

Art & Design Curriculum

2025-26



Subject Intent

We strive for every child to experience freedom of expression, creativity, subjectivity and explore their individuality. Children will know about great artists both in the past and present, and make links with art and cultural change as well as utilising and exploring local artists. They learn a range of skills and have access to wide variety of medium to create artwork that they are proud of.

At Greswold, we are extremely proud of the children's artistic talent and their work is displayed throughout the school. We have art projects to enhance our school environment, such as corridor murals and galleries, which are designed and made by our children. We participate in national and local competitions and initiatives so children's work can be also seen in the local community.

Art in the Early Years

Children develop their artistic skills through child initiated activities. They have an opportunity to use a range of media and materials as well as a selection of tools to develop preferred skills. Children use their own imagination and observations from both their environment and other artists to design their own creations for example, when making Christmas card designs that are then printed into authentic cards. Children are encouraged to take part in projects or competitions when opportunities arise in the local community.

The Greswold Artist

An appreciation and understanding of the work of a variety of artists, recognising that art comes in many forms and shape.

Demonstrate understanding of the different art elements, using artistic vocabulary accurately.

Use a range of art skills to creatively produce art work, including in collaboration with others.

Seek out a niche within art and design, including aspirations towards studying and working in art related fields in the future.

Take pride in art work.

Art is a therapeutic outlet, where your resilience is tested but your wellbeing can be developed and improved.

The Greswold...

Artist



Subject Outcomes

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Draw lines with a varying degree of thickness Begin to draw from observation, noting shape and colour (Spring)	Experiment with a range of materials e.g. pencil, wax crayons, charcoal, pattern, texture (Spring 2)	Consider lines and textures to add detail to drawings Add materials to a structure to add detail (Autumn) Draw from observation noting space and tone/ Use shading to show light and shadow (Summer 1)	Use basic software to layer, move and change colour (Summer)	Use shading to create a 3D effect with 2D media/ Use a range of materials, and be able to evaluate the most appropriate for the task. (Autumn 2) Draw using perspective lines. (Spring)	Draw from observation noting shape, perspective and texture Use lines, patterns and textures effectively to create realistic drawings (Autumn 1)
Painting	Name the primary and secondary colours Experiment with different brushstrokes and tools Mix primary colours to create secondary colours Recognise hot and cold colours and select where is most appropriate to use them (Summer)	Mix colours with intent to create secondary and tertiary colours Understand basic vocabulary such as: silhouette, line, foreground, background/ Begin to show awareness of dimension and shape/ (Autumn 1) Understand basic vocabulary such as: warm colours, cool colours, sweep, dab, pattern/ Mix black and white to create tints and shades Create basic texture in drawings using dots and patterns (Spring 1)	Understand more advanced vocabulary such as: background, foreground, abstract, blend, mix, line and tone (Spring)	Paint a 3D surface (Autumn)	Mix colours effectively using the correct language (tint, shade) Use a range of paint (watercolour, poster, oil) to create interesting work Replicate the style of an artist, paying attention to the style, colour and technique used (Spring)	Effectively analyse and select colours and materials. (Autumn 2)
Sculpture	Experiment with a variety of materials to create 3D sculptures Take inspiration from an artist and use this to create a piece of work in their style/ (Autumn)	Understand and use vocabulary such as: sculpture, materials, statue, texture, shape, form, space/ Select appropriate media in order to create a sculpture Uses a variety of joining techniques such as glue, tape, string (Summer)	Understand and use vocabulary such as: 2D, 3D, structure Evaluate the effectiveness of their own design choices (Autumn)	Use clay to practise joining techniques and balance/ (Autumn)	Use a variety of materials to add texture to a sculpture. Understand and use vocabulary such as: form, shape, mark, join.	Use clay to construct and consider creating detail and texture using a range of tools Paint onto clay in order to create texture and detail/ (Spring)
Printing and Textiles		Understand key vocabulary such as: repeat pattern, printing tiles, printing ink, texture, colour (Spring 2)	Use more than one colour to layer print (Spring)		Create their own blocks for printing Create a repeat pattern/	Experiment by overlapping and layering to create tone and texture (Autumn 2)

			Select colours and materials and give a reason for their choice. Develop skills in stitching, cutting and joining Understand more advanced vocabulary such as: shape, needle, thread, textiles, decorate (Summer 2)		Understand and use key vocabulary such as: colour, tile, arrange, process (Summer)	Understand and use more advanced vocabulary such as: block, layer, collage. (Summer)
Art History (SMSC)		Describe the work of great artists, architects and designers in history Replicate basic shapes and ideas in their own work/ (Autumn 2)	Identify historical/cultural significance of the artwork being studied. Consider how artwork has influenced our understanding of historical time periods (Autumn) Articulate what they like and dislike about a painting, giving reasons. Compare and contrast the work of two different artists, taking into account their history and culture. (Spring) Make appropriate choices for their art based on historical context. (Summer)			Identify the genre and historical/cultural significance of the artwork being studied, and engage in dialogue about similar and contrasting artists (Summer)

Subject Long Term Plan

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Natural Art Collage and Sculpture Science Use of forest school Andy Goldsworthy Clay – Henry Moore Experiment with a variety of materials to create 3D sculptures Take inspiration from an artist and use this to create a piece of work in their style		Mark making Fairytales English Hot and cold colours and the colour wheel Name the primary and secondary colours Experiment with different brushstrokes and tools Mix primary colours to create secondary colours		Plants and Portraits Drawing Science and Geography Draw lines with a varying degree of thickness Begin to draw from observation, noting shape and colour.	
2	The Great Fire of London Painting History Colour, line and space Silhouettes Mix colours with intent to create secondary and tertiary colours. Understand basic vocabulary such as: silhouette, line, foreground, background. Begin to show awareness of dimension and shape. Recognise hot and cold colours and select where is most appropriate to use them.	Henry Matisse Collage Complimentary colours and composition Describe the work of great artists, architects and designers in history. Replicate basic shapes and ideas in their own work.	Polar Regions Painting Geography Hot and cold colours – colour mixing Understand basic vocabulary such as: warm colours, cool colours, sweep, dab, pattern. Mix black and white to create tints and shades. Create basic texture in drawings using dots and patterns.	African/Indian Art Drawing/Printing Geography Patterns Experiment with a range of materials e.g. pencil, wax crayons, charcoal, pattern, texture Understand key vocabulary such as: repeat pattern, printing tiles, printing ink, texture, colour.	Mini Beasts Sculpture Science Design (drawing) a mini beast then create using materials of their choice Understand and use vocabulary such as: sculpture, materials, statue, texture, shape, space. Select appropriate media in order to create a sculpture. Uses a variety of joining techniques such as glue, tape, string.	
3	Volcanoes and fossils Sculpture and drawing History and Science Use pastels to layer line and colour Observational drawings of fossils Consider lines and textures to add detail to drawings Add materials to a structure to add detail Understand and use vocabulary such as: 2D, 3D, structure Evaluate the effectiveness of their own design choices		Ancient Egypt Printing and painting History Printing hieroglyphs to form names Side profiles – drawing of Pharaohs Use more than one colour to layer print Understand more advanced vocabulary such as: background, foreground, abstract, blend, mix, line and tone		Light and Shadow Drawing Science Vincent Bal Using shadows in art Draw from observation noting space and tone Use shading to show light and shadow	Romans Collage History Creating mosaics Select colours and materials and give a reason for their choice Develop skills in stitching, cutting and joining Understand more advanced vocabulary such as: shape, needle, thread, textiles, decorate
4	Emotions and Portraying Relationships Digital art and painting PSD Drama and freeze frames – photography		Ancient Greece Sculpture and painting History Design, sculpt and paint Greek pots		Tudors Drawing and graphic design History Children draw Tudor Roses	

	David Hockey Elisa Paganelli Articulate what they like and dislike about a painting, giving reasons Compare and contrast the work of two different artists, taking into account their history and culture		Use clay to practise joining techniques and balance Identify historical/cultural significance of the artwork being studied Consider how artwork has influenced our understanding of historical time periods Paint a 3D surface		Draw a Tudor Rose using Powerpoint (ICT) – support video in Art folder Make appropriate choices for their art based on historical context. Use basic software to layer, move and change colour.
5	Mayan Masks Sculpture and painting History Design, sculpt and paint Mayan masks Use a variety of materials to add texture to a sculpture Understand and use vocabulary such as: form, mark, join To conduct research in order to inform design choices Use previous self-evaluations to inform design decisions		Perspective Drawing Drawing History Create a Victorian street scene using perspective Draw using perspective lines		Anglo Saxon patterns Printing and textiles History Borders inspired by Anglo-Saxons Could be used for writing? Create their own blocks for printing Create a repeat pattern Understand and use key vocabulary such as: colour, tile, arrange, process
6	Self portrait Drawing PSD Draw whole face using photo to trace from Draw from observation noting shape, perspective and texture Use lines, patterns and textures effectively to create realistic drawings	WW1 Collage and painting History Paint background then collage foreground Effectively analyse and select colours and materials Experiment by overlapping and layering to create tone and texture	Rainforests/Stone Age Sculpture Geography Design, sculpt and paint a 3D animal Use clay to construct and consider creating detail and texture using a range of tools Paint onto clay in order to create texture and detail	Black History Painting History Kara Walker Create a black history inspired piece as a class Look at street art to start with? Banksy? Understand and use more advanced vocabulary such as: applique, layer, collage Identify the genre and historical/cultural significance of the artwork being studied, and engage in dialogue about similar and contrasting artists	

Subject Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Draw lines with a varying degree of thickness Begin to draw from observation, noting shape and colour (Spring)	Experiment with a range of materials e.g. pencil, wax crayons, charcoal, pattern, texture (Spring 2)	Consider lines and textures to add detail to drawings Add materials to a structure to add detail (Autumn) Draw from observation noting space and tone/ Use shading to show light and shadow (Summer 1)	Use basic software to layer, move and change colour (Summer)	Use shading to create a 3D effect with 2D media/ Use a range of materials, and be able to evaluate the most appropriate for the task. (Autumn 2) Draw using perspective lines. (Spring)	Draw from observation noting shape, perspective and texture/ Use lines, patterns and textures effectively to create realistic drawings (Autumn 1)
Painting	Name the primary and secondary colours Experiment with different brushstrokes and tools Mix primary colours to create secondary colours Recognise hot and cold colours and select where is most appropriate to use them (Summer)	Mix colours with intent to create secondary and tertiary colours Understand basic vocabulary such as: silhouette, line, foreground, background/ Begin to show awareness of dimension and shape/ (Autumn 1) Understand basic vocabulary such as: warm colours, cool colours, sweep, dab, pattern/ Mix black and white to create tints and shades Create basic texture in drawings using dots and patterns (Spring 1)	Understand more advanced vocabulary such as: background, foreground, abstract, blend, mix, line and tone (Spring)	Paint a 3D surface (Autumn)	Mix colours effectively using the correct language (tint, shade) Use a range of paint (watercolour, poster, oil) to create interesting work Replicate the style of an artist, paying attention to the style, colour and technique used (Spring)	Effectively analyse and select colours and materials. (Autumn 2)
Sculpture	Experiment with a variety of materials to create 3D sculptures Take inspiration from an artist and use this to create a piece of work in their style/ (Autumn)	Understand and use vocabulary such as: sculpture, materials, statue, texture, shape, form, space/ Select appropriate media in order to create a sculpture/ Uses a variety of joining techniques such as glue, tape, string (Summer)	Understand and use vocabulary such as: 2D, 3D, structure Evaluate the effectiveness of their own design choices (Autumn)	Use clay to practise joining techniques and balance/ (Autumn)	Use a variety of materials to add texture to a sculpture. Understand and use vocabulary such as: form, shape, mark, join.	Use clay to construct and consider creating detail and texture using a range of tools Paint onto clay in order to create texture and detail/ (Spring)

Printing and Textiles		Understand key vocabulary such as: repeat pattern, printing tiles, printing ink, texture, colour (Spring 2)	Use more than one colour to layer print (Spring) Select colours and materials and give a reason for their choice. Develop skills in stitching, cutting and joining Understand more advanced vocabulary such as: shape, needle, thread, textiles, decorate (Summer 2)		Create their own blocks for printing Create a repeat pattern Understand and use key vocabulary such as: colour, tile, arrange, process (Summer)	Experiment by overlapping and layering to create tone and texture (Autumn 2) Understand and use more advanced vocabulary such as: block, layer, collage. (Summer)
Art History (SMSC)		Describe the work of great artists, architects and designers in history Replicate basic shapes and ideas in their own work (Autumn 2)		Identify historical/cultural significance of the artwork being studied. Consider how artwork has influenced our understanding of historical time periods (Autumn) Articulate what they like and dislike about a painting, giving reasons. Compare and contrast the work of two different artists, taking into account their history and culture. (Spring) Make appropriate choices for their art based on historical context. (Summer)		Identify the genre and historical/cultural significance of the artwork being studied, and engage in dialogue about similar and contrasting artists (Summer)

Artist Study

Year group	Term	Artist
Year 1	Autumn	N/A – already look at artists in curriculum
	Spring	Maurice Sendak – Wild Thing (book illustration) Quentin Blake – ? (book illustration) Ashley Bryan - ? Jonathan Raiseborough – Snowdrop the Spikeshuffler (Autism)
	Summer	Tirzah Mileham – Wild Animals (mobility issues) Nirupa Rao – Mesua Ferrea Frank Plant – A Large-Scale Flocked Steel Mural Accented with Live Foliage Rebecca Luncan – Botanical Vanitas
Year 2	Autumn	Von Wong – Fine Art Meets Fire Augustin Edouart – John Liston Diana Terry – Too Close to Home (hearing loss) Oli Mumby – Gathering Henri Carter-Bresson – Photo of Henri Matisse
	Spring	Kiaran McCoy - (Dyslexic) Njideka Akunyili Crosby - <i>The Beautiful Ones" May Have Arrived</i> William Kentridge – Second Hand Reading Laxma Gould - Goddess
	Summer	<u>Thandiwe Muriu</u> – Child's Play Hassan Hajjaj – Simo Legs in Blue Angela Weddle – Messenger (Autism) Paul Horton – The Chocolate Factory (local artist)
Year 3	Autumn	Mahlia Amantina – Washing lines (Autism) JMW Turner – The Eruption of Rebecca Findley – Leopardess (Dyspraxia) Jennifer Foxley – Chilrens room 33 (local artist)
	Spring	Shigeru Ban – Art Museum in Aspen Amrita Sher-Gil – The Little Girl in Blue Paul Oz – Lego Senna Beco Chuck Close – Emma (Dyslexic and paralysis)
	Summer	Zaha Hadid – Heydar Aliyev Centre David Downes – Poppies at the Tower of London (Autism) Zhang Xiaogang – White Bed Francisco Goya – The Parasol
Year 4	Autumn	Philip Johnson – Glass House Angus Corbett – Fused Bullseye Glass Nadia Chomyn – Hose and Rider (Autism) Emmy Bridgwater – The Edge of Beyond (local artist)

	Spring	Edvard Munch – The Scream Andrew Wyeth – Christina's World Man Ray – Glass Tears Christine Sun Kim – No Way, Finish (deaf)
	Summer	Jayson Lilley – Let's Take A Chance (Dyslexic) Sumaria Tazeen – Two Birds John Bramblitt – Street Chellist (blind) Tierney Bishop – Sunset Fields (Autism)
Year 5	Autumn	Dorothea Lange – Migrant Mother Anna Wagner Ott – Lattices Eric Staib – Considering Self (Dyslexic) Yayoi Kusama – All the Eternal Love
	Spring	William Morris – Strawberry thief Stephen Wiltshire – 3D Brooklyn Bridge (Autism) Yinka Shonibare – Space Walk (wheelchair user) Richard Wawro – Perspective drawings (Autism)
	Summer	Bharti Kher – Symphony Rachel Gadsden – Home (disability – lung condition) Mohammed Dalo - ? (disability – muscular dystrophy) https://electronicintifada.net/content/video-gaza-artist-explores-disability-through-cartoons/26581 Swati Sinha – Nishiki II (local artist)
Year 6	Autumn	Van Gogh – Self portrait Shadashiv Sawant – Amora Frida Khalo – Self portrait with thorn necklace Andy Warhol – A Set of Six Self Portraits Ellen Wetmore – Pareidoliac Grotesques (ADHD) John Stezakar – Shadow IV Robert Capa – D-Day and Omaha Beach
	Spring	Barbara Hepworth – Oval Forms with Strings and Colour Michaelangelo – Pieta Evgenia Ermilova – Morning dew Tanya Russell – Gaggle of geese Branley Cadet – Higher Ground
	Summer	Ronald Jackson – Saint Peter Alma Thomas – The Eclipse Faith Ringgold – Sunflower Quilting Bee and Arles Jean-Michael Basquiat – Flexible David Adjaye – Thabo Mbeki Presidential Library

Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shape Colour Primary colours Secondary colours Hot colours Cold colours Sculpture Material (Science link) Line 2D 3D Structure	Tertiary colours Silhouette Foreground Background Sweep Dab Pattern Tint Shade Statue Texture Form Space	Detail Tone Shading Light Shadow Abstract Blend Mix Needle Thread Decorate	Layer Surface Balance Compare Technique History Culture (Summer)	Perspective Horizon Vanishing point Arrange Process Tile Form Shape Mark Join	Block Layer Collage Analyse Construct Texture Overlap