



# Curriculum 2025-2026

## Art & Design - Whole School





# Curriculum Art & Design - Intent

## Intent:

**“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.” Art and design - National curriculum in England**

At Victoria Road we aim to ensure that all children have the opportunity to develop their passion and love of art by finding out about various artists in the world, both past and present and by learning techniques and skills that allow them to express themselves through art and its many different forms.

We strive to provide opportunities for children to not only produce creative work but to reflect upon this and develop their work further.

When our children leave Victoria Road at the end of Key stage 2, we want them to have an appreciation of how art and design not only enables us to develop creativity, but it also has the power to inspire.

At Victoria Road we believe in the importance of celebrating success. We endeavor to provide opportunities where children can celebrate their achievements by presenting their work to wider audiences.



# Curriculum Art & Design - Implementation

## Implementation

We teach the National Curriculum, supported by clear knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. We provide the opportunity for spaced repetition and over learning as children revisit art elements, which ensures long lasting learning. This happens through a well-structured, exciting and developmental curriculum where teachers know and understand what learning has gone before and what will come after.

We deliver three units of work per year focusing on different art elements and making links to other curriculum areas where relevant.

We also provide the opportunity for exciting purposes for art. Including the Northwich art annual program for years 2 and 4.



# Curriculum Art & Design- Impact

## Impact

- Children will retain previous learning and will be able to make links between their current learning and learning that has taken place before.
- Children will be able to use a wide range of medium.
- Children will make informed choices when creating independent pieces.
- Children will confidently discuss their work and their choices, commenting on what effects they intended to create.
- Children will discuss how their work has been influenced by specific artists/styles.
- Children will develop knowledge and skills which will enable them to critically evaluate their work and improve this.



# Curriculum

## Art & Design Rationale EYFS and KS1

EYFS

By the end of Reception children should be able to use simple tools appropriately to express their ideas, thoughts and feelings through art. They should have some understanding of line and shape and how this can be used to create simple representations of events, people and objects. They should know that colours can change when mixed with other colours and choose colours for a particular purpose. Children should understand that using different media and combining these can create different effects

Year 1/2

By the end of year 1/2, children should have an increasing knowledge of line and shape. They should be able to explain the different forms a line can take (straight, curved, wavy, zigzag, thick, thin and cross hatching) and create simple representations with increasing accuracy. Children should also be able to recognise basic geometric shapes within the environment and within the work of artists. When drawing, children should be able to use a variety of tools and should understand that different tools create different effects.. When working in 3D form, children should know how to manipulate, construct and join a range of materials..



# Curriculum

## Art & Design Rationale KS2

Year 3/4	<p>Children should be able to use a range of media to achieve variations in line, texture, tone, colour and shape and should select these appropriately. Children will begin to understand the relationship between two dimensional and three dimensional. Following on from KS1, children should develop a secure understanding of primary and secondary colours and how to create tints, shades and tones. Children will begin to understand how tertiary colours are made. Children should be able to make and match colours with increasing accuracy and when discussing this they should be able to use colour specific language. Children should be able to make informed choices when working with a range of media to create desired effects and textures.</p>
Year 4/5	<p><b>Upper KS2 teaching is designed to encourage children to use their existing knowledge to experiment and refine their composition using a range of media and in their interpretation of art.</b></p> <p>By the end of year 5 children should have built on colour knowledge obtained in previous years and should now be secure in identifying and creating primary and secondary, warm and cold and complementary colours. Children should be confident in selecting and using a variety of techniques to create effects in both painting and drawing. Children will have a deeper knowledge of working with a range of materials and selecting/manipulating these to create a desired effect.</p>
Year 6	<p>As Children reach the end of year 6 they should have a secure knowledge of the visual elements (line, tone, pattern, texture, form, space, colour and shape) and should be able to manipulate and experiment with these to best suit the given task.</p> <p>When painting, children will be able to choose appropriate paints, paper, and tools to create and adapt their work. They will be able to consider carefully the foreground and background in their work.</p> <p>In sculpture, they will be able to join clay adequately and work reasonably independently to manipulate clay for a variety of reasons whilst recognising the limitations of this material.</p>



# Curriculum Map Whole School

Cycle B

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>EYFS</b>	<b>Drawing</b> <b>Printing</b>	<b>Painting (colour mixing)</b>	<b>Collage</b>
<b>Year 1/2</b>	<b>Painting</b> Robert Delaunay	<b>Drawing</b> Lowry	<b>Sculpture</b> Anthony Gormley
<b>Year 3/4</b>	<b>Sculpture</b> Yayoi Kusama	<b>Drawing</b> Katie Daisy	<b>Painting</b> John Piper
<b>Year 4/5</b>	<b>Drawing</b> Tom Hillier (local artist)	<b>Painting</b> Keith Haring	<b>Drawing/Painting</b> Chris Ofilli (Wax relief)
<b>Year 6</b>	<b>Sculpture</b> Henry Moore	<b>Painting</b> Henri Rousseau	<b>Drawing/Printing</b> Laurie Hastings



# Curriculum Map End points - EYFS

	Autumn term	Spring Term	Summer term
<b>Art Appreciation</b>	<ul style="list-style-type: none"> <li>To know what an artist is.</li> <li>To know that artists create in different ways eg: painting, sculpture, drawing etc.</li> </ul>		
<b>EYFS</b>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Know how to draw with a variety of drawing tools</li> <li>Know how to draw lines that are thick, thin, wavy, straight</li> <li>Know how to hold a drawing tool with the correct grip</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Know that different objects leave different impressions</li> <li>Know that print can create different textures</li> <li>Know that the print can be changed by the amount of pressure applied.</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>To know how to paint with a variety of painting tools (fingers, natural materials such as sticks and stones, brushes and sponges).</li> <li>To know that paint can create different effects when squirted, dribbled and poured.</li> <li>To know that they can create different textures using paint and adding in sand, sawdust, glue, tissue etc.</li> <li>To know colour names</li> <li>To know that when colours are mixed they make new colours</li> <li>To know how to create lines of different thicknesses and directions</li> <li>To know how to hold and use a paintbrush to create an end result.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Know how to safely gather and use materials and tools</li> <li>Know how to make a collage to express my ideas or feelings.</li> </ul>	<p><b>3D form</b></p> <ul style="list-style-type: none"> <li>Know how to manipulate materials using sensory experiences</li> <li>Know how to construct 3D objects</li> <li>Know that tools can be used to manipulate materials</li> <li>Know how to use cutting tools correctly e.g scissors</li> </ul>



# Curriculum Map

## End points - Year 1/2



	Autumn term	Spring Term	Summer term
<b>Art Appreciation</b>	<p>To know about the work of, artists, craft makers and designers, describing differences and similarities between different practices (the difference between printing and painting.)</p> <ul style="list-style-type: none"> <li>• Know how to talk about the differences and similarities between artists.</li> <li>• Know how art can impact on an individual's feelings.</li> <li>• Know how to develop their opinions in response to different artworks and to know that opinions will vary</li> </ul>		
<b>Year 1/2</b>	<p><b>Painting</b></p> <p>Using line, shape and colour, create paintings by mixing primary colours to create secondary colours and by using a variety of tools.</p> <ul style="list-style-type: none"> <li>• To know how to mix two primary colours to make a secondary colour (orange, green and purple).</li> <li>• To know how to use line, shape, and colour in their paintings.</li> <li>• To know how to use a variety of painting tools (e.g.: fingers, brushes, pencils, flat tools such as clay tools, lollipop sticks) and the effects they create.</li> <li>• To know how to use an effective grip to control a wide range of painting tools (including different types and sizes of brushes).</li> </ul>	<p><b>Drawing</b></p> <p>To draw from something remembered or imagined as well as from direct experience.</p> <ul style="list-style-type: none"> <li>• Know how to use a sketchbook to plan ideas for drawings of varied scales.</li> <li>• Know how to draw for a sustained period from real objects.</li> <li>• Know how to use of the visual elements - line, shape, pattern and colour - in their drawing.</li> <li>• Know how to use marks in their drawings to describe thoughts and feelings.</li> <li>• Know how to effectively manipulate drawing tools and use them confidently.</li> </ul>	<p><b>3D form/Sculpture</b></p> <p>To manipulate materials for a purpose.</p> <ul style="list-style-type: none"> <li>• Know how to manipulate and explore materials</li> <li>• Know how to use tools safely and effectively</li> </ul>



# Curriculum Map

## End points - Year 3/4



	Autumn term	Spring Term	Summer term
<b>Art Appreciation</b>	<p><b>Art Appreciation:</b> To know about great artists, architects and designers and understand how their work was shaped by the historical and cultural context in which it was created.</p> <ul style="list-style-type: none"> <li>• Know how to create a piece of work, taking inspiration from famous artists, architects and designers.</li> <li>• Know some of the starting points, processes and techniques used by famous artists, architects and designers in history.</li> <li>• Know how to express an opinion on the work of famous, notable artists, architects and designers.</li> </ul>		
<b>Year 3/4</b>	<p><b>Sculpture:</b> To independently make choices to create a 3D model.</p> <ul style="list-style-type: none"> <li>• To know how to create a plan for developing a 3D form.</li> <li>• To know how to transfer skills from 2D to a 3D form</li> <li>• To know how to select appropriate tools and use these effectively.</li> <li>• To know how to combine and manipulate materials effectively.</li> <li>• To know how to make observations about their work and make comparisons with the work of others.</li> </ul>	<p><b>Drawing</b> To plan, refine and alter their drawings as necessary.</p> <ul style="list-style-type: none"> <li>• To know why they are using different grades of pencil and other implements (e.g. pastels, charcoal, pencil etc) in their drawing.</li> <li>• To know how to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>• To know how to show in their drawings that objects have a third dimension.</li> </ul>	<p><b>Painting</b> Develop skills by using different painting techniques to develop knowledge of the colour wheel to use and describe colour and to express mood.</p> <ul style="list-style-type: none"> <li>• To know how to apply colour by using different techniques eg: dabbing, stippling, pointillism, adding texture to paint (scratching), washes, splashing and using different tools.</li> <li>• To know how to describe an exact colour eg: tint - adding white to a colour, tone - how light or dark a colour is and shade - adding black to a colour.</li> <li>• To know that the colour wheel is a circular chart that shows primary, secondary and tertiary colours.</li> <li>• To know tertiary colours can be made by mixing a primary colour with a secondary colour.</li> </ul>



# Curriculum Map

## End points - Year 4/5

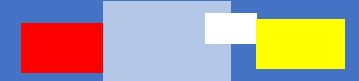


	Autumn term	Spring Term	Summer term
<b>Art Appreciation</b>	<p>To research and discuss the ideas and approaches of great artists, architects and designers and understand that their work was shaped by the historical and cultural context in which it was created.</p> <ul style="list-style-type: none"> <li>• I know which approaches specific artists, architects and designers use and why.</li> <li>• I know how to work in a similar way to artists I have studied.</li> <li>• I know how to develop my own artistic techniques through the study of artists, architects and designers</li> </ul>		
<b>Year 4/5</b>	<p><b>Drawing</b> To use a variety of techniques in their drawing to create mood and texture, shadow, direction and reflection.</p> <ul style="list-style-type: none"> <li>• To know how to work from observation, experience and imagination.</li> <li>• To know how to make informed choices in drawing including media and the visual elements: line, tone, pattern, texture, colour and shape.</li> <li>• To know how to select and mix suitable media within a single piece to create different effects.</li> <li>• To know how to use shading and tone to add depth and shape to their drawings.</li> </ul>	<p><b>Painting</b> To develop their skills by applying their knowledge of colour and painting techniques to create artwork based upon observation, experience and imagination.</p> <ul style="list-style-type: none"> <li>• To know that complementary colours are directly opposite each other on the colour wheel.</li> <li>• To know how to select and mix suitable media within a single piece, justifying their selection</li> </ul>	<p><b>.Drawing/Painting</b> See Autumn and Sprig term</p>



# Curriculum Map

## End points - Year 6



	Autumn term	Spring Term	Summer term
<b>Art Appreciation</b>	<p>To critically discuss the ideas and approaches of great artists, architects and understand that their work was shaped by the historical and cultural context in which it was created.</p> <p>I know how to respond critically when exploring the work of artists, architects and designers.</p> <p>I know how to apply my critical thinking to the work I produce.</p>		
<b>Year 6</b>	<p><b>Sculpture</b></p> <p>To independently make a 3D model and justify choices of materials used.</p> <ul style="list-style-type: none"> <li>To know how to create a plan for a 3D form, responding to a stimulus</li> <li>To know which materials and tools are most appropriate for the purpose</li> <li>To know how to use sketchbooks to gather researched information to inform final 3D form.</li> <li>To know how to review and revisit their ideas - making suitable adjustments during construction and justifying their decisions in a final evaluation.</li> <li>To know how to effectively manipulate clay using skills such as. slabs, coils, slips, etc.</li> </ul>	<p><b>Painting</b></p> <p>To develop their skills by applying their knowledge of colour and painting techniques to create artwork based upon observation, experience and imagination.</p> <ul style="list-style-type: none"> <li>To know how to describe an exact colour eg: hue - describes the colour within a spectrum, tint, tone and shade.</li> <li>To know how to develop ideas using painting techniques or mixed media in their sketchbook.</li> <li>To know how to work from observation, experience and imagination and to begin to develop their own painting style.</li> <li>To use the correct terminology for painting materials they have selected.</li> </ul>	<p><b>Printing</b></p> <p>Print on to different surfaces, combining colours and techniques building up an image(s) using screen or lino printing.</p> <ul style="list-style-type: none"> <li>To know the effect printing on different surfaces will have on my artwork.</li> <li>To know how to combine colours for effect.</li> <li>To know how altering my print will affect my image.</li> <li>To know how to screen print.</li> <li>To know how to make informed choices when printing and explain these.</li> </ul>