

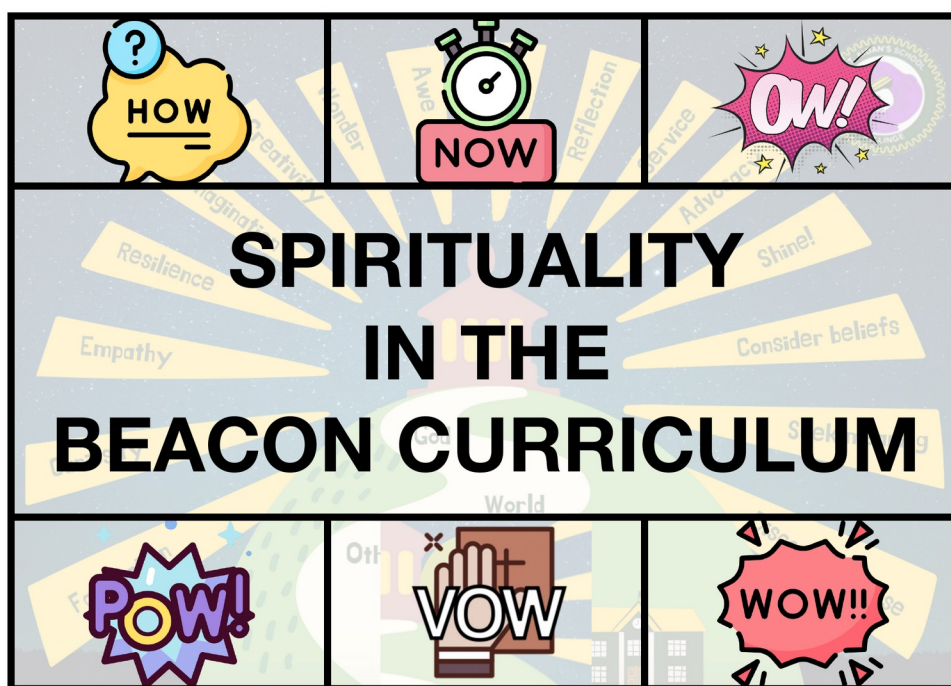


ST AIDAN'S CE PRIMARY SCHOOL, BILLINGE

"Let your light shine" - Matthew 5:16

SPIRITUALITY ACROSS THE ART & DESIGN CURRICULUM

A curriculum map of authentic opportunities from St Aidan's Art & Design knowledge organisers



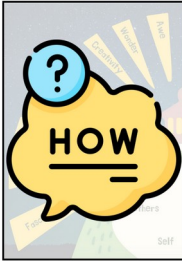
Scope. This document maps the 24 Art & Design knowledge organisers supplied for Years 1-6. Every organiser is represented. Detailed mapping includes only objectives where a meaningful spiritual opportunity grows naturally from the artistic learning.

Hope • Love • Friendship • Forgiveness • Truth • Perseverance

OUR SPIRITUALITY LANGUAGE

Six shared lenses used across the Beacon Curriculum

A common language. The lenses help staff and pupils notice and articulate genuine spiritual opportunities. They are not a checklist and they are not an assessment of a child's spirituality.

 Find hope and wonder in the joys of life. Seek moments to delight in light filled times.	 Appreciate times of stillness and reflection. Be absorbed in the present moment.	 Ponder ultimate questions that help to explore the bright and dark times of life.
 Develop a resilient spirituality when faced with life's OWs. Seek to empathise with those experiencing dark times.	 Be the light for others through powerful actions that make a difference in their lives.	 Commit to being a person that brings light to others.

SPIRITUALITY WITHIN ART & DESIGN

Wonder, attention, meaning, emotion, values and creative voice

Intent. At St Aidan's, spirituality is woven naturally through Art & Design. Pupils encounter WOW, OW, HOW, NOW, VOW and POW moments as they look closely, explore artists, experiment with materials, make and refine work, express ideas and consider how art communicates with others.

How spirituality connects to Art & Design learning

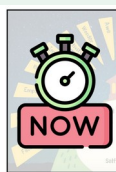
The Beacon Art & Design curriculum develops practical skill, visual literacy, creativity, reflection and personal expression. Pupils learn to observe closely, experiment with line, shape, colour, tone, texture, form, space, composition and materials; encounter artists and makers; develop ideas; make purposeful choices; refine work; and communicate meaning. These processes create natural opportunities to wonder, attend, question, encounter challenge, consider values and recognise the power of creative voice.



WOW

Wonder: Find hope and wonder in the joys of life. Seek moments to delight in light-filled times.

Art & Design connection: Colour, light, pattern, form, texture, scale, beauty, visual surprise, artistic imagination and the many ways artists help us see the world differently.



NOW

Reflection: Appreciate times of stillness and reflection. Be absorbed in the present moment.

Art & Design connection: Close observation, slow looking, sensory exploration, sketchbook thinking, being absorbed in making and noticing subtle changes in materials and images.



HOW

Big questions: Ponder ultimate questions that help us explore the bright and dark times of life.

Art & Design connection: Meaning, symbolism, interpretation, identity, purpose, composition, artist intention and questions about why images and objects affect us.



OW

Challenge & empathy: Develop a resilient spirituality when faced with life's OWs. Seek to empathise with those experiencing dark times.

Art & Design connection: Creative struggle, mistakes, uncertainty, difficult emotions, challenging subject matter and the perseverance needed to refine ideas and techniques.



POW

Making a difference: Be the light for others through powerful actions that make a difference in their lives.

Art & Design connection: Using art to communicate, collaborate, provoke thought, represent experience, share messages, influence an audience and contribute to a community.



VOW

Values & commitment: Commit to being a person that brings light to others.

Art & Design connection: Personal voice, authenticity, respect for other cultures and viewpoints, fairness, responsibility, what matters to us and the choices artists make.

HOW THE ART & DESIGN MAP WORKS

Keeping spiritual development authentic and Art & Design artistically rigorous

Golden rule. The artistic learning comes first. A spirituality link is mapped only where an artist, image, material, technique, making process, theme, creative decision or evaluation naturally creates space to wonder, reflect, question, encounter challenge, consider values or recognise creative agency.

Four principles for staff

- Art & Design remains art-led. Spiritual reflection grows from making, looking, experimenting, interpreting and evaluating; it never replaces the artistic knowledge, vocabulary or techniques being taught.
- Not every objective needs a spirituality label. Some lessons are primarily about acquiring or practising technique, and leaving them unmapped protects the integrity of the subject.
- Artists, cultures and creative traditions are represented respectfully. Pupils should encounter different visual languages and viewpoints without treating one style, culture or response as the norm.
- Questions are invitational. Pupils of all faiths and worldviews can wonder, respond, interpret, express, empathise and reflect without being directed towards a single spiritual conclusion.

A particularly strong Art & Design thread: Attention, expression and creative voice

Attention, expression and creative voice. Across the curriculum, pupils move from noticing and experimenting towards increasingly intentional choices about meaning, audience, identity and message. Reflection should help them understand their artistic decisions - not turn every artwork into a moral lesson.

CURRICULUM COVERAGE

24 Art & Design organisers across Years 1-6

Coverage note. Every organiser supplied is represented below. The detailed mapping that follows is selective: it identifies the strongest authentic spiritual opportunities rather than forcing every objective into a lens.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing - Exploring line and shape	Drawing - Understand tone and texture	Drawing - Developing drawing skills	Drawing - Realism: tone, texture and proportion	Drawing - Depth, emotion and movement	Drawing - Expressing ideas through art
Drawing - Make your mark	Craft and Design - Map It Out!	Craft and Design - Ancient Egyptian Scrolls	Craft and Design - Fabric of Nature	Drawing - I Need Space	Craft and Design - Photo Opportunity
Sculpture and 3D - Paper Play	Painting and mixed media - Life In Colour	Drawing - Growing Artists	Painting and mixed media - Light and Dark	Painting and mixed media - Portraits	Drawing - Make My Voice Heard
Painting and mixed media - Colour Splash	Sculpture and 3D - Clay Houses	Sculpture and 3D - Abstract Shape and Space	Drawing - Power Prints	Sculpture and 3D - Interactive Installation	Sculpture and 3D - Making Memories

ART & DESIGN SPIRITUALITY MAP - YEAR 1 & YEAR 2

Every organiser shown; lenses identify the strongest natural opportunities

Year	Unit	Strongest lenses	Why this unit is spiritually rich
Y1	Drawing - Exploring line and shape	WOW • NOW • HOW	Music, line and shape invite playful experimentation, close attention and curiosity about how simple marks can become expressive images.
Y1	Drawing - Make your mark	WOW • NOW • POW	Mark-making and collaborative drawing encourage sensory exploration, absorption in process and the joy of making something together.
Y1	Sculpture and 3D - Paper Play	WOW • HOW • POW • VOW	Transforming flat paper into sculpture develops imagination and problem-solving, while collaborative making brings shared purpose and creative responsibility.
Y1	Painting and mixed media - Colour Splash	WOW • NOW • HOW	Colour mixing, printing and artist-inspired work create immediate wonder and help pupils notice how choices change the effect of an artwork.
Y2	Drawing - Understand tone and texture	WOW • NOW • HOW • OW	Touch, rubbing, tone and observation build attentiveness; mood and shading introduce the idea that visual choices can carry feeling.
Y2	Craft and Design - Map It Out!	WOW • HOW • VOW	Maps become creative stimuli, showing that familiar information can be transformed through craft, pattern, print and personal design choices.

Y2	Painting and mixed media - Life In Colour	WOW • NOW • HOW • VOW	Colour, texture and collage encourage sensory exploration and purposeful composition, with evaluation helping pupils articulate what matters in their work.
Y2	Sculpture and 3D - Clay Houses	NOW • HOW • OW • VOW	Clay asks pupils to work slowly with their hands, solve joining problems and translate a drawn idea into a physical object through perseverance.

ART & DESIGN SPIRITUALITY MAP - YEAR 3 & YEAR 4

Every organiser shown; lenses identify the strongest natural opportunities

Year	Unit	Strongest lenses	Why this unit is spiritually rich
Y3	Drawing - Developing drawing skills	WOW • NOW • HOW	Observation, shading, imaginative drawing and digital media deepen pupils' attention to how artists use shape, tone and different processes.
Y3	Craft and Design - Ancient Egyptian Scrolls	WOW • HOW • VOW	Encountering the visual language and techniques of an ancient civilisation supports wonder, respectful cultural curiosity and thoughtful contemporary response.
Y3	Drawing - Growing Artists	WOW • NOW • HOW	Botanical and observational drawing develops close looking, while composition, scale and abstraction show how artists can transform what they see.
Y3	Sculpture and 3D - Abstract Shape and Space	WOW • HOW • OW • VOW	Positive and negative space, structure and refinement invite experimentation, problem-solving and reflection on when an artwork feels resolved.
Y4	Drawing - Realism: tone, texture and proportion	NOW • HOW • WOW • POW	Close observation and technical refinement help pupils notice subtle visual relationships, while collaborative work extends individual skill into shared creation.
Y4	Craft and Design - Fabric of Nature	WOW • NOW • HOW • VOW	Nature-inspired imagery and textile pattern connect careful observation with design purpose and questions about why art is made for different contexts.

Y4	Painting and mixed media - Light and Dark	WOW • NOW • HOW	Light, shade, contrast and still life create rich opportunities for slow looking and for understanding how painters shape atmosphere and form.
Y4	Drawing - Power Prints	HOW • NOW • POW • VOW	Mixed-media planning, contrast and collaborative printmaking develop intentional decision-making and shared creative responsibility.

ART & DESIGN SPIRITUALITY MAP - YEAR 5 & YEAR 6

Every organiser shown; lenses identify the strongest natural opportunities

Year	Unit	Strongest lenses	Why this unit is spiritually rich
Y5	Drawing - Depth, emotion and movement	HOW • OW • NOW • VOW	Expressive line, movement and portraiture give pupils visual ways to explore emotion, interpretation and the effect artworks can have on viewers.
Y5	Drawing - I Need Space	HOW • OW • VOW	Purpose, imagery, creative decisions and repeated refinement help pupils understand that ideas develop through uncertainty, testing and thoughtful choice.
Y5	Painting and mixed media - Portraits	HOW • NOW • VOW • WOW	Self-portraiture and mixed media create powerful opportunities to explore identity, representation and how materials communicate something about the self.
Y5	Sculpture and 3D - Interactive Installation	WOW • HOW • POW • VOW	Installation art changes how viewers experience space and highlights art as communication, encounter and shared experience rather than simply an object.
Y6	Drawing - Expressing ideas through art	HOW • POW • VOW	Street art and message-making foreground artistic voice, audience, interpretation and the deliberate use of visual language to provoke thought.
Y6	Craft and Design - Photo Opportunity	WOW • NOW • HOW • POW	Photography teaches pupils to frame and notice the world selectively, exploring how composition and digital choices shape what an audience sees.

Y6	Drawing - Make My Voice Heard	HOW • OW • POW • VOW	Symbolism, expressive techniques and street-art contexts enable pupils to consider intention, powerful images and how art can communicate challenging ideas.
Y6	Sculpture and 3D - Making Memories	NOW • HOW • OW • VOW	Memory, self and sculpture invite mature reflection on identity and experience, while refinement and problem-solving give creative struggle a meaningful place.

DETAILED ART & DESIGN MAPPING - YEAR 1

Only objectives with a genuine spiritual opportunity are included

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teachers do not need to use every prompt; these are examples of how artistic learning can open reflective space while the Art & Design objective remains central.

Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Drawing - Exploring line and shape	Explore control and pressure to create different types of lines	NOW • HOW	Changing pressure and control asks pupils to attend closely to cause and effect in their own mark-making.	What changes when you slow down and notice exactly what your hand and tool are doing?	Sketchbook marks / pupil reflection
Drawing - Exploring line and shape	Practise drawing different lines using music as a stimulus	WOW • NOW	Responding visually to music invites absorption, imagination and personal interpretation without a single correct outcome.	How did the music change the way your line moved?	Music-response drawing
Drawing - Exploring line and shape	Explore lines and shapes in pictures for portrait drawing	HOW • NOW	Careful looking helps pupils see a face as shapes and relationships rather than assumptions about what a face “should” look like.	What did you notice only when you looked very carefully?	Observational portrait study
Drawing - Exploring line and shape	Create an artist-inspired artwork using lines and shapes	WOW • HOW	An artist’s visual language becomes a starting point for curiosity about choice, pattern and individual response.	Which idea from the artist inspired you, and how did you make it your own?	Finished work / pupil voice

Drawing - Make your mark	Create a modern-style line drawing using different resources	WOW • HOW	Experimenting with resources shows how a simple line can become expressive, surprising and personal.	Which material made you see line differently?	Material experiment page
Drawing - Make your mark	Create a collaborative water-effect artwork using different line styles	WOW • POW • VOW	Shared making asks pupils to contribute an individual mark while helping a larger artwork succeed.	How can your part shine without stopping other people's ideas from shining too?	Collaborative artwork / discussion
Drawing - Make your mark	Explore different drawing materials and how to use them	NOW • HOW	Handling materials attentively builds sensory awareness and an understanding that tools influence expression.	What does this material allow you to do that another one does not?	Material test page
Drawing - Make your mark	Apply mark-making to draw from observation	NOW • WOW	Observation encourages pupils to become still, notice detail and discover visual qualities in ordinary objects.	What became interesting when you really looked?	Observational drawing
Sculpture and 3D - Paper Play	Roll and shape paper to make 3D structures	WOW • HOW	Transforming a flat sheet into a structure can create wonder and curiosity about form, balance and possibility.	How can something flat become something you can walk around?	3D experiment
Sculpture and 3D - Paper Play	Apply paper-shaping skills to make an imaginative sculpture	WOW • HOW	Open-ended construction gives pupils space to imagine forms that did not exist before.	Where did your idea begin, and how did the material change it?	Sculpture / sketch

Sculpture and 3D - Paper Play	Work collaboratively to plan and create a sculpture	POW • VOW	Collaborative sculpture develops listening, compromise and shared ownership of a creative outcome.	What do we need to do so everyone's ideas have a place?	Group plan / finished sculpture
Sculpture and 3D - Paper Play	Apply painting skills when working in 3D	NOW • WOW	Colour added to form encourages pupils to notice how surface treatment changes the character of an object.	How did colour change the way your sculpture feels?	Painted sculpture
Painting and mixed media - Colour Splash	Investigate how to mix secondary colours	WOW • HOW	Colour transformation provides an immediate sense of discovery and invites prediction and explanation.	What feels magical about making a new colour from two others?	Colour-mixing chart
Painting and mixed media - Colour Splash	Explore colour when printing	WOW • NOW	Printing combines repetition with small variations, encouraging pupils to notice pattern, surprise and accident.	What changed each time you made another print?	Print samples
Painting and mixed media - Colour Splash	Experiment with paint mixing to make a range of secondary colours	NOW • HOW	Sustained experimentation develops careful attention to subtle differences in hue and proportion.	How many different versions of one colour can you make?	Paint swatches
Painting and mixed media - Colour Splash	Work in the style of an artist	HOW • VOW	Responding to another artist helps pupils distinguish inspiration from copying and make intentional choices of their own.	What have you borrowed as an idea, and what belongs to your own response?	Artist-inspired work

DETAILED ART & DESIGN MAPPING - YEAR 2

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Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Drawing - Understand tone and texture	Explore drawing techniques using a range of materials	WOW • HOW	Different materials produce distinct marks, creating curiosity about how tools shape visual language.	Which material changed your idea of what a drawing can look like?	Technique samples
Drawing - Understand tone and texture	Explore and describe texture through touch and rubbings	NOW • WOW	Touch and rubbing encourage close sensory attention to surfaces that are often overlooked.	What can your fingers notice before your eyes do?	Texture rubbings / vocabulary
Drawing - Understand tone and texture	Develop an observational drawing using tone and texture	NOW • HOW	Observation and shading require sustained attention and purposeful decision-making.	Where do you need to look most carefully to make the drawing feel convincing?	Observational drawing
Drawing - Understand tone and texture	Explore different ways of adding mood to a photograph	HOW • OW	Changing mood helps pupils recognise that visual choices can influence emotion and interpretation.	How can the same image make us feel differently?	Mood comparison

Craft and Design - Map It Out!	Investigate maps as a stimulus for drawing	WOW • HOW	A functional map becomes a source of pattern, line, shape and memory, helping pupils see familiar information differently.	What artistic possibilities are hidden inside a map?	Map-inspired sketches
Craft and Design - Map It Out!	Apply the steps of the felt-making process	NOW • OW	Felt-making is tactile and gradual, rewarding patience and persistence as fibres transform through repeated action.	What helps you keep going when a process takes time?	Process photos / reflection
Craft and Design - Map It Out!	Develop ideas and apply craft skills when printmaking	HOW • VOW	Developing a design through craft choices encourages pupils to become more intentional about what they want an image to communicate.	Which choice made your idea clearer?	Design development page
Craft and Design - Map It Out!	Present artwork and evaluate it against a design brief	VOW • HOW	Evaluation helps pupils speak honestly and constructively about whether their choices fulfilled a purpose.	What are you proud of, and what would you change because of the brief?	Evaluation
Painting and mixed media - Life In Colour	Develop knowledge of colour mixing	WOW • HOW	Mixing and comparing colour expands pupils' awareness of variation and visual possibility.	Which colour surprised you most, and how did you make it?	Colour studies
Painting and mixed media - Life In Colour	Explore texture and pattern with paint	WOW • NOW	Paint becomes a sensory material for discovering surface, repetition and expressive mark.	What happens when you stop trying to paint a picture and simply explore the paint?	Texture/pattern experiments

Painting and mixed media - Life In Colour	Compose a collage, choosing and arranging materials for effect	HOW • NOW	Composition asks pupils to pause, move, compare and decide how parts work together before fixing them down.	What changes when you move one piece to a different place?	Collage plan / final work
Painting and mixed media - Life In Colour	Evaluate and improve artwork	OW • VOW	Improvement normalises uncertainty and helps pupils see revision as part of creativity rather than evidence of failure.	What does your artwork need from you next?	Before/after reflection
Sculpture and 3D - Clay Houses	Use hands as a tool to shape clay	NOW • WOW	Direct contact with clay creates a strong sensory and present-moment experience of material responding to touch.	What can your hands do that a tool cannot?	Clay exploration
Sculpture and 3D - Clay Houses	Use impressing and joining techniques to decorate a clay tile	NOW • HOW	Texture and joining techniques invite careful experimentation with surface and construction.	How can a mark in clay tell us something about a surface or place?	Decorated tile
Sculpture and 3D - Clay Houses	Use drawing to plan the features of a 3D model	HOW • VOW	Planning requires pupils to imagine an outcome and make decisions about which features matter most.	Which detail is essential to your idea, and why?	Design drawing

Sculpture and 3D - Clay Houses	Make a 3D clay tile from a drawn design	OW • POW	Turning a plan into clay involves adaptation, problem- solving and the agency to make decisions when the material behaves unexpectedly.	What did you have to change when the clay did not behave as planned?	Finished tile / process reflection
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DETAILED ART & DESIGN MAPPING - YEAR 3

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Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Drawing - Developing drawing skills	Recognise how artists use shape in drawing	HOW • WOW	Seeing complex subjects as simple shapes helps pupils understand an artist's way of looking and constructing an image.	How can changing the way you see something change the way you draw it?	Shape analysis
Drawing - Developing drawing skills	Develop shading skills and blend tones	NOW • HOW	Gradual tonal change demands control, patience and close attention to subtle difference.	What do you notice between light and dark when you slow down?	Tonal scale
Drawing - Developing drawing skills	Use careful observation for adding detail to drawings	NOW • WOW	Close observation can make ordinary objects newly interesting and encourages still, attentive looking.	Which detail would you have missed if you had rushed?	Detailed study
Drawing - Developing drawing skills	Understand how art can be many things and made in different ways	HOW • VOW	A broad view of art opens questions about purpose, value and whose creative expressions are recognised.	What can make something "art" even when it looks very different from what you expected?	Discussion / sketchbook note

Craft and Design - Ancient Egyptian Scrolls	Investigate the style, pattern and characteristics of Ancient Egyptian art	WOW • HOW • VOW	Encountering a distinct visual tradition invites respectful curiosity about how another civilisation represented ideas and beliefs.	What can we learn by looking carefully at the choices Ancient Egyptian artists made?	Visual analysis
Craft and Design - Ancient Egyptian Scrolls	Apply design skills inspired by an ancient civilisation	HOW • VOW	Using historical inspiration requires pupils to recognise characteristic features while making a new, respectful response.	How can you be inspired by a culture without simply copying it?	Design page
Craft and Design - Ancient Egyptian Scrolls	Apply understanding of ancient techniques to construct a new material	NOW • OW	Recreating a process gives pupils tactile insight into the time, care and challenge involved in making materials by hand.	What does making the material help you appreciate about the original makers?	Process record
Craft and Design - Ancient Egyptian Scrolls	Develop a contemporary response to Egyptian art	HOW • POW	A contemporary response asks pupils to connect ideas across time and use their own creative voice.	Which ancient idea still speaks to you, and how could you express it now?	Contemporary outcome
Drawing - Growing Artists	Create tone in drawing by shading	NOW • HOW	Shading develops sensitivity to light and gradual change rather than seeing only simple outlines.	Where does light change most gently across your subject?	Tonal study
Drawing - Growing Artists	Explore texture in art	WOW • NOW	Texture encourages pupils to notice surfaces, natural detail and the difference between seeing and feeling.	Which texture makes you want to look more closely?	Texture samples

Drawing - Growing Artists	Apply observational drawing skills to create detailed studies	NOW • WOW	Botanical and object studies cultivate sustained attention and appreciation of complexity in natural form.	What tiny detail changed the way you saw the whole object?	Detailed observational study
Drawing - Growing Artists	Explore composition and scale to create abstract drawings	HOW • WOW	Changing scale and composition transforms observed forms and reveals how artists can reinterpret reality.	What happens to meaning when you enlarge, crop or rearrange what you see?	Abstract composition
Sculpture and 3D - Abstract Shape and Space	Join 2D shapes to make 3D structures	WOW • HOW	The shift from plane to volume invites spatial thinking and discovery about structure and balance.	When does a collection of flat shapes begin to feel like a sculpture?	3D construction
Sculpture and 3D - Abstract Shape and Space	Develop ideas for 3D artwork	HOW • VOW	Developing alternatives helps pupils identify which idea feels most purposeful and why.	Which idea are you choosing to pursue, and what matters about it?	Sketchbook development
Sculpture and 3D - Abstract Shape and Space	Apply knowledge of sculpture when working in 3D	NOW • WOW	Manipulating space and form encourages bodily, spatial awareness and imaginative experimentation.	How does your sculpture change as you walk around it?	Sculpture / viewing notes
Sculpture and 3D - Abstract Shape and Space	Evaluate and improve an artwork	OW • VOW	Refinement asks pupils to live with uncertainty and make constructive decisions when an outcome is not yet resolved.	What is the work asking you to change or strengthen?	Evaluation / refinement

DETAILED ART & DESIGN MAPPING - YEAR 4

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Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Drawing - Realism: tone, texture and proportion	Draw using tone to create a 3D effect	NOW • HOW	Careful tonal observation reveals how light creates volume and requires controlled, patient mark-making.	Where does the form turn from light into shadow?	Tonal drawing
Drawing - Realism: tone, texture and proportion	Explore how lines and mark-making show texture and tone	WOW • NOW	Different marks can suggest surfaces we cannot physically touch, linking close looking with imaginative translation.	Which mark best captures the feel of this surface?	Texture study
Drawing - Realism: tone, texture and proportion	Understand proportion by observing how it is used in artwork	HOW • NOW	Proportion develops disciplined seeing and helps pupils challenge assumptions about size and relationship.	What do you need to measure with your eyes rather than guess?	Proportion study
Drawing - Realism: tone, texture and proportion	Create a collaborative piece of art inspired by an artist	POW • VOW	Collaboration requires pupils to balance personal decisions with a shared visual purpose.	How can we make the whole work stronger than any one person's part?	Collaborative artwork

Craft and Design - Fabric of Nature	Understand starting points in a design process	HOW • VOW	Considering a starting point helps pupils understand that design grows from purpose, observation and choice.	What is worth noticing before you begin designing?	Mood board / design notes
Craft and Design - Fabric of Nature	Explore techniques to develop imagery	WOW • NOW	Transforming observed natural forms into imagery encourages experimentation and attentive noticing.	Which feature from nature do you want to keep, simplify or exaggerate?	Image-development studies
Craft and Design - Fabric of Nature	Explore a textile technique to develop patterns	NOW • WOW	Repeated textile processes can be absorbing and reveal the visual power of rhythm, repetition and variation.	What changes when a motif repeats?	Textile samples
Craft and Design - Fabric of Nature	Understand how art is made for different purposes	HOW • VOW	Purpose opens questions about audience, function, beauty and the values embedded in design.	How does knowing the purpose change the choices a designer makes?	Purpose comparison
Painting and mixed media - Light and Dark	Investigate ways of applying paint and mix tints and shades	WOW • HOW	Tints and shades reveal how one colour can hold many possibilities and moods.	How many different feelings can one colour create?	Tint/shade studies
Painting and mixed media - Light and Dark	Use tints and shades to give a 3D effect	NOW • HOW	Slow observation of light and shade helps pupils translate volume into paint.	Where is the light strongest, and what does that make you notice?	3D painting study

Painting and mixed media - Light and Dark	Explore how paint can create different effects	WOW • NOW	Experimentation values curiosity and invites pupils to become absorbed in the behaviour of paint.	Which effect could you not have planned until you tried it?	Paint experiments
Painting and mixed media - Light and Dark	Consider proportion and composition when planning a still life	HOW • NOW	Planning composition requires attentive looking and purposeful decisions about relationships between objects.	What changes when one object becomes the focus?	Composition thumbnails
Drawing - Power Prints	Explore proportion and tone when drawing	HOW • NOW	Proportion and tone together deepen observational accuracy and intentional representation.	What relationship between parts is easiest to overlook?	Drawing study
Drawing - Power Prints	Plan a composition for a mixed-media drawing	HOW • VOW	Composition asks pupils to decide what deserves emphasis and how elements should relate.	What do you want the viewer to notice first, and why?	Composition plan
Drawing - Power Prints	Use shading techniques to create pattern and contrast	WOW • NOW	Pattern and contrast allow controlled mark-making to create strong visual energy.	Where does contrast make your eye stop?	Mark-making study
Drawing - Power Prints	Work collaboratively to develop drawings into prints	POW • VOW	Shared printmaking combines individual skill with collective decision-making and responsibility.	How will you make space for each person's contribution?	Collaborative print

DETAILED ART & DESIGN MAPPING - YEAR 5

Only objectives with a genuine spiritual opportunity are included

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Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Drawing - Depth, emotion and movement	Use expressive and gestural lines to capture movement	WOW • NOW	Gestural drawing values energy and responsiveness, helping pupils become absorbed in movement rather than perfection.	What happens when you draw the movement rather than the object?	Gestural studies
Drawing - Depth, emotion and movement	Understand how lines and marks can communicate emotion	HOW • OW	Pupils explore how non-verbal visual choices can carry feeling, including emotions that may be difficult to put into words.	How can a line feel calm, tense, joyful or angry?	Emotion mark-making
Drawing - Depth, emotion and movement	Develop drawn ideas through printmaking	HOW • POW	Printmaking transforms and multiplies an image, prompting decisions about which ideas deserve repetition and emphasis.	What became stronger when your drawing became a print?	Print series
Drawing - Depth, emotion and movement	Explore how portraits show expression and emotion	HOW • OW • VOW	Portraiture raises questions about how we read others and how respectfully an artist represents another person's emotional presence.	What can we infer from a face - and what should we be careful not to assume?	Portrait analysis

Drawing - I Need Space	Explore the purpose and effect of imagery	HOW • VOW	Imagery can inform, persuade, imagine or symbolise; recognising purpose develops critical visual literacy.	What is this image trying to make us think, feel or do?	Image analysis
Drawing - I Need Space	Explore decision-making in creative processes	NOW • HOW	Making choices visible helps pupils notice that creativity is built from repeated decisions rather than sudden inspiration alone.	Which decision changed your work most?	Sketchbook reflection
Drawing - I Need Space	Test and develop ideas using sketchbooks	OW • VOW	Sketchbooks make uncertainty productive: pupils can risk, reject, return and refine without treating first attempts as final.	What did an unsuccessful attempt teach you?	Sketchbook development
Drawing - I Need Space	Revisit and improve ideas	OW • VOW	Revision develops perseverance and the confidence to change direction when evidence from making suggests a better possibility.	What are you willing to change to make the idea stronger?	Before/after development
Painting and mixed media - Portraits	Explore how a drawing can be developed	HOW • NOW	Layering and alteration show that representation can evolve through close attention and choice.	When did your drawing begin to feel more like your own response?	Development sequence
Painting and mixed media - Portraits	Identify the features of self-portraits	HOW • VOW	Self-portraiture opens questions about identity, selection and what an artist chooses to reveal about themselves.	What can a self-portrait communicate beyond what someone looks like?	Artist analysis

Painting and mixed media - Portraits	Develop ideas by experimenting with materials and techniques	WOW • NOW	Experimentation gives pupils permission to discover unexpected relationships between media and meaning.	Which combination of materials expressed your idea best?	Mixed-media trials
Painting and mixed media - Portraits	Create a mixed-media self-portrait	VOW • POW	A self-portrait becomes an intentional act of personal voice, giving pupils agency over how they represent aspects of themselves.	What do you want a viewer to understand about you from this portrait?	Final portrait / artist statement
Sculpture and 3D - Interactive Installation	Identify and compare features of art installations	WOW • HOW	Installation art expands pupils' idea of what art can be by involving space, atmosphere and viewer experience.	How does an installation change the way you experience an artwork?	Installation comparison
Sculpture and 3D - Interactive Installation	Investigate the effect of space and scale when creating 3D art	WOW • HOW	Scale can alter emotion, attention and bodily experience, making the viewer part of the work.	How would this artwork feel if it were tiny - or large enough to enter?	Scale experiment
Sculpture and 3D - Interactive Installation	Plan an installation that communicates an idea	HOW • POW • VOW	Planning for an audience asks pupils to use artistic choices deliberately to communicate meaning.	What do you want the audience to experience, and which choices will help that happen?	Installation plan
Sculpture and 3D - Interactive Installation	Display an installation piece for an audience	POW • VOW	Presenting work acknowledges art as a relationship between maker, place and audience and develops responsibility for how ideas are shared.	How did the audience change the life of your artwork?	Display / audience response

DETAILED ART & DESIGN MAPPING - YEAR 6

Only objectives with a genuine spiritual opportunity are included

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teachers do not need to use every prompt; these are examples of how artistic learning can open reflective space while the Art & Design objective remains central.

Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Drawing - Expressing ideas through art	Explore how street artists convey messages and provoke thought	HOW • POW • VOW	Street art foregrounds artistic voice, audience and the ability of images in public space to question, persuade or challenge.	What makes an image powerful enough to stop someone and think?	Street-art analysis
Drawing - Expressing ideas through art	Apply one-point perspective in a drawing inspired by street art	HOW • WOW	Perspective reveals how artists construct an illusion of depth and can make a message feel embedded in a real or imagined space.	How does perspective change where the viewer feels positioned?	Perspective drawing
Drawing - Expressing ideas through art	Create a street-art-inspired piece that conveys a message	POW • VOW	Creating for a message asks pupils to connect technique with intention and take responsibility for how an audience may interpret the work.	What do you want your work to say, and why is that worth saying?	Final work / artist statement
Drawing - Expressing ideas through art	Evaluate creative work by exploring meaning and message	HOW • VOW	Evaluation recognises that artworks can be interpreted differently and asks pupils to support responses with visual evidence.	What meaning can you justify from the choices you can actually see?	Evaluation / discussion

Craft and Design - Photo Opportunity	Create an effective photomontage advertising poster	HOW • POW	Advertising makes visual persuasion explicit and helps pupils examine how arrangement directs attention and response.	How are you guiding the viewer to think or act?	Photomontage / rationale
Craft and Design - Photo Opportunity	Explore abstract art through photography	WOW • NOW	Macro and abstract photography encourage pupils to slow down and find unfamiliar visual worlds inside ordinary things.	What became extraordinary when you changed your viewpoint?	Photo series
Craft and Design - Photo Opportunity	Use digital photography choices for effect	HOW • VOW	Framing, saturation, angle and selection show that photographs are constructed choices rather than neutral windows.	What did you choose to include - and what did you leave out?	Edited photo / reflection
Craft and Design - Photo Opportunity	Use observation and proportion to create photorealistic art	NOW • WOW	Photorealism demands sustained looking and can reveal unexpected complexity in familiar subjects.	What did close observation make you notice for the first time?	Photorealistic study
Drawing - Make My Voice Heard	Explore expressive drawing techniques	NOW • HOW	Expressive techniques help pupils connect physical mark-making with intention and emotional tone.	Which mark feels most like the idea you are trying to express?	Expressive studies

Drawing - Make My Voice Heard	Consider how symbolism in art conveys meaning	HOW • VOW	Symbols open layered interpretation and invite pupils to consider how cultural and personal meanings are communicated visually.	When can one image carry more than one meaning?	Symbol analysis
Drawing - Make My Voice Heard	Evaluate the context and intention of street art	HOW • OW • VOW	Context can include conflict, protest, permission and contested public space, helping pupils consider why artists choose particular settings and messages.	How should context change the way we interpret a work of street art?	Context evaluation
Drawing - Make My Voice Heard	Create a powerful image using impact and effect	POW • VOW	A powerful image asks pupils to use visual choices responsibly in order to communicate something they believe matters.	What responsibility comes with trying to influence an audience?	Final image / artist statement
Sculpture and 3D - Making Memories	Analyse how art can explore the concept of self	HOW • NOW • VOW	Art about self and memory creates space for thoughtful reflection on identity, experience and what people choose to preserve.	Which parts of a person can art express that a photograph might not?	Artist analysis / reflection
Sculpture and 3D - Making Memories	Explore sculptural techniques	WOW • NOW	Manipulating materials in three dimensions can be absorbing and reveals new possibilities through touch, form and space.	Which material or technique made you think differently about sculpture?	Technique trials

Sculpture and 3D - Making Memories	Use creative experience to develop ideas and plan sculpture	HOW • VOW	Planning from memory and experience requires selection: pupils decide which details, objects or forms carry personal significance.	What deserves a place in your sculpture, and why?	Planning page
Sculpture and 3D - Making Memories	Problem solve, evaluate and refine artwork to achieve a chosen outcome	OW • VOW • POW	Refinement frames setbacks as part of serious creative practice and gives pupils agency to resolve problems in ways that serve their intention.	What did the difficulty force you to rethink or improve?	Process reflection / final sculpture

PROGRESSION IN SPIRITUALITY THROUGH ART & DESIGN

Increasing depth of attention, interpretation, expression and creative agency

A key principle. Progression does not mean pupils become "more spiritual" as they get older. It describes increasing depth in how pupils notice, talk about, interpret and respond to the spiritual opportunities within artistic learning.

EYFS / KEY STAGE 1. Children notice colour, line, shape, texture, sound and material; experience delight in experimentation; become absorbed in making; begin to talk about what they like, feel and notice; and learn that different people can make and respond in different ways.

LOWER KEY STAGE 2. Pupils sustain observation for longer, connect technique with effect, encounter art from different times and cultures, explore abstraction and composition, work collaboratively, and increasingly explain the choices that give an artwork meaning or purpose.

UPPER KEY STAGE 2. Pupils engage with identity, emotion, memory, symbolism, message, context and audience. They use sketchbooks and evaluation to live with uncertainty, refine ideas, justify interpretations and exercise increasingly confident personal and collective creative voice.

ART & DESIGN, SPIRITUALITY AND OUR CHRISTIAN VISION

Seeing deeply, expressing truthfully and using creative gifts to let our light shine



Through Art & Design, pupils learn to look carefully at the world and at human experience. They encounter beauty, surprise, colour, texture, form, memory, identity, emotion and messages. They also discover that creative work can be difficult: ideas need testing, materials resist us, outcomes change and artists often refine work repeatedly.

Our spirituality framework gives pupils language for these experiences. WOW helps them notice beauty and surprise; NOW values stillness and close observation; HOW opens questions about meaning, symbolism and purpose; OW acknowledges challenge, difficult emotions and creative struggle; VOW explores values, identity and what matters; POW recognises the capacity of art to communicate, connect and make a difference.

Let your light shine. Art & Design gives pupils opportunities to notice beauty, value individual and shared creative gifts, express ideas and experiences, listen to perspectives beyond their own and use visual language to bring light to others. Within our Christian vision, creativity is approached with hope, love, truth, perseverance and respect for the dignity and voice of every person.

Inclusive and artistically rigorous

- Pupils can respond from their own faith or worldview while respecting that artworks can carry different meanings for different people. Interpretation is explored thoughtfully rather than presented as a single correct response.
- Reflection is grounded in artistic evidence: pupils refer to the choices artists make, the materials and processes used, the visual qualities they observe, the context of the work and the effects created.
- The strongest spiritual moments arise from the subject itself - becoming absorbed in making, seeing something familiar differently, expressing identity or emotion, persevering through uncertainty, encountering another person's perspective, or creating work intended to communicate with an audience.

USING AND MONITORING THE MAP

For teachers, subject leaders, governors and SIAMS evidence

What should be visible in practice?

Curriculum first Staff can identify the artistic knowledge, material, technique, artist, context or creative process that gives rise to the reflection.	Pupil language Pupils increasingly recognise WOW, NOW, HOW, OW, POW and VOW moments and can explain what in the artwork or making process prompted them.
No tokenism Objectives remain unmapped where there is no meaningful spiritual opportunity. Technique can simply be technique.	Creative process Sketchbooks, experiments, revisions and evaluations are valued as evidence of thinking, perseverance and increasingly intentional choice.
Pupil voice Leaders hear pupils talk about artists, meaning, emotion, identity, audience and their own creative decisions using age-appropriate language.	Impact The curriculum enables pupils to notice more deeply, make with increasing purpose, respect different visual voices and recognise that art can communicate and influence.

Suggested subject-leader questions

- Can pupils give an example of an Art & Design lesson that made them say WOW, ask HOW, encounter an OW or become absorbed in a NOW moment?
- Can pupils explain how an artist, material, technique, composition or visual choice shaped the meaning or effect of a piece of work?
- Where has Art & Design helped pupils explore identity, emotion, culture, values, collaboration, creative voice or the power of images to communicate?
- Do staff feel confident leaving an objective unmapped when the spirituality connection would be artificial?
- Can leaders trace mapped opportunities directly back to the taught Art & Design organisers and objectives?

Important. This map identifies opportunities for spiritual development; it does not assess or grade a pupil's spirituality. Evidence should focus on curriculum provision, pupil reflection and the quality of opportunities created through Art & Design.



SPIRITUALITY ACROSS THE ART & DESIGN CURRICULUM

Let your light shine - Matthew 5:16