



Ashton Hayes Primary School – Art and Design Curriculum Overview

Vision for Art and Design

At Ashton Hayes Primary School, we believe that Art and Design should inspire creativity, curiosity and self-expression while helping pupils develop the skills to observe, interpret and respond to the world around them. As a small rural school in Cheshire, many of our pupils have limited opportunities to experience galleries, artists and wider cultural influences beyond their immediate community. Our Art and Design curriculum aims to both celebrate creativity and broaden pupils' understanding of art, craft and design from a range of times, cultures and traditions.

Through drawing, painting, sculpture, printing, textiles and mixed media, pupils develop confidence, imagination and resilience. They learn how artists use materials, techniques and ideas to communicate meaning, emotion and atmosphere. Pupils explore a range of disciplines including drawing, painting, sculpture, printmaking, collage, textiles and mixed media while developing observational skills, technical control and creative independence.

We want pupils to see themselves as artists and makers who can experiment, refine ideas and express themselves creatively. Through practical experiences, pupils learn to take risks, explore materials and develop their own artistic responses. As a rural village school, we recognise the importance of providing pupils with meaningful, hands-on experiences that develop confidence, independence and creativity. Our curriculum therefore provides opportunities for pupils to work with a wide range of media, tools and materials while developing the technical vocabulary needed to discuss and evaluate artwork. We place strong value on creative exploration that is relevant to pupils' lives and experiences, enabling pupils to draw inspiration from the natural world, local environment, historical themes and the work of significant artists.

Our Art and Design curriculum is carefully sequenced so that knowledge and skills build progressively across year groups. Pupils revisit key strands including drawing, painting, sculpture, printmaking, collage, textiles and mixed media, developing increasing control, accuracy, independence and artistic understanding over time. In Key Stage 1, pupils begin by exploring materials, mark making and simple creative techniques while developing confidence in expressing ideas visually. Across Key Stage 2, pupils build on this foundation by developing greater technical control, observational accuracy and understanding of artistic processes. Through this progressive approach, pupils develop creativity, resilience and pride in their artwork while gaining the knowledge and skills required by the National Curriculum.

We aim for all pupils to:

- produce creative work, exploring ideas and recording 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
- become reflective artists who can adapt, refine and improve their work through experimentation and evaluation

Implementation

Art and Design at Ashton Hayes Primary School is taught through a carefully planned sequence of projects that ensure progression of knowledge, skills and vocabulary across the school.



The curriculum is organised around key strands including drawing, painting, sculpture, printmaking, collage, textiles and mixed media. These strands are revisited across the two-year rolling programme so that pupils develop increasingly secure artistic understanding and technical competence over time.

Lessons provide opportunities for pupils to explore materials, develop techniques and respond creatively to artists, themes and stimuli. Pupils investigate the work of artists and designers, experiment with media and techniques, develop ideas in sketchbooks and create final outcomes using a range of materials and processes. Throughout the creative process, pupils are encouraged to refine, adapt and improve their work.

Technical knowledge and vocabulary are explicitly taught within each project. Pupils learn how artists use line, shape, colour, tone, texture, pattern, form and composition to create different effects and meanings. They develop increasing understanding of how materials behave and how artistic techniques can be applied with greater control and precision.

Sketchbooks play an important role throughout the curriculum. Pupils use sketchbooks to practise techniques, record observations, explore compositions, develop ideas and reflect on their work. As pupils move through the school, sketchbook use becomes increasingly independent and purposeful.

The curriculum makes strong use of practical, hands-on learning. Pupils are given regular opportunities to experiment with materials, explore ideas and solve creative challenges through observation and artistic exploration. Teachers model techniques clearly and adapt learning to ensure that all pupils can access the curriculum successfully.

The curriculum is carefully sequenced to ensure clear progression:

- in drawing, pupils progress from simple mark making and shape drawing to observational drawing, proportion, perspective and composition
- in painting, pupils progress from basic colour mixing and simple washes to blending, atmosphere, tonal work and purposeful colour palettes
- in sculpture, pupils progress from simple shaping and joining techniques to refined clay work, structural sculpture and armature construction
- in printmaking and textiles, pupils progress from simple mono-printing and weaving to relief printing, stitching and combining multiple techniques independently
- in sketchbook use, pupils progress from recording simple ideas to independently refining, developing and revisiting artistic outcomes

Enrichment opportunities such as themed art projects, outdoor sketching, collaborative artwork and links to literature, history and geography further deepen pupils' understanding and engagement.

Impact

Through the Art and Design curriculum at Ashton Hayes Primary School, pupils develop creativity, confidence and pride in their artistic achievements. They gain a secure understanding of artistic techniques, processes and vocabulary while developing the ability to express ideas, observations and emotions visually.

Pupils leave the school with an increasingly secure understanding of key artistic disciplines including drawing, painting, sculpture, printmaking, collage and textiles. They develop the ability to apply artistic skills with growing independence, control and creativity.



Pupils learn to discuss and evaluate artwork thoughtfully, justify artistic choices and refine their work through experimentation and reflection. They understand that art is a process of exploration, adaptation and improvement.

By engaging with a wide range of artists, materials and creative experiences, pupils develop cultural awareness, curiosity and appreciation of different artistic styles and traditions. They also develop resilience, problem-solving skills and confidence in taking creative risks.

Sketchbooks provide evidence of pupils' developing artistic journey across the curriculum, demonstrating increasing independence, technical understanding and creative thinking over time.

Ultimately, pupils leave Ashton Hayes Primary School as creative, reflective and confident learners who are prepared for the next stage of their education and able to engage thoughtfully with the visual world around them.

EYFS (Kestrel class)

Topic – across the year	Exploring, Creating and Expressing
Core knowledge	Children will learn that: • Artists use different materials to create artwork. • Marks, lines, shapes and colours can be used to represent ideas and feelings. • Different tools create different marks and textures. • Colours can be mixed to create new colours. • Natural objects can inspire artwork. • Art can be created through drawing, painting, printing, collage, sculpture and transient art. • We can look carefully at objects, people and the natural world before creating artwork. • Sketchbooks are places to explore ideas, practise techniques and record observations. • There is no single "right way" to create artwork, and artists often experiment before deciding on a final idea.
Skills	Children will: • explore a wide range of drawing, painting and collage materials. • experiment with colour mixing using paint. • create lines, shapes and patterns using different tools. • draw from observation and imagination. • create simple prints using natural and everyday objects. • manipulate clay, playdough and other malleable materials by rolling, pinching, pressing and joining. • create transient artwork using natural materials during outdoor learning and Forest School. • talk about their artwork and the work of others. • use sketchbooks to record ideas, practise mark making and explore colour, pattern and texture. • develop confidence in expressing themselves creatively through independent exploration.
Key vocabulary	artist; artwork; draw; paint; colour; mix; line; shape; pattern; texture; print; collage; clay; sculpture; model; mark; sketch; sketchbook; observe; create; design; natural; smooth; rough; light; dark
Adaptations	• Continuous access to a well-resourced creative workshop with a wide range of open-ended materials. • Opportunities to create artwork indoors and outdoors, including Forest School and transient art using natural materials. • Large-scale collaborative artwork using chalks, paint and loose parts. • Use mirrors for observational self-portraits. • Explore the work of artists through high-quality picture books and visual prompts.



NO OUTSIDERS

EVERYONE IS WELCOME.

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| | <ul style="list-style-type: none">• Encourage children to revisit and improve artwork rather than creating one-off pieces.• Adults model artistic vocabulary and demonstrate techniques while valuing children's own creative choices.• Provide chunky drawing tools, adapted scissors and larger brushes where appropriate.• Offer sensory materials such as clay, playdough, sand, leaves, bark and natural objects to inspire creativity.• Encourage discussion using prompts such as:• <i>Tell me about your picture.</i>• <i>Why did you choose those colours?</i>• <i>What could you add next?</i>• <i>How does this feel?</i>• <i>What do you notice about this object before you draw it?</i> |
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Topic/Term	Autumn: Drawing Wonderful Me	Spring: Printing and Clay Prints on the Moon	Summer: Painting/ Mixed-media Rainforest Landscapes
Core knowledge	Know properties of drawing materials such as pencil, oil pastel and marker pen. Know different tools create different lines, marks and textures. Know facial features and expressions can be shown using shape and line. Know Oliver Jeffers creates illustrations using simple shapes, expressive lines and soft colours. Know Oliver Jeffers often creates characters that show emotion and personality through facial expression and posture. Know sketchbooks are used to practise and develop ideas before creating final artwork.	Know printing transfers marks from one surface to another. Know mono-printing creates a single unique print. Know clay can be rolled, pressed and textured using tools and objects. Know repeated shapes and images can create pattern in artwork. Know Andy Warhol used repeated images, bold colours and printing techniques to create artwork inspired by popular culture.	Know primary colours can be mixed to create secondary colours. Know paint can be applied in blocks and simple washes to create different effects. Know artists layer shapes and textures to create depth in paintings. Know foreground and background help create depth in artwork. Know Henri Rousseau painted detailed jungle scenes using layered plants, bold colours and imaginative animals. Know Rousseau often painted jungles from imagination rather than real life observations.
Skills	Develop pencil grip and control. Draw facial features from observation using mirrors and photographs. Explore line, shape and simple texture through mark making. Experiment with different facial expressions and character styles. Use sketchbooks to practise facial features, expressions and self-portrait ideas before creating a final piece.	Explore printing with objects and stamps. Roll out ink and remove areas to create mono-prints. Roll, press and texture clay using simple tools and natural objects. Use sketchbooks to explore textures, repeated patterns and simple print ideas before creating a final spaceman print.	Mix colours to create jungle-inspired palettes. Apply paint in blocks and simple washes. Use brushes and tools to create pattern and texture. Layer painted leaves and shapes to create foreground and background. Use sketchbooks to practise leaf patterns, colour mixing and simple compositions before creating a final rainforest painting.



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Key vocabulary	portrait self-portrait facial features expression line shape texture illustration media bold	print mono-print pattern repeat collage texture roller printing ink clay layer	primary colours secondary colours layer texture pattern foreground background wash blend composition
Possible Adaptations	Use mirrors and simplified facial feature guides. Provide pre-drawn face shapes for pupils needing support with placement. Offer thicker drawing tools and larger paper if needed. Model each step visually and allow extra sketchbook practice.	Provide pre-rolled ink and simplified printing templates. Use larger tools and textured materials for easier manipulation. Support clay shaping through guided demonstrations and partner work. Allow pupils to explore printing through stamps before mono-printing independently.	Provide colour mixing guides and pre-cut collage shapes if needed. Use visual examples to support foreground and background placement. Allow pupils to work from simplified rainforest photographs. Model layering techniques step-by-step.



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Topic/Term	Autumn: Drawing/ Mixed Media Village Views	Spring: Drawing Marks from the Stone Age	Summer: Sculpture Mask of a Pharaoh
Core knowledge	Know artists combine drawing and mixed media techniques to create expressive landscape artwork. Know line, shape and colour can be used to represent buildings and landscapes. Know graded pencils create different tones and textures. Know ink, fineliners and markers can be layered to add detail and contrast. Know John Piper created colourful artworks inspired by villages, churches and local landscapes. Know Piper combined drawing, colour and mixed media to capture the character of places. Know sketchbooks are used to observe, develop and refine ideas before creating final outcomes.	Know prehistoric people created images to record animals, hunting and stories. Know natural materials and simple marks can create texture and pattern. Know charcoal creates dark, textured marks. Know cave art often used earthy colours, symbols and repeated animal shapes. Know artists can create texture using rubbing, layering and mark making techniques. Know sketchbooks are used to practise symbols and patterns before creating final artwork.	Know sculpture is three-dimensional artwork. Know papier-mâché is created by layering paper and glue. Know structures become stronger through layering and joining. Know Ancient Egyptian masks used pattern, symmetry and colour to show importance and identity. Know Egyptian artists used repeated shapes and symbols in their artwork. Know sketchbooks are used to plan and refine designs before making final sculptures.
Skills	Observe local buildings and landscapes through sketches and photographs. Use graded pencils to vary the weight and darkness of lines. Experiment with ink, fineliners and markers to add colour, pattern and detail.	Draw with increasing accuracy and control. Use a range of drawing media including charcoal to create texture and detail. Experiment with rubbing, layering and textured surfaces. Create animal drawings	Observe facial features using mirrors and photographs. Plan mask designs in sketchbooks using shape, pattern and colour. Build structures using balloons, cardboard and papier-mâché. Add texture and detail

	Combine drawing and mixed media techniques to create expressive landscape compositions. Use sketchbooks to collect observations, practise techniques and develop ideas before creating final artwork.	and symbols inspired by cave paintings. Use sketchbooks to explore prehistoric symbols, mark making and animal drawings before creating final cave-inspired artwork.	using layered materials before painting final outcomes. Refine and decorate masks using repeated patterns and painted detail.
Key vocabulary	landscape architecture observation graded pencil toner texture composition	texture mark making symbol prehistoric pattern earthy tones rubbing layer cave art	sculpture structure form papier-mâché texture symmetry layer join pattern mask
Possible Adaptations	Provide photographs of local buildings and simplified landscape outlines. Use thicker markers and larger paper where needed. Break the artwork into smaller stages such as sketching, outlining and adding colour. Allow pupils to experiment with individual media before combining them in a final piece.	Provide textured surfaces and stencils if needed. Use visual examples of symbols and animal shapes. Allow pupils to explore mark making freely before creating final artwork. Support composition through pre-divided paper sections if appropriate.	Provide pre-cut cardboard shapes or partially prepared structures. Support papier-mâché layering through adult modelling and guided groups. Use simplified pattern examples for decoration. Allow pupils to work collaboratively during construction stages.



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Topic/Term	Autumn: Weaving and Stitching Nature Woven	Spring: Painting Storms, Skies & Swirls	Summer: Painting Waves in Motion
Core knowledge	Know weaving uses vertical and horizontal threads called warp and weft. Know stitches such as running stitch can create pattern. Know materials can be combined to create texture and effect. Know Andy Goldsworthy creates artwork using natural materials such as leaves, sticks and stones. Know Goldsworthy often uses repeating patterns and textures inspired by nature. Know sketchbooks are used to explore patterns and develop ideas before making final artwork.	Know tertiary colours are made by mixing a primary and secondary colour. Know blending creates smooth colour changes. Know brushstrokes and texture can create movement and atmosphere. Know J. M. W. Turner used colour, movement and blending to paint dramatic skies and weather. Know Turner often painted storms, clouds and changing light. Know artists use warm and cool colours to create different moods and effects.	Know tertiary colours are made by mixing a primary and secondary colour. Know blending and brushstrokes can create movement and texture. Know artists use line and repeated shapes to create pattern in artwork. Know Katsushika Hokusai created dramatic wave prints showing movement, flowing lines and repeated patterns. Know Hokusai created artwork inspired by the sea and nature. Know artists use composition to guide the viewer's eye around artwork.
Skills	Create woven pieces with increasing control. Use running stitch to join and decorate fabric. Combine materials to create texture and pattern. Explore natural textures and repeating patterns through drawing and collage. Use sketchbooks to experiment with patterns, textures and designs before creating a final woven piece.	Mix a wider range of colours accurately. Use washes, blending and textured brushstrokes. Experiment with movement and atmosphere in paint. Create skies and weather effects using different brushes and tools. Use sketchbooks to record colour experiments, weather sketches and brushstroke techniques before creating a final painted scene.	Mix a wider range of colours accurately. Use brush techniques for texture and effect. Create graduated washes and blended skies and water. Explore wave shapes, movement and repeated patterns. Use sketchbooks to explore wave shapes, brushstrokes and colour experiments before creating a final seascape painting.



NO OUTSIDERS

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Key vocabulary	weave warp weft stitch running stitch pattern texture fabric natural materials thread	blend wash atmosphere movement texture brushstroke warm colours cool colours tone weather	blend wash movement texture brushstroke pattern atmosphere tone wave composition
Possible Adaptations	Use card looms with wider gaps for weaving support. Provide threading support and pre-cut materials if needed. Allow pupils to practise running stitch on binca or card first. Use visual examples of repeating patterns and textures.	Provide colour mixing prompts and brushstroke examples. Use larger brushes and simplified compositions if needed. Allow pupils to experiment with techniques before final painting. Support pupils with partially drawn horizon lines or weather shapes.	Provide simplified wave outlines and visual examples. Use limited colour palettes for pupils needing support with mixing. Model brushstrokes and blending techniques in small steps. Allow pupils to practise repeated wave patterns before final compositions.

Year 4/5 Cycle A (Peregrine class)

Topic/Term	Autumn: Drawing Faces in Focus	Spring: Painting Earth on Fire	Summer: Collage Views Through My Window
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Core knowledge	Know facial features follow basic proportions and positioning. Know simple guidelines can help place features accurately. Know artists sometimes change proportions deliberately for style and effect. Know Amedeo Modigliani created portraits with elongated faces, long necks and simplified features. Know Modigliani adapted proportions to create his own artistic style. Know sketchbooks are used to refine and improve ideas before creating final artwork.	Understand warm and cool colours and how they create contrast and atmosphere. Know complementary colours create contrast in artwork. Know artists use colour and texture to represent natural environments. Know Margaret Godfrey creates textured landscapes inspired by dramatic natural scenery. Know artists layer colour and texture to create atmosphere and movement. Know sketchbooks are used to test colour palettes and compositions before creating final paintings.	Know artists select materials to achieve different visual effects. Know collage can create texture, tone and composition. Know foreground, middle ground and background create depth in artwork. Know urban and rural environments contain different colours, textures and features. Know Jeannie Baker creates layered collage scenes inspired by landscapes, environments and views through windows. Know artists use overlapping shapes and layers to create detail and depth. Know sketchbooks are used to plan and refine compositions before creating final collages.
Skills	Use simple guidelines and shapes to build facial proportions. Observe facial features carefully and place them with increasing accuracy. Draw portraits from observation, photographs and imagination. Experiment with different facial proportions and portrait styles. Use sketchbooks to	Use colour to create mood and effect. Mix warm and cool colour palettes intentionally. Blend and layer paint to create atmosphere, movement and depth. Explore texture using brushes and painting tools. Use sketchbooks to plan compositions, experiment with colour palettes and refine painting ideas	Select materials purposefully for colour, texture and tone. Create layered collages showing foreground, middle ground and background. Explore differences between urban and rural environments through colour, texture and shape. Arrange and refine compositions before sticking materials permanently.



NO OUTSIDERS

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	develop, refine and improve portrait drawings before creating a final outcome.	before creating final artwork.	Use sketchbooks to develop and improve window views, textures and collage compositions before creating a final outcome.
Key vocabulary	proportion guideline observation composition portrait refine facial features placement symmetry sketch	warm colours cool colours atmosphere blend texture palette contrast layer composition depth	collage layer composition texture tone foreground background urban rural overlap
Possible Adaptations	Provide facial proportion guides and visual reference grids. Break facial features into smaller drawing steps. Use tracing paper overlays to support placement and proportion. Allow pupils to practise individual features before full portraits.	Provide warm/cool colour prompts and blending examples. Use simplified landscape compositions where needed. Allow experimentation with painting techniques before final outcomes. Support pupils with pre-drawn horizon lines or volcano shapes if appropriate.	Provide viewfinder frames and simplified composition templates. Offer pre-cut collage materials for pupils needing fine motor support. Use photographs to support comparison of urban and rural environments. Model layering and overlapping techniques step-by-step.

Year 4/5 Cycle B (Peregrine)

Topic/Term	Autumn: Drawing Harvest & Shade	Spring: Sculpture From Shell to Sculpture	Summer: Printing Ancient Impressions
Core knowledge	Understand how tone creates form using light and dark.	Know clay needs kneading to remove air bubbles.	Know relief printing uses raised surfaces to transfer ink.



NO OUTSIDERS

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	Know observational drawing helps artists record shape, texture and detail accurately. Know artists arrange objects carefully to create balanced compositions. Know Paul Cezanne created still life paintings using carefully arranged objects, strong shapes and visible brushstrokes. Know overlapping objects can create depth and space in artwork. Know sketchbooks are used to develop, refine and improve observational work.	Know clay can be rolled, moulded, shaped and joined. Know score and slip helps clay pieces join securely. Know Ernst Haeckel carefully observed natural forms and patterns. Know Barbara Hepworth simplified natural forms into smooth abstract sculptures. Know artists develop sculpture ideas through observation and sketchbook studies.	Know prints are often reversed during the printing process. Know repeated patterns and symbols were important in Mayan artwork and design. Know Mayan artists used geometric shapes, symbols and repeated imagery to communicate meaning. Know artists plan and refine printing designs before creating final outcomes. Know sketchbooks are used to develop repeated patterns and print compositions.
Skills	Use shading to create form and depth. Apply tone using blending and pressure techniques. Draw from observation with increasing accuracy and control. Explore composition through arranging and overlapping objects. Use sketchbooks to develop, refine and improve observational drawings before creating final outcomes.	Observe shells and natural forms carefully in sketchbooks. Develop clay techniques including kneading, rolling, shaping and joining. Use score and slip securely. Refine form and surface detail using clay tools. Use sketchbooks to record observations, explore form and refine sculpture ideas before creating final outcomes.	Create detailed relief prints using layered materials. Produce clear repeated prints with increasing accuracy and control. Explore Mayan-inspired patterns, symbols and geometric shapes. Experiment with composition and repeated imagery. Use sketchbooks to plan, refine and improve printing designs before creating final outcomes.
Key vocabulary	observation tone texture shading composition	score slip form structure sculpture	relief print repeat pattern symbol composition



NO OUTSIDERS

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	form overlap detail blend still life	slab knead refine abstract surface	texture geometric ink reversed printing block
Possible Adaptations	Arrange objects clearly with strong lighting and simple compositions. Provide tonal shading examples and step-by-step demonstrations. Allow pupils to use viewfinders or tracing for initial outlines if needed. Support composition through smaller grouped objects.	Provide additional support with kneading and joining clay securely. Use larger natural objects and simplified forms where appropriate. Demonstrate score and slip repeatedly through guided modelling. Allow pupils to work from photographs as well as real objects.	Provide simplified printing templates and geometric examples. Use foam printing before more detailed relief printing if needed. Allow pupils to test prints multiple times before final outcomes. Support composition through repeated pattern strips or borders.

Year 5/6 Cycle A (Buzzard class)

Topic/Term	Autumn: Drawing Industrial Landscapes	Spring: Painting/ Mixed Media Portraits of Emotion	Summer: Mixed craft Pieces of Our Place
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NO OUTSIDERS

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Core knowledge	Understand one-point perspective and how it creates depth. Know artists use horizon lines and vanishing points to create perspective. Know objects appear smaller as they move further away. Know line, tone and composition help create realistic landscapes. Know L. S. Lowry created paintings inspired by Britain's factories, mills and industrial towns. Know Lowry used simple shapes, muted colours and careful composition to show everyday life during the Industrial Revolution. Know sketchbooks are used to develop, refine and revisit ideas before creating final outcomes.	Understand tint, tone and shade. Know artists use colour intentionally to create mood and atmosphere. Know limited colour palettes can strengthen emotion in artwork. Know Pablo Picasso used colour and expression to create emotion and atmosphere in portraits. Know Henry Moore explored emotion and expression through drawing and sculpture. Know artists refine ideas through sketchbook experimentation and observation.	Know artists combine materials and techniques to create layered mixed media artwork. Know collage, print and stitch can create texture, detail and atmosphere. Know maps, aerial views, landmarks and local environments can inspire artwork. Know printed textures can be created from natural and man-made surfaces. Know Cas Holmes creates layered textile artwork inspired by landscape, memory and place. Know Cas Holmes combines fabric, paper, stitch, drawing and found materials to create textured surfaces and abstract compositions. Know sketchbooks are used to collect observations, textures and ideas throughout the creative process.
Skills	Draw with control, accuracy and attention to detail. Use perspective lines and guidelines carefully. Apply tonal shading to create depth and form. Make thoughtful compositional choices inspired by industrial landscapes. Use sketchbooks independently to develop,	Use colour intentionally to convey mood and meaning. Apply painting techniques to create atmosphere and depth. Combine drawing and painting techniques in mixed media work. Explore emotional expression through colour, composition and mark making.	Collect visual information through field sketches, photographs and texture rubbings. Explore local landmarks, maps and landscapes through observational drawing and mixed media. Create printed textures using simple printing techniques and found surfaces. Layer collage materials purposefully to create

	refine and revisit perspective drawings before creating a final industrial landscape.	Use sketchbooks independently to refine compositions, colour palettes and portrait ideas before creating final outcomes.	depth, texture and composition. Use simple embroidery stitches to add detail, pattern and line. Combine print, stitch, drawing and collage techniques independently and purposefully. Use sketchbooks independently to develop, refine and revisit ideas before creating final mixed media outcomes.
Key vocabulary	perspective horizon line vanishing point depth viewpoint composition guideline scale structure detail	mood atmosphere palette tint tone shade expression mixed media emotion contrast	mixed media collage texture composition layer embroidery print landmark aerial view refine
Possible Adaptations	Provide perspective guides, rulers and step-by-step demonstrations. Use simplified building compositions and clear photo references. Allow pupils to practise one-point perspective separately before final artwork. Support shading through tonal scales and guided examples. Use tracing or viewfinders to support observation where appropriate.	Provide limited colour palettes and emotional prompts. Use visual examples showing mood through colour and expression. Allow pupils to explore mark making and colour combinations before final outcomes. Support composition through portrait framing templates if needed.	Provide simplified maps, photographs and landmark images for reference. Offer pre-prepared collage materials and printed textures where needed. Support stitching through guided practice and teacher modelling. Break the process into smaller stages such as sketching, printing, layering and stitching. Allow pupils to experiment with individual techniques before combining them independently. Use visual examples to



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			support composition and layering decisions.
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Year 5/6 Cycle B

Topic/Term	Autumn: Painting Worlds of Colour	Spring: Sculpture Freeze the Action	Summer: Drawing Nature Up Close
Core knowledge	Understand tint, shade and tone. Know artists use colour	Know armatures provide structure and support in sculpture. Know balance and	Know artists use composition and scale to focus attention on detail. Know tone and shading

	intentionally to create mood and atmosphere. Know foreground, middle ground and background create depth in landscapes. Know David Hockney created landscape artwork using bold colour, texture and composition. Know artists use colour palettes to represent different climates and environments. Know sketchbooks are used to test colour palettes and compositions before creating final paintings.	proportion are important when creating figures. Know the human body can be simplified into shapes and lines. Know Alberto Giacometti created elongated sculptures showing movement and emotion through simple forms. Know gesture drawings help artists capture movement quickly. Know artists develop sculpture ideas through sketchbook studies and observation.	techniques create depth and texture. Know artists observe natural forms carefully before creating artwork. Know Karl Blossfeldt closely observed natural structures and patterns. Know artists use artwork to encourage people to value and protect the natural world. Know sketchbooks are used to revisit, refine and improve observational studies over time.
Skills	Use colour intentionally to convey mood and atmosphere. Apply painting techniques to create texture and depth. Blend and layer paint with increasing control. Explore composition using foreground, middle ground and background. Use sketchbooks independently to explore colour palettes, textures and compositions before creating final outcomes.	Create quick gesture drawings in sketchbooks to capture movement. Build wire armatures and strengthen structures using foil. Refine balance, proportion and form with increasing independence. Observe movement carefully from photographs and real life. Use sketchbooks independently to develop, refine and improve sculpture ideas before creating final outcomes.	Draw from close observation with increasing accuracy and control. Use a range of shading techniques including blending, hatching and stippling. Make intentional compositional choices using scale and viewpoint. Refine observational drawings through repeated practice and experimentation. Use sketchbooks independently to develop, revisit and improve observational studies before creating final outcomes.
Key vocabulary	tint tone shade	gesture armature balance	composition scale tone



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	atmosphere foreground background blend palette texture composition	proportion form structure movement figure wire refine	hatching stippling observation texture viewpoint detail structure
Possible Adaptations	Provide climate photographs and simplified landscape compositions. Use colour palette guides linked to different environments. Allow pupils to experiment with texture tools before final painting. Support foreground and background placement through visual examples.	Use gesture drawing warm-up activities and simplified movement photographs. Provide partially prepared wire armatures if needed. Allow pupils to build figures in stages with adult guidance. Support balance and proportion through modelling and peer discussion.	Provide magnified photographs and viewfinders for close observation. Break drawings into smaller sections focusing on line before tone. Use tonal scales and shading guides to support technique development. Allow pupils to revisit and refine drawings over multiple sessions.