



## Art Subject Rationale



Year Group	Unit	We teach this because...	We teach this now because...
Reception	Marvellous Marks	We teach the Marvellous Marks unit as it provides a developmentally appropriate foundation for art and early mark-making. The unit encourages children to explore a wide range of tools, materials and techniques, valuing early marks, lines and shapes as meaningful forms of expression. This approach supports creativity, imagination and self-expression while developing fine motor control and hand-eye coordination. Closely aligned with the EYFS framework, Marvellous Marks promotes exploratory, play-based learning and ensures all children can access art at their own level, building confidence and positive attitudes that underpin future artistic skills and early writing.	We teach this unit at the start of Reception because it reflects children's developmental stage as they begin their school journey. At this time, children are still strengthening fine motor control and learning that marks can represent ideas, feelings and meaning. The unit provides a gentle, exploratory introduction to art that builds confidence, encourages curiosity and supports play-based learning without the pressure of formal outcomes. Teaching Marvellous Marks early allows children to develop the physical, creative and expressive foundations needed before progressing to more structured drawing, painting and early writing later in the year.
Reception	Sculpture and 3D sculpture	In Reception, we teach sculpture and 3D art to provide children with rich, hands-on opportunities to explore form, shape, texture and materials in a meaningful and developmentally appropriate way. Working with malleable and construction materials supports children's fine motor development, spatial awareness and problem-solving skills while encouraging creativity and imagination. This unit promotes exploratory, play-based learning where children can investigate how materials can be manipulated, joined and shaped, helping them to express ideas in three dimensions. Closely aligned with the EYFS framework, this approach ensures all children can access art at their own level, builds confidence, and lays strong foundations for future artistic skills and design thinking.	We teach the Sculpture and 3D unit at this point in Reception because children are developmentally ready to explore materials in a more physical and three-dimensional way as their confidence, fine motor control and independence increase. At this stage, children are able to manipulate, join and shape materials with growing purpose, allowing them to experiment with form, balance and structure through hands-on exploration. Teaching sculpture and 3D art now builds on earlier mark-making experiences and supports children in developing spatial awareness, creativity and problem-solving skills. The unit fits naturally within play-based learning and provides the foundations needed for more complex artistic and design work later in the year.
Reception	Painting and mixed media	In Reception, we teach painting, mixed media and painting the world to give children opportunities to explore colour, texture and materials in a creative and meaningful way. Through painting and combining different media, children learn how colours can be mixed, how materials behave, and how art can be used to represent people, places and experiences from the world around them. This approach supports the development of fine motor skills, creativity and self-expression while encouraging children to observe and talk about what they see. Aligned with the EYFS framework, the Kapow unit promotes exploratory, play-based learning that is accessible to all children and helps build confidence and foundational skills for future artistic development.	We teach this unit at this stage in Reception because children are developing greater control, confidence and curiosity in using tools and materials. At this point, they are ready to explore colour mixing, different textures and a wider range of media with increasing independence and purpose. Teaching this unit now builds on earlier experiences of mark-making and 3D exploration, allowing children to represent what they see in the world around them and express their ideas through colour and materials. The unit supports observational skills, creativity and communication, and provides a strong foundation for more detailed and intentional artwork later in the year.
Reception	Seasonal Art	In Reception, we teach Seasonal Art to help children observe and respond creatively to changes in the world around them. Through exploring seasonal colours, textures, patterns and materials, children learn to express their ideas and experiences through art while developing creativity and imagination. The unit supports fine motor development, encourages close observation, and helps children make links between art and their everyday lives. Aligned with the EYFS framework, Kapow's Seasonal Art promotes play-based, exploratory	We teach this unit at this stage in Reception because children are becoming more aware of changes in their environment and are able to observe, discuss and represent these through art. At this point in the year, children can use a wider range of materials with increasing control and confidence, allowing them to explore seasonal colours, textures and patterns more purposefully. Teaching Seasonal Art now builds on earlier creative experiences and supports children in making

		learning that is accessible to all children and builds confidence, curiosity and foundational artistic skills.	meaningful links between their learning and the world around them, while developing creativity, observation skills and expressive language in a developmentally appropriate way.
Reception	Craft and Design: Lets Get Crafty	We teach this unit to give children opportunities to explore a range of materials, tools and techniques through practical, hands-on experiences. The unit encourages children to design, make and create with purpose, supporting the development of fine motor skills, problem-solving and creativity. Through cutting, joining, folding and assembling, children learn how materials can be manipulated and combined to bring ideas to life. Aligned with the EYFS framework, Kapow's planning promotes exploratory, play-based learning that is accessible to all children, builds confidence and independence, and lays strong foundations for future art, craft and design learning.	We teach this unit now because children are developing the fine motor control, coordination and independence needed to manipulate a wider range of materials and tools with purpose. At this stage in Reception, children are ready to experiment with joining, folding, cutting and assembling, allowing them to explore design and make ideas more intentionally. Teaching this unit now builds on earlier mark-making, painting and 3D experiences, helping children apply their creativity and problem-solving skills in practical ways.
Year 1	Drawing: Exploring line and shape.  What are the different types of lines we can use when drawing.	<p>We teach this to help pupils develop creativity, technical skills, and the ability to express ideas visually. By using a range of materials creatively to design and make products, and by exploring drawing, painting, and sculpture, pupils learn to communicate their ideas, experiences, and imagination in a variety of ways.</p> <p>Teaching a wide range of techniques, including colour, pattern, texture, line, shape, form, and space, allows pupils to experiment with artistic effects and develop control over different tools and materials. They learn that lines can be created in many different ways-cross-hatch, diagonal, horizontal, wavy, vertical, or optical- and that each type of line has a different visual effect, which supports their observational skills and understanding of texture.</p> <p>We teach pupils to generate and explore their own ideas, make choices about materials to achieve an effect, and develop some control when using tools to draw, paint, and create craft or sculpture. This encourages independence, experimentation, and problem-solving in their creative work.</p>	<p>We teach this now because pupils have developed the foundational skills and confidence needed to work more deliberately with materials, techniques, and observational skills. At this point in the year, they are ready to experiment creatively, make choices about which materials to use, and begin to control tools effectively when drawing, painting, or creating sculpture.</p> <p>Pupils are now ready to look carefully and observe details, such as surface texture or the lines in a shape, and to apply these observations in their own work. They can also begin to reflect on their work, describe what they like or dislike, and consider how they could improve in the future, which develops critical thinking and evaluative skills.</p> <p>Introducing activities such as self-portraits, using painting techniques like washing, and exploring different types of lines is appropriate now because pupils have enough skill and confidence to experiment safely, make intentional choices, and produce more detailed, thoughtful work.</p>
Year 1	Painting and mixed media  What happens when you mix colours?	<p>We teach this to help pupils develop a wide range of artistic skills and creative thinking. By exploring colour, pattern, texture, line, shape, form, and space, pupils learn to communicate their ideas, experiences, and imagination through drawing, painting, sculpture, and craft. Using a range of materials creatively allows children to design and make products while experimenting with different techniques and effects.</p> <p>Teaching pupils to create simple patterns, use lines to represent shapes, and explore their own ideas with different media helps them develop control over tools and materials, make decisions about which techniques to use, and express themselves visually. They also begin to describe, compare, and evaluate their own work and the work of others, developing critical thinking and an understanding that art can be created in many different ways by different people.</p> <p>Introducing colour mixing and printing techniques supports both knowledge and practical skills. Pupils learn that the three primary colours—red, blue, and yellow—can be combined to make secondary colours and that a suitable layer of paint must be applied to a printing</p>	<p>We teach this now because pupils have developed the foundational skills and confidence needed to explore and control a wider range of art and design techniques. At this point in their learning, they are ready to experiment with colour, pattern, texture, line, shape, form, and space, and begin to make intentional choices about materials and techniques to achieve specific effects.</p> <p>Pupils are now able to explore their own ideas using different media, create simple patterns, and use lines to represent shapes or outlines, building on earlier mark-making and observational skills. They are also ready to develop knowledge of colour, such as understanding primary and secondary colours, and to apply this knowledge practically when painting or printing.</p> <p>Introducing printing techniques and layering paint at this stage is appropriate because pupils have enough control and experience to apply paint carefully and create successful prints. Additionally, pupils can now describe,</p>

		surface to create effective prints. This helps them make intentional choices when applying colour and experimenting with effects.	compare, and evaluate their own work and the work of others, reflecting on how art can be made in many different ways and using this reflection to improve their own creations.
Year 1	<p>Sculpting</p> <p>How can we manipulate clay and how can it be used to create a sculpture?</p>	<p>We teach this to help pupils develop creativity, practical skills, and an understanding of art and design. By exploring the work of a range of artists, craft makers, and designers, children learn to identify similarities and differences between styles and techniques, and make meaningful connections to their own work. This supports their ability to reflect on artistic choices and develop personal expression.</p> <p>Using drawing, painting, and sculpture allows pupils to communicate ideas, experiences, and imagination while experimenting with a wide range of materials and techniques, including colour, pattern, texture, line, shape, form, and space. Learning to use materials creatively to design and make products encourages independence, problem-solving, and purposeful decision-making in their artwork.</p> <p>Focusing on clay and modelling techniques develops fine motor skills, hand-eye coordination, and an understanding of three-dimensional form. Pupils explore the properties of clay (e.g., slimy, slippery, smooth, soft) and learn ways to manipulate it (e.g., roll, pinch, squash, stretch, twist, bend, chop). They also plan ideas, select tools, and explain their choices, helping them think critically about process, technique, and outcome.</p>	<p>We teach this now because pupils have developed the foundational skills and confidence to experiment more deliberately with materials, techniques, and artistic ideas. At this stage, they are ready to explore a wider range of art and design techniques, including colour, pattern, texture, line, shape, form, and space, and to make purposeful choices about materials when designing and creating products.</p> <p>Pupils are now able to plan and develop their own ideas, experiment with drawing, painting, and sculpture, and begin to manipulate clay, learning about its properties and exploring techniques such as rolling, pinching, twisting, stretching, and squashing. They are also ready to reflect on their choices, talk about colour, shape, and texture, and make links between their own work and that of other artists, craft makers, and designers.</p> <p>Introducing clay and modelling tools at this point is appropriate because pupils have the fine motor skills and focus required to shape materials effectively and safely, while also thinking critically about their design and process. This stage allows them to combine creativity, observation, and technical skill, laying the foundation for more complex projects later in Key Stage 1.</p>
Year 2	Seascapes	<p>At this stage, pupils are developing greater control, confidence and independence in their use of materials and techniques. The National Curriculum requires pupils to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination, which is addressed through activities such as observational drawing, painting from observation, and modelling imaginary or realistic forms. These skills are developmentally appropriate for Year 2, as children are increasingly able to look closely, notice detail, and translate what they see into purposeful marks. Learning to choose appropriate materials and techniques supports pupils in becoming more thoughtful and reflective artists.</p> <p>In Year 2, children begin to make simple decisions about which tools, colours and materials best suit a task, moving beyond exploration alone and towards intentional outcomes.</p> <p>The focus on line, tone, shape, pattern, texture, light and shade develops pupils' understanding of the visual elements of art. This builds progression from basic mark-making in Year 1 and lays the foundation for more advanced techniques later in Key Stage 2.</p>	<p>We teach this now as children are more settled, resilient learners with improved fine motor control, enabling them to draw with greater accuracy, use tools more effectively, and manipulate modelling materials with intention. This makes it an appropriate time to focus on observational drawing, including careful use of line, shape, tone, light and shade.</p> <p>Teaching this unit now allows pupils to build on prior learning in drawing and painting, moving from exploration to deliberate choice of materials, techniques and colours. Pupils are ready to think about <i>why</i> they select certain tools or colours to suit a task, rather than simply experimenting.</p> <p>Introducing artist studies at this stage supports pupils' growing ability to compare, discuss and reflect. Pupils are now able to identify similarities and differences between artworks and explain what they like or dislike using subject-specific vocabulary, which aligns with their developing spoken language and reasoning skills.</p>
Year 2	African Art	We teach this to help pupils develop their creative skills, express ideas and explore materials in purposeful ways. By learning to choose appropriate materials and techniques, children begin to make intentional decisions	We teach this now because pupils have developed the foundational skills and confidence needed to work more deliberately with materials, techniques, and artistic concepts. By this point in their learning,

		<p>about how best to achieve an outcome, moving from exploration to deliberate artistic choices. Using line and tone to create shape, pattern, texture, and light and shade helps pupils develop careful observation skills and an understanding of how different visual elements can be used to represent real or imagined forms. This is further reinforced through modelling materials, where children learn to translate ideas into three-dimensional forms, supporting fine motor skills and spatial awareness.</p> <p>Introducing printing techniques, both single and multi-coloured, expands pupils' understanding of artistic processes and encourages experimentation while developing control over tools and materials. Similarly, selecting and matching colours when painting from observation or to suit a task teaches pupils to make deliberate visual choices, fostering creativity and observational accuracy.</p>	<p>children are able to observe carefully, manipulate tools, and make intentional choices, which allows them to explore line, tone, shape, texture, and colour more effectively.</p> <p>Introducing modelling, painting, and printing at this stage enables pupils to build on earlier experiences of mark-making and exploration, moving towards purposeful creation. They are now ready to experiment with single and multi-coloured prints and apply observational skills when selecting and matching colours.</p> <p>At this point, pupils can also reflect on their work and the work of others using subject-specific vocabulary. They are able to compare pieces, explain what they like or dislike, and make connections between their own creations and those of other artists, which supports the development of critical thinking and evaluation skills.</p>
Year 2	Famous Artists	<p>We teach this to help pupils develop technical skills, explore different artistic processes, and understand how art can be created and interpreted in multiple ways. By learning to choose appropriate materials and techniques, pupils begin to make purposeful decisions about how to achieve a particular effect or outcome in their own work.</p> <p>Focusing on line, tone, shape, pattern, texture, and light and shade, as well as using modelling materials, allows pupils to develop careful observational skills and represent ideas in both two and three dimensions. Printing, including single and multi-coloured prints using a range of techniques and tools, encourages experimentation, creativity, and understanding of how different processes produce different results. Pupils learn that prints are created by inking or painting a surface and transferring the image to paper, and that a wide variety of tools—from body parts to fruit, vegetables, and rollers—can be used to make prints.</p> <p>Teaching pupils to select and match colours for painting from observation or to suit a task supports decision-making, colour awareness, and the ability to convey mood or realism in their work. Discussing what they like or dislike about an artwork, comparing pieces, and using subject-specific vocabulary develops critical thinking, reflection, and the ability to communicate about art clearly.</p>	<p>We teach this now because pupils have developed the foundational skills and confidence needed to work more deliberately with materials, techniques, and artistic concepts. At this point in their learning, they are ready to make intentional choices about materials, tools, colours, and techniques to achieve a desired effect.</p> <p>Pupils are now able to observe closely, use line and tone effectively, and experiment with modelling and printing, building on earlier exploration and mark-making. They are also ready to reflect on their work and that of others, using subject-specific vocabulary to describe differences and similarities between artworks.</p> <p>Introducing artist studies, such as Monet and Metzinger, at this stage is appropriate because pupils can understand and compare different styles of landscape art, connecting these ideas to their own creations. Similarly, teaching a wider range of printing techniques and tools is suitable now because pupils have developed enough skill and control to experiment safely and meaningfully with different processes.</p>
Year 3	Prehistoric Art	<p>We teach this unit in Year 3 to develop pupils' foundational art skills while helping them understand how art connects to history, materials, and human expression. Through studying prehistoric cave paintings, pupils learn to identify common features in artwork, such as subject matter, use of simple shapes, limited colour palettes, and symbolic imagery. This supports the Year 3 curriculum expectation that pupils are taught about great artists and art forms from history, helping them understand how art has developed over time.</p> <p>This unit allows pupils to develop drawing skills by learning how to use basic shapes to construct animal forms and understand proportion. Pupils also explore scale, using simple geometric shapes to enlarge drawings and transfer ideas into different media, which builds confidence in planning and improving their work. These skills directly support the Year 3 requirement to improve mastery of drawing and painting techniques.</p>	<p>We teach this unit now in Year 3 because pupils are ready to build on their early experiences of mark-making and simple drawing and begin developing more controlled and purposeful art skills. At this stage, pupils can start to observe more carefully, identify common features in artwork, and use simple shapes to plan drawings, helping them improve accuracy and proportion when drawing animals.</p> <p>Teaching this unit now allows pupils to develop their understanding of scale, learning how to enlarge drawings using simple geometric shapes and transfer ideas into different media. This supports the Year 3 curriculum aim to improve pupils' mastery of drawing and painting techniques and helps them gain confidence in planning and developing their work.</p>

Year 3	Sculpture (Pottery)	<p>We teach this unit in Year 3 to help pupils develop confidence and independence when working with materials, particularly clay, while deepening their understanding of how art reflects history, culture, and purpose. By learning about Roman pottery, pupils explore how art and design were used in everyday life as well as for decoration. Understanding the difference between coarse ware and fine ware, and how Roman pottery was decorated with intricate patterns and shiny glazes, supports the Year 3 curriculum aim of teaching pupils about artists, designers, and art forms from history.</p> <p>This unit helps pupils build essential making skills by learning how to cut, shape, join, and imprint patterns into modelling materials. Pupils practise joining techniques to secure clay pieces together and use tools confidently and safely. This directly links to the Year 3 requirement to improve mastery of art and design techniques and to use a range of materials and tools with growing independence. Pupils are also introduced to influential artists such as Michelangelo, learning that artists from different times and places have created important sculptures and artworks that still inspire people today.</p> <p>Studying Rachel Whiteread's clay reliefs helps pupils understand the concept of negative space, encouraging them to think differently about form and shape and how meaning can be created by what is not there as well as what is. This supports pupils in developing creative thinking and problem-solving skills.</p>	<p>We teach this unit now in Year 3 because pupils are ready to develop more independence and confidence with practical art skills, particularly when working with clay and other modelling materials. At this stage, they can begin to plan, shape, join, and decorate their own pieces while exploring ideas inspired by historical and contemporary artists. Learning about Roman pottery helps pupils understand how art has been used for both practical and decorative purposes, while studying artists like Michelangelo and Rachel Whiteread introduces them to a range of styles, techniques, and creative approaches that expand their artistic thinking.</p> <p>Teaching this unit now allows pupils to apply and refine skills they have already begun developing, such as using hands and tools to cut, shape, join, and imprint patterns into clay or other modelling materials. They are also ready to think critically about their work, generate ideas from research and stimuli, and suggest improvements as their creations progress. This aligns with the Year 3 curriculum expectation that pupils improve mastery of art and design techniques and gain confidence using materials independently.</p>
Year 3	Growing Artists - Botanical Art	<p>We teach this unit in Year 3 to help pupils develop confidence, observation skills, and creative thinking while exploring both historical and contemporary approaches to art. By generating ideas from a range of stimuli, carrying out simple research, and evaluating their work, pupils learn how to plan and develop their artwork thoughtfully, using sketchbooks to record observations, annotate ideas, and plan next steps. This supports the Year 3 curriculum aim for pupils to improve mastery of art and design techniques and work more independently.</p> <p>This unit also develops drawing and observational skills, helping pupils to apply tonal shading and understand shape, form, and proportion. They learn that artists use simple geometric shapes as a basis for drawing objects and apply rules of shading—shading in one direction, avoiding gaps, working neatly to edges, and creating smooth, even tones. Pupils explore both historical and contemporary artists, including Carl Linnaeus and Charles Darwin, who used detailed botanical drawings to communicate information, and Georgia O'Keeffe, who used scale and composition to create abstract flowers. This aligns with the Year 3 curriculum focus on studying the work of great artists, architects, and designers in history and understanding how their methods influence modern art.</p>	<p>We teach this unit now in Year 3 because pupils are ready to develop more independent observational and creative skills. At this stage, they can begin to generate ideas from a range of stimuli, carry out research, and evaluate their work, using sketchbooks to record observations, plan their ideas, and take next steps in their making process. This builds on prior learning and supports the Year 3 curriculum aim of helping pupils improve mastery of drawing and painting techniques.</p> <p>This unit is taught now to help pupils develop direct observation and drawing skills in more depth. They are ready to apply tonal shading, understand shape, form, and proportion, and use geometric shapes as a starting point for their drawings. Pupils are also able to explore the work of historical and contemporary artists—such as Carl Linnaeus, Charles Darwin, and Georgia O'Keeffe—and begin to understand how composition, scale, and artistic choices influence meaning. This allows pupils to make informed decisions in their own artwork and connect historical techniques to modern practices.</p>
Year 4	Model Making	<p>We teach this unit to help pupils develop a broad and meaningful understanding of art and design as both a creative and technical process. By exploring different artistic techniques and materials, pupils learn how ideas can be transformed into three-dimensional outcomes, such as a model mountain, encouraging problem-solving, experimentation and resilience.</p> <p>Through constructing with a range of materials, pupils develop practical skills and learn how to select resources</p>	<p>We teach this unit at this point in pupils' learning to build on previously developed skills in drawing, painting and simple construction, moving them towards more complex, three-dimensional outcomes. At this stage, pupils are ready to combine techniques, materials and ideas with increasing independence and purpose.</p>

		<p>based on their suitability, strengthening decision-making and independence. Exploring ways of joining materials and combining colour and texture supports their understanding of structure, form and visual impact.</p> <p>Studying landscape art and the work of a local photographer, Stephen Hornsey, helps pupils understand how artists respond to their environment and use perspective, viewpoint and composition (foreground, middle ground and background) to communicate ideas. This also builds cultural awareness and connects art to the local community.</p>	<p>Learning about landscape, perspective and structure is timely because pupils now have the observational skills and fine motor control needed to represent foreground, middle ground and background effectively. This allows them to deepen their understanding of how artists create depth and realism, both in two-dimensional and three-dimensional work.</p> <p>Introducing the work of a local photographer now helps pupils make meaningful connections between art, place and personal experience, supporting engagement and relevance. Pupils are also developmentally ready to analyse and compare artworks, articulate opinions, and comment thoughtfully on similarities and differences between their own work and that of others.</p>
Year 4	Drawing	<p>We teach this unit to develop pupils' confidence, control and creativity in drawing and mixed-media art. By learning to draw from close observation and explore proportion, pupils develop accuracy and visual awareness, enabling them to represent what they see rather than relying on symbols or imagination alone.</p> <p>Teaching tone, shading and contrast helps pupils understand how artists create the illusion of three-dimensional form on a two-dimensional surface. Through experimenting with techniques such as hatching, varying pencil grip and using charcoal, pupils learn how different marks and materials can be used expressively to show light, dark, texture and pattern.</p> <p>Developing precision, such as careful cutting with scissors and detailed mark-making, builds fine motor skills and technical mastery. Pupils also learn to evaluate their own work by selecting areas to refine and recreate, fostering resilience and pride in their outcomes.</p>	<p>We teach this unit at this point in pupils' learning because they are ready to refine and deepen their drawing skills, moving beyond simple representation towards more controlled, expressive and realistic outcomes. Pupils now have the fine motor skills and visual awareness needed to draw from close observation, capture fine detail and explore proportion accurately.</p> <p>At this stage, introducing tone, shading and contrast is timely because pupils can begin to understand how light and dark create form and depth. Learning techniques such as hatching, experimenting with pencil grip, and using charcoal allows them to create the illusion of three-dimensionality, which builds directly on earlier drawing experiences and prepares them for more advanced artistic work.</p> <p>Using sketchbooks now encourages pupils to record observations, revisit ideas and reflect on their creative process, helping them to understand that art develops through exploration and refinement. This also supports independence and resilience, as pupils learn that ideas evolve over time.</p>
Year 4	Printing and Painting	<p>We teach this unit to Year 4 pupils to help them develop their understanding of colour, pattern, and painting techniques while exploring different artistic styles and genres. By learning about famous prints such as <i>Daisy</i>, <i>Tulip and Willow</i>, and <i>Windrush</i>, pupils gain knowledge of historical and cultural contexts in art, which helps them understand how artists communicate ideas and emotions through visual language.</p> <p>Teaching techniques to create floral patterns, graphic-style prints, and bold geometric shapes allows pupils to experiment with composition and design, while using complementary and contrasting colours helps them understand how colour can create impact, mood, and depth. Developing skills in mixing tints and shades enables pupils to control tone, light, and dark, giving their paintings a more three-dimensional and realistic appearance.</p>	<p>We teach this unit now because pupils are ready to develop greater control over painting and printing techniques and begin to experiment more deliberately with colour, pattern, and composition. At this stage, they have the foundational skills from earlier years-basic drawing, colour mixing, and simple pattern work-so they are ready to apply these skills in more complex, creative ways.</p> <p>Learning to combine and organise materials, explore new painting techniques, and plan a composition now helps pupils develop independence and decision-making skills in art. They can begin to control the effects of light and dark, experiment with three-dimensional appearance in paint, and create purposeful, visually engaging work.</p>

Year 5	<p>I need space</p> <p>What is the purpose and effect of imagery?</p>	<p>We teach this unit to develop pupils' understanding that artists are influenced by culture, politics, technology, and popular culture, helping them to see art as a response to society rather than something created in isolation. By exploring concepts such as retrofuturism and generating ideas about the future, pupils are encouraged to think imaginatively while also making links between past, present, and future design ideas.</p> <p>Pupils learn how to use composition, shape, texture, and the formal elements to organise visual ideas effectively. They practise drawing the same image in different ways, helping them understand that artists make purposeful choices about materials, techniques, and processes to achieve different effects. Introducing collagraph printmaking allows pupils to develop technical skills such as creating a printing plate, applying ink evenly, and using pressure carefully, while also encouraging planning and problem-solving.</p>	<p>We teach this unit at this point in Year 5 because pupils now have the foundational skills, confidence, and vocabulary needed to work more independently and thoughtfully, as expected by the Upper Key Stage 2 National Curriculum. At this stage, pupils are ready to move beyond simple experimentation and begin making purposeful choices about materials, techniques, and composition. By Year 5, pupils can successfully draw on prior learning from earlier years, such as basic drawing skills, colour mixing, and simple printing, and extend this into more complex processes like collagraph printmaking. Teaching this now allows pupils to understand how different materials and textures affect outcomes and to plan their work with the final result in mind, which supports progression in technical skill and problem-solving.</p> <p>This is also an appropriate point to introduce artist influence, popular culture, and wider contexts such as technology and future-focused ideas. Pupils at this age are increasingly aware of the world around them and are able to discuss how society, culture, and technological change influence artists and designers. Exploring ideas like retrofuturism encourages deeper thinking and links art learning to pupils' growing curiosity about the future.</p>
Year 5	<p>Mixed Media Portraits</p> <p>What are the features of self-portraits?</p>	<p>We teach this unit to enable pupils to develop technical skills, creative thinking, and personal expression. The curriculum scaffolds pupils to produce creative work, develop proficiency in drawing, painting, and other media, evaluate artwork, and understand how artists are influenced by context. In this unit, pupils learn to draw portraits using the continuous line method, exploring composition, scale, and positioning to create interest and meaning. They also develop their understanding of how backgrounds, colour, and atmosphere affect the impact of a portrait, supporting their growing knowledge of the formal elements of art.</p> <p>Pupils are introduced to mixed media, combining drawing, painting, print, and digital imagery. This enables them to experiment, make purposeful choices about materials, and explore how different techniques can convey ideas, emotions, or aspects of identity. By working from photographs and developing multiple ideas, pupils practise planning, problem-solving, and making decisions about composition and medium, all of which align with the National Curriculum's focus on developing technical proficiency and creative independence.</p>	<p>We teach this unit at this stage in Year 5 because pupils now have the foundational drawing, painting, and observational skills from previous years and are ready to work with more complex techniques and ideas. At this point, pupils can explore continuous line drawing, composition, and mixed media with increasing independence, making purposeful decisions about scale, position, and materials. They are also ready to consider how backgrounds, colour, and atmosphere can change the effect of a portrait, building on their understanding of the formal elements.</p> <p>Year 5 pupils are beginning to think more deeply about identity, intention, and meaning in art. They can reflect on their own work, discuss and justify their artistic choices, and evaluate the work of others, which supports the curriculum requirement to develop critical thinking and artistic vocabulary. Exploring mixed media, combining photographs, digital imagery, and painting, allows pupils to experiment confidently while developing technical skill and creative problem-solving, bridging the gap between basic techniques and more advanced Year 6 projects.</p>
Year 5	<p>3D and Sculpture</p> <p>What are the features of art installation?</p>	<p>We teach this unit in Year 5 because pupils are now ready to explore three-dimensional and immersive forms of art that go beyond traditional drawing and painting. At this stage, they have developed foundational skills in creating, evaluating, and reflecting on their work, and they are ready to apply these skills to more complex, conceptual projects like installation art. Pupils learn that an art installation is often an environment or room that</p>	<p>We teach this unit now in Year 5 because pupils have developed the foundational skills and understanding from earlier years—such as drawing, sculpture, and mixed-media work—and are ready to explore more complex, conceptual, and experiential forms of art. At this stage, they are capable of thinking about space, scale, and the viewer's experience,</p>

		<p>surrounds the viewer, and they begin to understand how size, scale, materials, and arrangement can affect how a viewer experiences a piece.</p> <p>Year 5 pupils are also ready to engage with the interactive and experiential aspects of art, considering how the viewer moves through or interacts with a space and how this affects their response. This encourages them to think critically about the intention and impact of their work, linking closely to the curriculum aim of evaluating and analysing creative outcomes. Pupils also explore using everyday objects in innovative ways, learning that art can be temporary, adaptive, and experimental, which develops creativity, problem-solving, and resilience when ideas do not work the first time.</p>	<p>which are central to installation art. Pupils can plan, adapt, and refine their work, make purposeful choices about materials and arrangement, and consider how the viewer will interact with or respond to the artwork.</p> <p>Year 5 is also the right time to introduce ideas about interactivity, temporary art, and conceptual intention, because pupils are developing greater independence, creativity, and critical thinking. They can reflect on their own work, justify decisions, and experiment with everyday objects to create meaning. Teaching this unit now allows them to apply prior skills in a three-dimensional, immersive context, building confidence and preparing them for more advanced, evaluative, and innovative projects in Year 6. This timing also aligns with the National Curriculum's expectation that pupils in Upper Key Stage 2 should evaluate, analyse, and develop creative work while understanding how ideas, materials, and context shape artistic outcomes.</p>
Year 6	<p>Painting and Mixed Media-Artist Study</p> <p>How can we analyse a famous painting?</p>	<p>We teach this unit in Year 6 because pupils are now ready to work with more complex ideas, techniques, and personal expression as they prepare for the transition to secondary school. At this stage, pupils can analyse and evaluate artworks in detail, using the formal elements to describe line, shape, colour, tone, texture, and composition. They are also able to understand different styles, such as abstract and surrealist art, and can think creatively about meaning and narrative in paintings. This allows them to look beyond the surface of an artwork and respond thoughtfully, reflecting on both the artist's intention and their own personal experiences.</p> <p>Year 6 pupils are also capable of producing more sophisticated, skilful work. They can draw the human figure in proportion, in motion, and with clothing, and they can mix colours confidently to create tints, shades, tones, and tertiary colours, using colour to convey atmosphere and emotion. This unit encourages them to generate ideas for a final piece inspired by their chosen artist, experiment in sketchbooks, and select materials and tools to create a purposeful, well-executed final artwork.</p>	<p>We teach this unit now in Year 6 because pupils are ready to combine the technical skills, creative thinking, and analytical abilities they have developed in earlier years to produce more sophisticated and personal artwork. At this stage, they can study and respond to complex ideas, such as abstract and surrealist art, and reflect on personal experiences to convey meaning through their work. Pupils are capable of analysing artwork in detail, using the formal elements to describe how line, shape, colour, tone, texture, and composition create narrative, atmosphere, or emotion.</p> <p>Year 6 is also the right time to focus on more advanced drawing and painting skills, including drawing the human figure in proportion and motion, using clothing and detail, and mixing colours confidently to create tints, shades, tones, and tertiary colours. Pupils can generate ideas for a final piece, experiment in sketchbooks, make informed choices about materials and tools, and plan their work to achieve a deliberate effect.</p>
Year 6	<p>Digital Art</p> <p>How can photography influence art?</p>	<p>We teach this art unit to help students develop their creativity, technical skills, and understanding of visual art. In this unit, students learn to observe, record, and revisit their ideas in sketchbooks, improving their mastery of techniques such as drawing, painting, sculpture, and photography using a variety of materials. They explore methods like grid drawing and photorealism, learning how careful observation, proportion, and tonal differences can create realistic images.</p> <p>This unit also teaches students to study and be inspired by other artists, architects, and designers, learning how to work in the style of an artist to meet a design brief, understand composition, and use techniques like photomontage or macro photography to create abstract or enhanced images. Students also learn to make design decisions, experiment with composition, editing, and</p>	<p>We teach this art unit now because Year 6 students are ready to apply and refine the skills they have been developing throughout primary school, combining observation, technical ability, and creative thinking. At this stage, they can confidently use sketchbooks to record ideas, experiment with composition, and revisit work to make improvements. They are also ready to explore more complex techniques such as grid drawing, photorealism, and macro photography, developing accuracy, proportion, and tonal effects in their work.</p> <p>This unit is taught now to give students the opportunity to study and respond to the work of other artists, architects, and designers, learning how to work in the style of an artist or replicate artwork using digital and</p>



		lighting, and use digital tools to replicate and reinterpret artwork.	photographic techniques. They can make thoughtful design choices about composition, lighting, editing, and materials, reflecting a deeper understanding of how art is created and how meaning is communicated.
Year 6	<p>Drawing and 3D Sculptures</p> <p>How can symbolism in art convey meaning?</p>	<p>We teach this unit because it helps students express their ideas, feelings, and creativity while developing important skills. Through art, students learn to plan and develop their work, explain their intentions, and make improvements as they go. They also learn to reflect on their progress and adapt their ideas, which helps them think critically and solve problems.</p> <p>Art teaches students to observe and learn from other artists. For example, studying Diego Rivera helps them understand how artists are influenced by culture, history, and different art genres. Students explore how his bright colours, symbolism, and mural techniques were inspired by the Maya civilization, and then apply similar ideas in their own work.</p>	<p>This unit gives students the opportunity to explore a wide range of techniques and media, including drawing with light, shade, and perspective, painting with colour and mood, creating 3D forms and sculptures, and using collage and abstract forms.</p> <p>At this point in their learning, students can apply these skills more confidently to represent ideas, memories, and emotions through their art. They also start to make connections between 2D planning and 3D creation, understanding how sketches and compositions can become sculptures or more complex works.</p>