



Art Curriculum Map 2026- 2027

Curriculum Plan based on KAPOW Design and technology and Art and design (revised scheme): Long-term plan

Art and Design in the Early Years

The Statutory Framework for the Early Years Foundation Stage (September 2021) separates learning and development into seven areas (three prime areas and four specific areas). The most relevant statements for art and design are taken from Physical Development (prime area of learning) and Expressive Arts and Design (specific area of learning) and the targets that relate to the art and design curriculum are as follows:

Physical development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop overall body-strength, balance, coordination and agility.
- Use a range of small tools, including scissors, paintbrushes and cutlery (Fine motor skills ELG).
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (Fine motor skills ELG).
- Begin to show accuracy and care when drawing Expressive Art and Design
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (creating with materials ELG).
- Share their creations, explaining the process they have used (creating with materials ELG).

Art and Design in the Early Years at St John's Catholic Primary School

At St John's, we are big advocates of encouraging and developing art skills in the Early Years through a mixture of adult led sessions and child initiated play. Many of our different learning zones afford opportunities for art skills to be developed. These include: junk modelling, the indoor art area, using chalks outdoors and using different medias to create a variety of pictures. Children are taught how to safely (and independently) use a variety of skills throughout the year and these skills are built upon in Year 1.



Art Curriculum Map 2026- 2027

Art and Design will be taught by each year group in the following terms:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1 Drawing: Exploring line and shape	Year 2 Drawing: Understanding tone and texture	Year 1 Sculpture and 3D: Paper Play	Year 2 Sculpture and 3D: Clay houses	Year 1 Painting and Media: Colour Splash	Year 2 Painting and mixed media: Life in colour
Year 3 Drawing: Developing drawing skills	Year 4 Drawing: Exploring tone, texture and proportion	Year 3 Painting: Abstract painting, light and dark	Year 4 Craft and Design Fabric of nature	Year 3 Craft and Design: Creating a 3D paper sculpture	Year 4 Painting and mixed media: Colour theory
Year 5 Sculpture and 3D: Interactive installation	Year 6 Craft and Design: Photo opportunity	Year 5 Drawing: Depth, emotion and movement	Year 6 Drawing: Expressing ideas	Year 5 Painting and mixed media: Portraits	Year 6 Painting: Painting for a purpose

Art Curriculum Map 2026- 2027



Year 1	Over-arching learning theme	<u>Term 1</u> Drawing: Exploring line and shape	<u>Term 3</u> Sculpture and 3D: Paper Play	<u>Term 5</u> Painting and Media: Colour Splash
	National curriculum statements	To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. · To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. · To use a range of materials creatively to design and make products. · To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination · To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work		
	Learning Objectives	To explore control and pressure to create different types of lines. To practise drawing different lines using music as a stimulus. To connect lines to create shapes. To explore lines and shapes in pictures for portrait drawing. To use control and pressure skills to add colour to a drawing. To create an artist-inspired artwork using lines and shapes.	To roll paper to make 3D structures. To shape paper to make a 3D drawing. To apply paper-shaping skills to make an imaginative sculpture. To work collaboratively to plan and create a sculpture. To apply painting skills when working in 3D.	· To investigate how to make secondary colours. · To apply knowledge of colour mixing when painting. · To explore colour when printing. To experiment with paint mixing to make a range of secondary colours. To apply painting skills when working in the style of an artist.
	Key Vocabulary	artist control line pressure shape	Artist carving Concertina curve cylinder Imagine loop mosaic overlap sculpture spiral three dimensional (3D) tube zig-zag	blend hue kaleidoscope pattern mix



Art Curriculum Map 2026- 2027

				primary colour print secondary colour shade shape space texture thick
--	--	--	--	--

Year 2	Over-arching theme	<u>Term 2</u> Drawing - Understanding tone and texture	<u>Term 4</u> Sculpture and 3D Clay Houses	<u>Term 6</u> Painting and Mixed media - Life in colour
	National Curriculum Statements	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. · To develop a wide range of art and design techniques in using line, shape, form and space. · To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. · To use a range of materials creatively to design and make products.		
	Learning Objectives	To explore drawing techniques using a range of materials To explore and describe texture through touch and rubbings. To develop tonal shading skills using control and pressure. To develop an initial sketch for an observational drawing.	Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response. · To use my hands as a tool to shape clay · To shape a pinch pot and join clay shapes as decoration · To use impressing and joining techniques to decorate a clay tile · To use drawing to plan the features of a 3D model	Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork. To develop knowledge of colour mixing. To know how texture can be created with paint. To use paint to explore texture and pattern.



Art Curriculum Map 2026- 2027

		To use tone and texture to create an observational drawing. To explore different ways of adding mood to a photograph.	· To make a 3D clay tile from a drawn design	To compose a collage, choosing and arranging materials for effect. To evaluate and improve artwork.
		collage detail mixing overlap primary colour secondary colour surface texture	grip mark making materials refine shading sketch texture tone	Clay slip, impress, pinch pot, thumb, relief, score, sculpture, surface

Year 3	Overarching theme	<u>Term 1</u> Drawing: Developing drawing skills	<u>Term 3</u> Painting: Creating an Abstract Painting, Light and Dark	<u>Term 5</u> Craft and Design: Building a paper 3D sculpture.
	National Curriculum Statements	Create sketchbooks to record their observations and use them to review and revisit ideas. · Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. · Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design · Improve their mastery of art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay		
	Learning Objectives	To recognise how artists use shape in drawing. To develop shading skills and use them to blend tones. To use careful observation for adding detail to drawings. To use line, shape and tone in an imaginative drawing.	To develop skills in colour mixing to create a 3D effect To understand how to make tints and shades with primary colours To explore how paint can create very different effects To understand how to gradually lighten and darken colours using black and white paint.	Developing design and craft skills taking inspiration from Medieval Chinese origami. To apply design skills inspired by historic practices. To make new materials using methods such as weaving, folding and sticking,



Art Curriculum Map 2026- 2027

		To use line, shape and tone in an imaginative drawing. To explore digital media techniques to develop drawings. To understand how art can be many things and made in different ways.	To use paint effectively, producing less waste.	
	Key Vocabulary	blend even tones observation organic	Colour, shades, tints, realism, 3D effect	Abstract, Botanical art, composition, geometric, organic, scale, shading, texture and tone.

Year 4	Overarching Theme	<u>Term 2</u> Drawing: Exploring tone, texture and proportion	<u>Term 4</u> Craft and Design Fabric of nature	<u>Term 6</u> Painting and mixed media: Colour theory
	National Curriculum Statements	Produce creative work, exploring their ideas and recording their experiences. · To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 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 form.		



Art Curriculum Map 2026- 2027

		· Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. · Improve their mastery of art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay]. · To create sketchbooks to record their observations and use them to review and revisit ideas.		
	Learning Objectives	To draw using tone to create a 3D effect. To explore how combining lines and mark making can show texture and tone in drawings To understand proportion by observing how it is used in artwork. To apply an understanding of texture, tone and proportion in a drawing. To create a collaborative piece of art inspired by portrait artists. To create drawings of facial features, such as a macro shot of an eye. - artist ARMIN MERSMANN	Developing skills in textile techniques, pupils explore the beauty of the natural world to create stunning visual art inspired by the striking colours, pattern and textures of bird and insect life. · To understand starting points in a design process. · To explore techniques to develop imagery. · To explore using a textile technique to develop patterns. · To learn how to create a repeating pattern. · To understand how art is made for different purposes.	Developing skills in colour mixing, focusing on using colour theory to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece. · To recap mixing tints and shades of a colour · To use colour theory to give a three-dimensional effect when painting · To explore how paint can create very different effects · To consider proportion and composition when planning a still-life painting · To apply knowledge of colour mixing and painting techniques to create a finished still life piece To understand what is an effective composition in art.
	Key Vocabulary	batik colour palette craft craftsperson mood board organic pattern repeat Week design develop designer imagery industry inspiration repeating rainforest symmetrical texture theme	collage composition form highlight proportion shadow three-dimensional	Composition, Hue, proportion, Shade, shadow, still life, tint, tone

Year 5	Overarching theme	Term 1 Sculpture and 3D: Interactive installation	Term 3 Drawing: Depth, emotion and movement	Term 5 Painting and mixed media: Portraits
	National Curriculum Statements	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay) · To create sketchbooks to record their observations and use them to review and revisit ideas		

Art Curriculum Map 2026- 2027



		· Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. · Become proficient in drawing, painting, sculpture and other art, craft and design techniques · Learn about great artists, architects and designers in history. · A three-dimensional piece of artwork with a range of materials [for example, pencil, charcoal, paint, clay]. · Evaluate and analyze creative works using the language of art, craft and design.		
	Learning Objectives	Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece. To identify and compare features of art installations. · To investigate the effect of space and scale when creating 3D art · To problem-solve when constructing 3D artworks · To plan an installation that communicates an idea · To apply their knowledge of installation art and develop ideas into a finished piece	To apply an understanding of expressive and gestural lines to capture movement. To understand how lines and marks can communicate emotion. To understand how artists use mark making and shading to create depth. To apply an understanding of composition to plan a print. To develop drawn ideas through printmaking To explore how portraits can show expression and emotion and affect how we see the artwork.	Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media. · To explore how a drawing can be developed · To combine materials for effect. · To identify the features of self-portraits · To develop ideas towards an outcome by experimenting with materials and techniques. · To apply knowledge and skills to create a mixed-media self-portrait.
	Key Vocabulary	Collage, identity, mixed media, Mono-print, multimedia, photomontage, self-portrait	Analyse, annotate, evaluate, display, scale, special effects, 3Dimension	Background composition depth focal point Foreground main subject middle ground printing plate printmaking proportion

Year 6	Overarching theme	<u>Term 2</u> Craft and Design: Photo opportunity	<u>Term 4</u> Drawing: Expressing Ideas	<u>Term 6</u> Painting: Painting for a purpose
---------------	--------------------------	---	---	--



Art Curriculum Map 2026- 2027

	National Curriculum Statements	To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. · Evaluate and analyse creative works using the language of art, craft and design. · Become proficient in drawing, painting, sculpture and other art, craft and design techniques. · Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. · About great artists, architects and designers in history · Use the sketchbook to make observations and preparatory drawings.		
	Learning Objectives	Developing photography skills and techniques to design a range of creative photographic outcomes. · To apply an understanding of composition to create an effective photomontage advertising poster · To apply understanding of abstract art through photography · To demonstrate an understanding of design choices made for effect using digital photography techniques · To demonstrate observation and proportion to create art in a photorealistic style messages.	To explore how street artists use art to convey messages and provoke thought. To understand and apply one point perspective in a drawing inspired by street art. To understand and use scale and proportion effectively in drawings. To design a street-art-inspired piece using a brief. To create a street-art-inspired piece that conveys a message using perspective, scale and proportion To evaluate creative work by exploring meaning and message..	Using a creative brief: Year 6 are hosting a production of you need to design and paint the backgrounds and props for this production using your knowledge of painting, shades, tints, tones and colour theory to create an effective background.
	Key Vocabulary	Album arrangement cityscape composition Dada digital editing emulate focus frame grid image layout macro monochromatic monochrome photography photomontage photorealism photorealistic portrait pose prop proportion recreate replacement Saturation software	Depth graffiti horizon mural one point perspective proportion realism scale street art vanishing point	Painting, shades, tones, tints, colour theory, realism, purpose, brief