 3D flowers.
Year 4	Glue batik Use batik to create an Advent scene and create a colour gradient using ink.	Photography Create photo portraits that include props that are sentimental.	Felting Use felting to create an Easter scene of the cross.
Year 5	Printing Use acrylic print pads to create a print and negative and add colour using watercolours.	Weaving Use mixed fabrics to weave a background on a frame and add an appliqué flower.	Handmade paper Make paper using additives and use to create 3D flowers that can be added to an Easter scene.
Year 6	Photography Children to create Advent scene thinking about arrangement and lighting and edit photos to add effects.	Felting Use felting to create an outdoor scene and sew buttons as flowers.	Glue batik Use batik to create an Easter scene and use 3D applique to decorate.

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
Exploring line and shape	Paper Play	Learning about paint and brush control	
Pupils will learn to: • Identify that some shapes are organic. • Connect lines to create shapes. • Use and recognise different types of lines when drawing shapes. • Identify basic shapes in everyday objects and artwork. • Talk about what they like or dislike in a piece of artwork. • Use shapes to draw a face. • Use different pressures to make a colour lighter or darker. • Choose lines and shapes inspired by Brianna McCarthy’s artwork.	Pupils will learn to: • 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.	Pupils will learn to: • Hold a brush in a comfortable, functional grip. • Name at least two colours correctly and use colours with increasing confidence. • Make two to three different marks with some control. • Use more than one brush confidently and describe the differences between marks made with large and small brushes. • Clean brushes between colours and wipe or blot excess water before painting. • Use a sketchbook to explore ideas, plan and place marks with purpose. • Produce a painting with smooth areas of colour and clearly separated colour blocks. • Choose appropriate brushes for different tasks, make consistent, repeated marks inspired by the artists studied and talk confidently about their choices.	
<u>Vocabulary</u> artist, control, line, pressure, shape, control, curved, dashed, dotted, straight, wavy, zigzag, violin, circle, rectangle, triangle, organic, square, side, abstract, feature, portrait, sketch	<u>Vocabulary</u> Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine	<u>Vocabulary</u> brush , brushstrokes , inspired, marks, paint, thick, thin, runny, plan, control	

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Year 2	Autumn 1– Drawing	Spring 1– Painting and Mixed Media	Summer 1– Sculpture
Understanding tone and texture	Colour Mixing	Clay Houses	
Pupils will learn to: • Experiment with a range of materials to create marks and tones. • Use different pressures and control to make different marks. • Describe the texture of objects. • Identify how artists use tone. • Control shading to show tone. • Sketch simple shapes lightly so that changes can be made. • Refine a drawing by building up the outline of an object. • Pose to show a clear expression and head position to create a photograph.	Pupils will learn to: • Name and identify primary and secondary colours. • Explain that primary colours cannot be created by mixing other colours. • Recognise and explain that mixing primary colours creates new colours. • Describe which primary colours mix to create each secondary colour. • Mix a secondary colour successfully for a purpose. • Identify how artists use paint to create different effects. • Use a range of brushstrokes with control. • Make creative choices that show their own thoughts and ideas.	Pupils will learn to: • Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. • Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. • Roll a smooth tile surface. • Join clay shapes and make marks in the tile surface to create a pattern. • Draw a house design and plan how to create the key features in clay. • Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.	
<u>Vocabulary</u> artist, chalk, charcoal, crayon, control, graphite stick, line, mark making, material, pastel, pressure, shadow, tone, rubbing, texture, grip, shading, refine, sketch, shape, organic, outline, detail, evaluate	<u>Vocabulary</u> Mix, primary colour, thin, secondary colour, abstract, detail, thick, wash, brushstrokes	<u>Vocabulary</u> 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	

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
Exploring texture with paint and collage	Abstract Shapes and Space	Developing drawing skills	
Pupils will learn to: • 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.	Pupils will learn to: • Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. • Make a structure that holds its 3D shape and explain in simple terms the difference between 2D and 3D art. • Combine shapes together to make an interesting free-standing sculpture. Identify shapes in the negative space between objects. • Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling).. • Show that they have thought about how to improve their sculptures and made choices about what to add. • Work cooperatively in pairs to add detail to their artwork.	Pupils will learn to: • Use their observation skills to describe specific shapes, textures or patterns in objects. • Shade with a reasonable degree of accuracy and skill following the four shading rules. • Use mark marking to show texture and details. • Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture. • Apply shading skills to show areas of light and dark (tone). • Apply line, shape and tone with digital tools. • Save and present digital artwork. • Use materials to create a design inspired by The Sun.	
<u>Vocabulary</u> Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone	<u>Vocabulary</u> Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space	<u>Vocabulary</u> Artish, geometric, line, refine, shape, sketch, organic, blend, even tones, grip, pressure, mark making, observation, observational drawing, pattern, texture, inspiration, materials, digital art, illustrator, product, purpose, style	

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- About great artists, architects and designers in history.

Year 4	Autumn 1– Drawing	Spring 1– Painting and Mixed Media	Summer 1– Sculpture
Exploring tone, texture and proportion	Light and Dark	Mega Materials	
Pupils will learn to: • Create a three-dimensional effect by using contrasting tones to show light and dark. • Combine lines and marks to represent different textures. • Use lines and marks in different ways to represent dark and light areas (tone). • Comparing the sizes of different objects to draw them in proportion. • Represent the size of one object relative to another. • Consider where to place each element thinking carefully about the space. • Show texture in the collage. • Use the impasto technique to create textured effects.	Pupils will learn to: • 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.	Pupils will learn to: • Use familiar shapes to create simple 3D drawings and describe the shapes they use. • Draw a simple design with consideration for how its shape could be cut from soap. • Transfer a drawn idea successfully to a soap carving. • Make informed choices about their use of tools. • Successfully bend wire to follow a simple template, adding details for stability and aesthetics. • Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. • Show they are considering alternative ways to display their sculpture when photographing it. • Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. • Describe how their work has been influenced by the work of El Anatsui.	
<u>Vocabulary</u> form, highlight, observation, observational drawing, organic, shading, shadow, three-dimensional, tone, ballpoint pen, cross-hatching, pattern, texture, balanced, exaggerated, proportion, realistic, unbalanced, collage, composition, focal point, layer, refine	<u>Vocabulary</u> 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	<u>Vocabulary</u> 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	

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- 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	Spring 1– Sculpture	Spring 2—Drawing	Summer 1– Painting and Mixed Media
Interactive Installation	Depth, emotion and movement	Expressive portraits	
Pupils will learn to: • 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.	Pupils will learn to: • Use various types of lines to emphasise emotion or draw attention. • Describe how artists have shown emotion. • Describe how artists have created an effective composition using a focal point and balance. • Use colour and line to convey emotion or movement in their sketch. • Design a print, considering the composition carefully. • Use a combination of marks to create tone and depth. • Describe how artists use tone to show depth in their artwork. • Create an effective printing plate. • Reflect and improve their sketchbook experiments and final work.	Pupils will learn to: • 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.	
<u>Vocabulary</u> 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	<u>Vocabulary</u> Emotion, expressive, observation, composition, form, background, depth, emphasise, focal point, foreground, main subject, middle ground, proportion, refine, shading, tone, balanced, print, printmaking, printing plate, process	<u>Vocabulary</u> 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	

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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 6	Autumn 1– Drawing	Spring 1– Painting and Mixed Media	Summer 1– Sculpture
Expressing ideas		World in watercolour	Making Memories
Pupils will learn to: • Identify key features of street art and murals. • Discuss the intention and impact of street art. • Use various shading techniques to show texture, tone, form and depth. • Apply one point perspective in their work. • Enlarge a drawing by scaling using an accurately drawn grid. • Show an understanding of perspective, scale and proportion with a level of accuracy across their design. • Choose appropriate materials for their design and explain their choices and intention. • Use space effectively to enhance visual impact of their graffiti tag.		Pupils will learn to: • 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.	Pupils will learn to: • Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. • Competently use scissors to cut shapes accurately. • Talk about artists’ work and explain what they might use in their own work. • Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. • Identify and make improvements to their work. • Produce a completed sculpture demonstrating experimentation, originality and technical competence. • Competently reflect on successes and personal development.
<u>Vocabulary</u> graffiti, mural, street art, commissioned, depth, horizon, one point perspective, realism, vanishing point, proportion, scale		<u>Vocabulary</u> Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking	<u>Vocabulary</u> Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection