



Year	Nursery	Subject	Art	Academic Year 2025/26		
Prior Knowledge		End Point		Key Vocabulary		
Experiments with a range of media - tools, materials, sound, and whole-body movement -- through multi-sensory exploration		• Observation - Notices detailed features of objects in their environment. • Communication - Uses language to share feelings, experiences, and thoughts. • Aesthetic Awareness - Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. • Physical skill - Shows increasing control in holding, using, and manipulating a range of tools and objects such as mark making tools. • Art processes and techniques - Enjoys and responds to playing with colour in a variety of ways, for example combining colours.		Pencil, Pen, Felt Tip, Brush, Colour Names, Positional Language		
Art in EYFS (Early Years Foundation Stage) is a multi-sensory experience. Creativity involves the whole curriculum, not just the arts, and the EYFS establishes that children must be provided with opportunities to explore and share their thoughts, ideas, and feelings through a variety of art, music, movement, dance, imaginative and role play activities, mathematics, and design technology.						
	<i>I wonder what is special about me?</i>	<i>I wonder why we celebrate?</i>	<i>I wonder what changes in winter?</i>	<i>I wonder how plants grow?</i>	<i>I wonder who lives there?</i>	<i>I wonder why trees are green?</i>
	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning
1	Draw and paint self portraits	Transient Art - link to Autumn	Exploring colour changes in melting ice	Drawing daffodils	Observe animals and recreate in a variety of media	Draw and paint self portraits
2	Draw and paint pictures of their family	Observational drawings of autumnal objects	Cold colours	Explore the colours of Mardi Gras	Explore colour mixing	Paint and draw our experiences of Summer
3		Firework paintings	Drawing/painting penguins	Explore and make patterns		
4		Nativity scenes	Observational drawings of Winter	Mother's Day Cards		
5		Christmas cards				
<i>General learning throughout the year</i> Child-led activities e.g., making kites Exploring a range of media throughout the year - pens, pencils, crayons, pastels, poster paint, watercolours, marbling, clay, wool, material, and food materials etc Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale. Craft Area enables children to self-select resources that they need / want to test out including masking tape and glue to join						

Year	Reception		Subject	Art		Academic Year 2025/26
Prior Knowledge			End Point		Key Vocabulary	
• Observation - Notices detailed features of objects in their environment. • Communication - Uses language to share feelings, experiences, and thoughts. • Aesthetic Awareness - Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. • Physical skill - Shows increasing control in holding, using, and manipulating a range of tools and objects such as mark making tools. • Art processes and techniques - Enjoys and responds to playing with colour in a variety of ways, for example combining colours.			• Observation - look closely at the world through real experiences, objects, and artefacts, in natural and made environments. • Communication - talk about what they are doing, talk about colours, patterns, shapes, textures, in what they see, touch, and feel. • Aesthetic Awareness - respond to creative and aesthetic experiences, showing pleasure and enjoyment, awareness, and appreciation of sensory experiences/different stimuli. • Physical skill - manipulate and control a range of tools and equipment for different purposes. • Art processes and techniques - use different techniques within painting, drawing, collage, and sculpture using a variety of media and materials. • Evaluation - talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used		Pencil Line Colour in Straight Circle/other shape names Rubber Portrait Cut stick tape pull push on below next to above Brush paint mix palette dip colour names Fabric collage stick layer positional language Artist painter sculptor same different	
Art in EYFS is a multi-sensory experience. Creativity involves the whole curriculum, not just the arts, and the EYFS establishes that children must be provided with opportunities to explore and share their thoughts, ideas, and feelings through a variety of art, music, movement, dance, imaginative and role play activities, mathematics, and design technology.						
	<i>I wonder what is so special about me?</i>	<i>I wonder why we celebrate?</i>	<i>I wonder what changes in winter?</i>	<i>I wonder how plants grow?</i>	<i>I wonder who lives there?</i>	<i>I wonder why trees are green?</i>
	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning
1	Draw and paint self-portraits	Transient Art - link to Autumn	Exploring colour changes in melting ice	Observational drawings of daffodils	Observe animals and recreate in a variety of media	Draw and paint self portraits
2	Draw and paint their family	Observational drawings of autumnal objects	Cold colours	Explore the colours of Mardi Gras	Explore colour mixing to make our own colours	Paint and draw our experiences of Summer
3	Playdough models of people	Firework paintings	Drawing/painting penguins	Recreate patterns and explore making their own		
4		Nativity scenes	Observational drawings of Winter	Mother's Day Cards		
5		Christmas cards				
General learning throughout the year Child-led activities e.g., making kites Exploring a range of media throughout the year - pens, pencils, crayons, pastels, poster paint, watercolours, marbling, clay, wool, material, and food materials etc Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale. Craft Area enables children to self-select resources that they need / want to test out including masking tape and glue to join.						

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Year	Year 1	Subject	Art	Academic Year 2025/26	
Prior Knowledge		End Point		Key Vocabulary	
• Observation - look closely at the world through real experiences, objects, and artefacts, in natural and made environments. • Communication - talk about what they are doing, talk about colours, patterns, shapes, textures, in what they see, touch, and feel. • Aesthetic Awareness - respond to creative and aesthetic experiences, showing pleasure and enjoyment, awareness, and appreciation of sensory experiences/different stimuli. • Physical skill - manipulate and control a range of tools and equipment for different purposes. • Art processes and techniques - use different techniques within painting, drawing, collage, and sculpture using a variety of media and materials. • Evaluation - talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.		Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g., real objects, pictures, artefacts, and experiences. Talk about their ideas and the choices they have made, e.g., chosen tools, media, materials. Beginning to work creatively e.g., with a range of media on different scales. Describe what they think and feel about the work of a chosen artist, craft maker or designer. Begin to talk about the style of a chosen artist, craft maker or designer. Begin to use drawing, painting, sculpture and other art, craft, and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g., to apply acrylic paint thickly to add texture. Begin to demonstrate control of given tools and materials to create a desired effect, e.g., change the size of brushes in a simple graphics package. Describe some of the art and design techniques they have used in their work, e.g., painting, collage, printing, drawing and sculpture. Talk about the features they like in their own work and in the work of others. Talk about what they might change in their own work.,		Activities & Techniques Look, Explore, Play, Enjoy, Discover, Try, Share, Know, Draw, Sketch, Sketchbook, Drawing Exercise, Mark Making, Collect, drawing what you See, Draw, Make, Paint, Print, Fold, Cut, Tear, Stick, Collage Materials: Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Poster Paint, Watercolour, Card, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Quick Print Foam Concepts: Line, Shape, Dark & Light, Pattern, Texture, Primary Colours, Secondary, Colours, 2d, 3d, Positive and Negative Tools: Scissors, Brushes, Palettes, Rollers, Hands Approaches: Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome might be)	
				Assessment Questions	
				Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils: • Tell me about what you are making • What might you do next? • Tell me about what you have made	
Sequence of Learning: Robots		Sequence of Learning: Fire!	Sequence of Learning: Family Album	Sequence of Learning: Pigs, Possums and Penguins	Sequence of Learning: The Great Outdoors

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1	To experiment with a variety of media: Pencils, rubbers, crayons pastels, charcoals, ballpoints, and chalks.	N/A	To experiment with mark making using a variety of pencil grades, chalk, pastels and pens.	To experiment with mark making using pastels, charcoal, and chalk.	To explore the work of different landscape artists.
2	To use construction kits to make a model robot.	N/A	To experiment with making shades and tones using chalk and pastels. Developing this technique further by smudging to suggest the bone structure of the cheekbones and nose.	To experiment with shades and tones in greys, encouraging smudging.	To experiment with mark making using a range of pencil grades and pastels.
3	To record from first hand observation.	N/A	To explore the work of different Portrait artists who use traditional materials for drawing and painting such as Kollwitz or Modigliani.	To experiment with mixing primary and secondary colours using paint.	To make drawings and experiment making tones in shades of greys using chalk and charcoal.
4	To create a robot from different media - playdough.	N/A	To draw a self-portrait selecting techniques and media.	To investigate and play with clay to make different shapes.	To experiment with colour mixing. To use varied materials such as water colours and ready-mix paint using different sized brushes.
5	To design and sketch their own robot. To choose from a range of media to colour their robot.	N/A	To extend the drawings into a painting. To be able to choose and mix watercolours for the skin, eyes, and hair.	To make a clay penguin forming shapes from the main lump of clay. To paint the clay penguin using ready mix paint mixed with PVA glue.	To sketch then paint a landscape of the school grounds.
6	To evaluate their work.	N/A	To evaluate their work describing what they like and what they might change next time.	To evaluate their work describing what they like and what they might change next time.	

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Year	Year 2	Subject	Art	Academic Year 2025/26
Prior Knowledge	End Point			Key Vocabulary
Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g., real objects, pictures, artefacts, and experiences. Talk about their ideas and the choices they have made, e.g., chosen tools, media, materials. Beginning to work creatively e.g., with a range of media on different scales. Describe what they think and feel about the work of a chosen artist, craft maker or designer. Begin to talk about the style of a chosen artist, craft maker or designer. Begin to use drawing, painting, sculpture and other art, craft, and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g., to apply acrylic paint thickly to add texture. Begin to demonstrate control of given tools and materials to create a desired effect, e.g., change the size of brushes in a simple graphics package. Describe some of the art and design techniques they have used in their work, e.g., painting, collage, printing, drawing and sculpture. Talk about the features they like in their own work and in the work of others. Talk about what they might change in their own work.	▶ Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g., real objects, photographs, artefacts, and experiences. ▶ Talk about and answer questions about the starting point, and choices they have made, e.g., chosen tools, media, materials. ▶ Show confidence in working creatively e.g., with a range of media on different scales. ▶ Recognise the styles of artists, craft makers or designers and use this to inform their own work. ▶ Talk about the similarities and differences between different artists, craft makers or designers. ▶ Confidently use drawing, painting, sculpture and other art, craft, and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g., cross hatching with felt tip pens. ▶ Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g., select, cut, and shape faux fur fabric for a tiger hand puppet. ▶ Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots. ▶ Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail.' ▶ Adapt and make changes to their work and the tools they use as it develops. ▶ Describe how they have changed and adapted their work for a specific purpose, e.g., use of specific tools to create more texture.	Activities & Techniques Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Quick Print Foam Materials: Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine Concepts: Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, still life, Architecture, Sculpture, Maquette, Model, Space, Tools: Scissors, Brushes, Palettes, Rollers, Hands Approaches: Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome might be)		
				Assessment Questions



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					Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils: • Tell me about that you are making • What might you do next? • Which materials might you use? • What have you discovered? • Tell me about what you have made • What would you like to explore more of?
	Sequence of Learning: The Place Where I Live	Sequence of Learning: Fighting Fit	Sequence of Learning: Explorers	Sequence of Learning: Farm Shop	Sequence of Learning: The Wind in the Willows
1	To make observational drawings of the locality and school grounds.	To observe and draw shapes from observations.	N/A	To explore the work of artists.	N/A
2	To collect rubbings from surfaces then continue and extend into a drawing.	To investigate tone by drawing light/dark lines, light/dark shapes.	N/A	To record and explore ideas from first hand observations.	N/A
3	To make drawings of local landmarks.	To experiment with different scales.	N/A	To investigate using varied materials to draw.	N/A
4	To make observational drawings using watercolour.	To explore the work of the artist Keith Haring.	N/A	To develop drawings into paintings.	N/A
5	To explore different materials to create a collage.	To manipulate malleable materials in a variety of ways including rolling and kneading.	N/A	To develop a simplified printing motif of fruit and vegetables.	N/A
6	To create a collage of the school using a variety of techniques including rubbings.	To paint sculpture.	N/A	To evaluate artwork.	N/A
7	To evaluate our collage.	To evaluate clay sculpture.	N/A		N/A

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Year	Year 3	Subject	Art	Academic Year 2025/26
	Prior Knowledge	End Point		Key Vocabulary
	Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g., real objects, photographs, artefacts, and experiences. Talk about and answer questions about the starting point, and choices they have made, e.g., chosen tools, media, materials. Show confidence in working creatively e.g., with a range of media on different scales. Recognise the styles of artists, craft makers or designers and use this to inform their own work. Talk about the similarities and differences between different artists, craft makers or designers. Confidently use drawing, painting, sculpture and other art, craft, and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g., cross hatching with felt tip pens. Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g., select, cut, and shape faux fur fabric for a tiger hand puppet. Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots. Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail.' Adapt and make changes to their work and the tools they use as it develops. Describe how they have changed and adapted their work for a specific purpose, e.g., use of specific tools to create more texture.	Choose their own starting point from a range of ideas e.g., a visit to an art gallery, an artefact, digital images, experiences. Begin to record their thoughts and experiences in a sketch book / 'ideas journal.' Explain the reasons for their ideas and discuss and answer questions about how their ideas have developed. Show confidence and independence when working creatively e.g., with a range of media on different scales. Discuss the styles of artists, craft makers or designers and use this to inform their own work. Begin to understand the historical and/or cultural significance of a chosen artist /art form. Beginning to use learnt techniques in drawing, painting, sculpture and other art, craft, and design in different contexts, e.g., work on different scales both independently and collaboratively. Demonstrate control of chosen tools and materials to create a desired effect, e.g., carve a design into a printing block. Compare ideas, methods, and approaches in their own and others' work, e.g., talk about the features they like in a piece of artwork. Use sketch book / 'ideas journal' to adapt their work as their ideas develop and discuss this with others.	Activities & Techniques Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate Materials: Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Quick Print Foam Concepts: Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, still life, Architecture, Sculpture, Maquette, Armature, Model, Space, Design, Typography, Tools: Scissors, Pliers, Brushes, Palettes, Rollers, Hands Approaches: Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things)	

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				without knowing what the outcome might be), Revisit (Revisit previous experiences in new contexts), Purpose (What is it for? E.g., personal wellbeing, social benefit, community cohesion, design), Assessment Questions Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils: • Tell me about that you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of?	
	Sequence of Learning: There's No place Like Home	Sequence of Learning: Healthy Humans 3D clay or textile sculpture	Sequence of Learning: Rock and Roll	Sequence of Learning: The Iron Man	Sequence of Learning: What the Romans did for Us
1	N/A	LO: To explore the depth of texture and darkness of graded sketching pencils.	LO: To investigate the drawings of fossils made by palaeontologists such as Robert Hooke in the 1700s.	N/A	LO: Make a series of observational drawings in sketchbooks of examples of the frescoed wall and mosaic floor designs in the House of Livia.
2	N/A	LO: To explore mixing colours and matching them to the colours of fruits and vegetables.	LO: To use photographs or real fossils to observe and make detailed drawings. This will help us to manipulate improved images for printmaking. Our drawings will be developed into prints using a variety of techniques.	N/A	LO: Use sketchbooks to make a series of observational drawings of flowers or landscapes.
3	N/A	LO: To know that Claes Oldenburg creates textile food sculptures.	LO: to explore the work of printmakers like Eric Gill, and Japanese printmakers using	N/A	LO: Experiment with overdrawing on a painting.

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			different printmaking methods such as woodcut.		
4	N/A	LO: To design and plan own food item/s.	LO: to make several print runs and hand tint once dry with other media such as pastels or pencils.	N/A	LO: Design a simplified motif that can be transferred into paper or tile mosaic.
5	N/A	LO: To make own 3D art food sculpture.		N/A	LO: evaluate their work and that of others, describing what they like or might change next time, what materials they preferred using, and what advice they may give another artist.
6	N/A	LO: To create different effects and textures with paint. To evaluate their art and work of others.		N/A	

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Year	Year 4	Subject	Art	Academic Year 2025/26
Prior Knowledge	End Point			Key Vocabulary
Year 3 Prior Knowledge Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g., real objects, photographs, artefacts, and experiences. Talk about and answer questions about the starting point, and choices they have made, e.g., chosen tools, media, materials. Show confidence in working creatively e.g., with a range of media on different scales. Recognise the styles of artists, craft makers or designers and use this to inform their own work. Talk about the similarities and differences between different artists, craft makers or designers. Confidently use drawing, painting, sculpture and other art, craft, and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g., cross hatching with felt tip pens. Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g., select, cut, and shape faux fur fabric for a tiger hand puppet. Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots. Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail.'	Year 3 End Point / Year 4 Prior Knowledge Choose their own starting point from a range of ideas e.g., a visit to an art gallery, an artefact, digital images, experiences. Begin to record their thoughts and experiences in a sketch book / 'ideas journal.' Explain the reasons for their ideas and discuss and answer questions about how their ideas have developed. Show confidence and independence when working creatively e.g., with a range of media on different scales. Discuss the styles of artists, craft makers or designers and use this to inform their own work. Begin to understand the historical and/or cultural significance of a chosen artist /art form. Beginning to use learnt techniques in drawing, painting, sculpture and other art, craft, and design in different contexts, e.g., work on different scales both independently and collaboratively. Demonstrate control of chosen tools and materials to create a desired effect, e.g., carve a design into a printing block. Compare ideas, methods, and approaches in their own and others' work, e.g., talk about the features they like in a piece of artwork. Use sketch book / 'ideas journal' to adapt their work as their ideas develop and discuss this with others. Year 4 End Point Investigate different starting points for their work and choose which idea to develop further. Record their thoughts and experiences in a sketch book / 'ideas journal' and begin to annotate these. Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art. Use creative thinking to begin to adapt an initial idea, e.g., experiment with alternative colour palette. Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work.			Activities & Techniques Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate, Layering, Sew, Mixed Media, Materials: Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Found Objects, Quick Print Foam Concepts: Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Stimuli, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, still life, Architecture, Sculpture, Maquette, Armature, Model, Space, Design, Typography, Open-ended, Creative Response, Visual Literacy, Design through Making, Fashion, Tools: Scissors, Pliers, Needles, Brushes, Palettes, Rollers, Hands Approaches: Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome might be), Revisit (Revisit previous experiences in new contexts), Purpose (What is it for? E.g., personal wellbeing,

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Adapt and make changes to their work and the tools they use as it develops. Describe how they have changed and adapted their work for a specific purpose, e.g., use of specific tools to create more texture.		Understand the historical and / or cultural significance of the work of a chosen artist / art form. Use learnt techniques in drawing, painting, sculpture and other art, craft, and design in different contexts and with a variety of materials, e.g., use knowledge of weaving to create a willow sculpture. Demonstrate control of a range of tools and materials to create desired effects, e.g., when drawing use different grades of pencil to create variations in tone. Compare ideas, methods, and approaches in their own and others' work, e.g., talk about the features they like and the changes they would make to a piece of artwork. Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further.		social benefit, community cohesion, design), Assessment Questions Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils: • Tell me about that you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of?	
	Sequence of Learning: Sparks Might Fly	Sequence of Learning: The Great Plague	Sequence of Learning: Passport to Europe	Sequence of Learning: Water, Water Everywhere	Sequence of Learning: How does Your Garden Grow?
1	N/A	To use a stimulus to make sketches using varied materials.	To explore and recreate flags of different European nations	To look at and evaluate works by different artists with the theme of 'water.'	To make observational drawings of flowers, plants, and gardens.
2	N/A	To explore a theme through an artist - Jean Basquiat	To explore and sketch key European landmarks/monuments naming countries and cities/places.	To create observational drawings using chosen stimuli and a range of drawing materials.	To create 3-D effects by using strategies such as 'smudging'.
3	N/A	To explore a theme through an artist and develop this using 'self' life art	To explore combining sketches with relevant colour.	To develop a sense that objects have a third dimension and try to incorporate this into artwork.	To work collaboratively on a larger scale piece of work.
4	N/A	To develop drawings using watercolour.	To further develop existing work.	To use the work of an artist (Monet) as a stimulus to draw on a larger scale.	To begin to develop a 3-D structure.
5	N/A	To develop a simple motif based on a theme	To create a collage using familiar pictures and colours. (1)	To develop drawings by using watercolour and pastels.	To build a 3-D wire structure.

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6	N/A	To create artwork using printing techniques.	To create a collage using familiar pictures and colours. (2)	To develop an abstract painting using materials to create texture.	To select materials to finish a 3-D structure.
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Year	Year 5	Subject	Art	Academic Year 2025/26
Prior Knowledge		End Point		Key Vocabulary
Year 4 prior Knowledge Choose their own starting point from a range of ideas e.g., a visit to an art gallery, an artefact, digital images, experiences. to record their thoughts and experiences in a sketch book / 'ideas journal.' Explain the reasons for their ideas and discuss and answer questions about how their ideas have developed. Show confidence and independence when working creatively e.g., with a range of media on different scales. Discuss the styles of artists, craft makers or designers and use this to inform their own work. Begin to understand the historical and/or cultural significance of a chosen artist /art form. Beginning to use learnt techniques in drawing, painting, sculpture and other art, craft, and design in different contexts, e.g., work on different scales both independently and collaboratively. Demonstrate control of chosen tools and materials to create a desired effect, e.g., carve a design into a printing block. Compare ideas, methods, and approaches in their own and others' work, e.g., talk about the features they like in a piece of artwork. Use sketch book / 'ideas journal' to adapt their work as their ideas develop and discuss this with others.		Year 5 End Point Investigate a range of starting points for their work and choose which idea to develop further. Record their thoughts and experiences in a sketch book / 'ideas journal' and annotate these to aid the development of their ideas. Explain how they are developing their ideas as they work and use language appropriate to the chosen art form. Use creative thinking to adapt an initial idea, e.g., experiment with alternative colour palette. Critically analyse the styles of artists, craft makers or designers and use this to inform their own work. Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation. Use their knowledge of drawing, painting, sculpture and other art, craft, and design techniques to work creatively e.g., adapting the style of an artist to create their own effect. Are confident when working with a wide range of tools and materials to create different effects, e.g., use a graphics package to manipulate an image by applying a filter. Use appropriate language when comparing ideas, methods, and approaches in their own and others' work. Describe what they think and feel about their own and others' work and how this might influence their designs. Use sketch book / 'ideas journal' to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further.		Activities & Techniques Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate, Layering, Sew, Mixed Media, Materials: Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Found Objects, Quick Print Foam Concepts: Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Stimuli, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, still life, Architecture, Sculpture, Maquette, Armature, Model, Space, Design, Typography, Open-ended, Creative Response, Visual Literacy, Design through Making, Fashion, Relationships to other Artforms, Aesthetic,

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		Tools: Scissors, Pliers, Needles, Brushes, Palettes, Rollers, Hands Approaches: Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome might be), Revisit (Revisit previous experiences in new contexts), Purpose (What is it for? E.g., personal wellbeing, social benefit, community cohesion, design), Creative Risk-Taking v Playing Safe (Which feels right for me?), Assessment Questions Assessment Questions Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils: • Tell me about that you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of?
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					• What is the potential of what you have done? What could you do next?
	Sequence of Learning: Fitter, Higher, Stronger	Sequence of Learning: Food Glorious Food	Sequence of Learning: Earthlings	Sequence of Learning: Inventors and Inventions	Sequence of Learning: A Kingdom United
1	Drawing Outlines In Felt Tip To improve mastery of art and design techniques, including drawing in the context of felt tip drawings. • I can show shapes and colours. To learn about great artists, architects and designers in history in the context of Julian Opie. • I can tell you about the artist Julian Opie	LO: To look at the work of still life painters such as Dutch masters, the Impressionists, Georgia O'Keefe.	LO: To use dry media to make different marks, lines, patterns, and shapes within a drawing.	N/A	N/A
2	Drawing Body Shapes In Charcoal To improve mastery of art and design techniques, including drawing in the context of charcoal drawings. • I can draw a body in charcoal. To learn about great artists, architects and designers in history in the context of Henry Moore. • I can tell you about the artist Henry Moore	LO: To make a series of observational drawings of various still life arrangements of food, food bottles etc.	LO: To use a variety of media to make studies of different planet surfaces.	N/A	N/A
3	Drawing Bodies in Pen To improve mastery of art and design techniques, including drawing in the context of pen drawings. • I can draw a person in pen.	LO: To make drawings and paintings of objects from close to explore composition inspired by Georgia O'Keefe.	LO: To develop colour mixing in response to a planet's colours.	N/A	N/A

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	To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity. • I can use my sketchbook.				
4	Making Body Maquettes To improve their mastery of art and design techniques in the context of making maquettes. • I can make a maquette. To create sketch books to record observations and use them to review and revisit ideas in the context of inspiring the drawing activity. I can use my sketchbook.	LO: To discuss composition and scales used by other artists and position their own still life arrangements to draw and paint - 2 sessions	LO: To develop a larger scale painting in colour, in response to a planet surface	N/A	N/A
5	Making Figures in Clay To improve their mastery of art and design techniques in the context of making 3D models. I can make a 3D model. To learn about great artists, architects and designers in history in the context of Giacometti. I can tell you about the artist Giacometti	LO: To make drawing and paintings of still life in different light conditions e.g., discuss the work of George de la Tour and set up still life arrangement with candles to draw different light effects on food.	LO: To build textures, layers, and shapes, to create craters and mountains.	N/A	N/A
6	Making Paper Clothes To improve mastery of art and design techniques, in the context of making paper		LO: To develop images on graphics package which represent the planet's atmosphere.	N/A	N/A

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	clothes. • I can make clothes out of paper. To learn about great artists, architects and designers in history in the context of Vivienne Westwood. • I can tell you about the designer Vivienne Westwood				
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Year	Year 6	Subject	Art	Academic Year 2025/26
Prior Knowledge	End Point	Key Vocabulary		
Investigate a range of starting points for their work and choose which idea to develop further. Record their thoughts and experiences in a sketch book / 'ideas journal' and annotate these to aid the development of their ideas. Explain how they are developing their ideas as they work and use language appropriate to the chosen art form. Use creative thinking to adapt an initial idea, e.g., experiment with alternative colour palette. Critically analyse the styles of artists, craft makers or designers and use this to inform their own work. Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation. Use their knowledge of drawing, painting, sculpture and other art, craft, and design techniques to work creatively e.g., adapting the style of an artist to create their own effect. Are confident when working with a wide range of tools and materials to create different effects, e.g., use a graphics package to manipulate an image by applying a filter. Use appropriate language when comparing ideas, methods, and approaches in their own and others' work. Describe what they think and feel about their own and others' work and how this might influence their designs. Use sketch book / 'ideas journal' to evaluate and adapt their work as their ideas develop;	Independently investigate a range of starting points for their work, and confidently develop their ideas further. Record their thoughts and experiences in a sketch book / 'ideas journal,' and review and revisit these ideas as their work develops. Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials, and media. Confidently use language appropriate to the chosen art form, to help them to explain their ideas. Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work. Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation. Use their knowledge of drawing, painting, sculpture and other art, craft, and design techniques, imaginatively to create their own style, e.g., use spray paint on canvas. Develop their own style when working with a wide range of tools and materials, e.g., working into prints using their own choice of media such as pens, ballpoint pens, paints. Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work.	Activities & Techniques Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate, Layering, Sew, Mixed Media, Materials: Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Found Objects, Quick Print Foam Concepts: Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Stimuli, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, still life, Architecture, Sculpture, Maquette, Armature, Model, Space, Design, Typography, Open-ended, Creative Response, Visual Literacy, Design through Making, Fashion, Relationships to other Artforms, Aesthetic, Set Design, Puppetry, Tools: Scissors, Pliers, Needles, Brushes, Palettes, Rollers, Hands Approaches: Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome might be), Revisit (Revisit previous experiences in new contexts), Purpose (What is it for? E.g., personal wellbeing, social benefit, community cohesion, design), Creative Risk-Taking v Playing Safe (Which feels right for me?),		



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make annotations in their books to show their ongoing evaluations and how they might develop their work further		Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop. Annotations reflect their critical evaluations and development of ideas. Reflect on the ways in which their imaginative work has developed from a range of starting points.		Assessment Questions Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils: • Tell me about that you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of? • What is the potential of what you have done? - What could you do next?	
	Sequence of Learning: Survival	Sequence of Learning: Britten's got talent	Sequence of Learning: Heroes and Villains	Sequence of Learning: Super Sleuth	Sequence of Learning: Oh, I do like to be beside the seaside
1	Investigate images of animals in camouflage.	To research the life and work of Kandinsky.	To research the life of Pablo Picasso.	N/A	To improve mastery of art and design techniques, including drawing in the context of pen drawings.
2	Collect images in sketchbooks.	To develop ideas for an abstract work of art inspired by Kandinsky.	To research the paintings and style of Picasso.	N/A	To improve mastery of art and design techniques, including drawing in the context of oil pastel/coloured pencil drawings.
3	Experiment with pain/watercolours/pastels	To create an abstract work of art inspired by Kandinsky.	To paint using tones in the style of Picasso.	N/A	To improve mastery of art and design techniques, in the context of printing.
4	Develop drawing into a painting.	To use colour to express emotions.	To understand the term cubism and draw in a similar style.	N/A	To improve their mastery of art and design techniques in the context of weaving with plastic.
5	Import image into a graphics package.	To use colour to express smells and tastes.	To compose and draw a still life.	N/A	To improve mastery of art and design techniques, including

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					collage in the context of making lanterns.
6	Rotate and experiment with repeating patterns to create final piece.	To explore concentric circles.	To create collages in the style of Picasso.	N/A	To improve mastery of art and design techniques, including collage in the context of finishing lanterns.