



Art 2026-2027

Curriculum Intent Statement

The National Curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft, and design techniques.
- evaluate and analyse creative works using the language of art, craft, and design.
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Intent

At Wroughton Academies, children are taught Art and Design through a progression of skills and building on their previous learning from Early Years through Key Stage 1 and 2, with increasing challenge and complexity. Children will be equipped with the skills, knowledge, and vocabulary to successfully think, work, and communicate like an artist. We encourage children to explore a broad a range of artists and be able to consider and discuss different artwork. Children will have opportunities to take inspiration from these key artists, create their own artwork in their styles and evaluate their own artwork.

Working Artistically						
Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

ELGs related to Subject and Topics

Make the links from EYFS into KS1 and KS2

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.
- Share their creations, explaining the process they have used.

Physical Development

Fine Motor Skills

- Use a range of small tools, including scissors and paint brushes.
- Begin to show accuracy and care when drawing.

Key Vocabulary

Nursery	Reception
• Pencil • Colour in • Paint • Line • Colour names. • Feel • Smooth • Bumpy • Soft • Hard • Scissors • Snip • Brush • Finger • Big • Small	• Pencil • Colour in • Line • Straight • Circle/other shape names. • Portrait • Still Life • Observation • Paint • Brush • Mix • Palette • Dip • Colour names. • Print • Press

- Collage
- Scrunch
- Stick
- Positional Language (on top, under, next to)
- Fabric
- Weave
- Cut
- Stick
- Tape
- Pull
- Press
- Push
- Squeeze
- Roll
- Imagination
- Art
- Artist
- Like
- Dislike

Examples of this achieved in EYFS Nursery and Reception

Nursery:

To explore and manipulate paints, materials, malleable resources, and tools.

To confidently use whole palm or infant scissors.

To explore a range of mark making equipment e.g. chinks, rollers, wax crayons, felt tip pens.

To identify colours by name.

To explore a range of materials throughout the year – paint, wool, tissue paper, feathers, junk modelling.

Outdoor areas – range of mark making materials such as different sized media on a large scale and using natural resources.

Reception:

To construct with a purpose in mind, accessing a range of areas in the classroom.

To safely explore a range of different materials.

To be able to use a several techniques/resources to join and assemble materials (e.g. Sellotape dispenser, glue spreader, hole punch).

To be able to use a range of effects to express their ideas and feelings.
 To be able to talk about the textures of different things and to use appropriate descriptive vocabulary.
 To share their creations, talking about processes they have used.
 Children will explore a range of different printing resources throughout the year as part of their Art Area continuous provision.
 Artwork inspired by books and topics e.g. Autumn and Leafman by Lois Elhert.
 Learning about artists linked to themes e.g. Eric Carle and flowers, Rousseau, and animals.

	Nursery Half-Term Examples	Reception Half-Term Examples
Autumn 1	Marvellous Me Drawing/Mark Making – Self Portraits, families. Painting – Mark Making with Primary Colours Printmaking – printing with paints. 3D – Playdough (CP). Collage – Autumn Leaf Hedgehogs.	Who Am I? Drawing/Mark Making – Families Painting/Drawing – Self-Portraits Printmaking – Leaf/Bark Rubbing Collage – Magazine Faces/Bodies Transient Art – Leafman
Autumn 2	Let's Celebrate Painting – Shaving Foam and Pumpkins Printmaking – Vegetable/Fruit Printing Textiles – Weaving (wool and sticks) 3D – Salt dough Gingerbread Man Collage – Advent Pictures	Light and Dark Painting – Concentric Circles (<i>Kandinsky</i>) Printmaking – Fireworks, Christmas cards. Textiles – Yarn Wrapped Owls 3D – Diya Lamps (Clay), Paper Chains Collage – Stained Glass Windows Transient Art – Shapes, Diwali
Spring 1	Winter Wonderland Drawing – Snowmen Painting – Exploring Textures. Printmaking – Cotton Wool and Bubble Wrap 3D – Bird Feeders, Paper Plate Drums Collage – Hearts.	People Who Help Us Drawing – Still life of fruits Painting – Fluffy paint snowmen Printmaking – Dragons with bubble wrap 3D – Police cars Collage – Hearts, Valentine's Day cards.

Spring 2	Eggs Drawing – Blossom observational drawing Painting – Decorating eggs (<i>Faberge</i>) 3D – Papier Mâché Eggs, clay bird's nests Collage – Decorating Papier Mâché Eggs.	Growing Drawing – Observational drawings of flowers. Painting – Watercolour daffodils, mixing colours. Printmaking – Easter eggs 3D – Blossom trees Collage – Flowers (<i>Eric Carle</i>)
Summer 1	In the Garden Drawing – Patterns in nature Painting – Minibeasts, butterfly symmetry Printmaking – Fingerprint sunflowers 3D – Transient art beanstalks Collage - Bee Paper Plates	Animals Big and Small Drawing – Tiger in a Tropical Storm (<i>Rousseau</i>) Painting – Jungle Animals Printmaking – Symmetrical Butterflies Textiles – Weaving Blanket for Pet 3D – Clay Farm Animals Collage – The Snail (<i>Matisse</i>)
Summer 2	Seaside Painting – Fish, different shades of blue. Printmaking – Bubble wrap printing Transient Art – Fishes	At the Seaside Drawing – Wax Resist Ocean Painting – Self-Portrait as a Pirate Printmaking – Lighthouses, Sea Art (<i>Pollock and Lowry</i>) Textiles – Threading Shells 3D – Recycled Sea Creatures Collage – Rainbow Fish

Key Stage 1 – National Curriculum Expectations

- To use a range of materials creatively to design and make a product.
- To use drawing, painting, and sculpture to develop and share their ideas, experience, and imagination.
- To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form, and space.
- Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making link to their own work.

Key Stage 2 – National Curriculum Expectations

- To create sketchbooks to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials (for example – pencil, charcoal, paint, clay).
- To learn about great artists, architects, and designers in history.

		Topic	Year 1		Vocabulary	Topic	Year 2		Vocabulary
Autumn	HT1	Drawing (Essential unit)	What children will learn: • Marks can be made using a variety of drawing tools.	What children will be able to do: • Select appropriate tools. • Make a range of marks.	Drawing Pressure Orientation Cross-hatching Texture Monochrome	Drawing (Essential unit)	What children will learn: • The surface drawn on will create different effects.	What children will be able to do: • Use a range of mark makers to create a variety of effects which are dependent on the surface on which they are placed.	Response Stroke Linework Contrast Medium/media Stippling

	HT2	Painting (Essential Unit)	What children will learn: • Paint can be used to create a range of marks. • The names of the primary colours.	What children will be able to do: • Make thick and thin marks. • Identify shades of primary colours.	Palette Primary colours Brushstroke Bristles Ferrule Handle	Printmaking (Desirable Unit)	What children will learn: • Colour and line can be used to show mood, movement, and feelings.	What children will be able to do: • Select colours and painting tools. • Make painted marks to express feelings.	Secondary colours Imagination Control Concentric shapes Contrast Motif
Spring	HT3	Printmaking (Essential Unit)	What children will learn: • Prints can be made from ordinary objects. • How to make and use a stencil and relief block.	What children will be able to do: • Apply paint using controlled brushstrokes and stippling. • Combine printing techniques such as stencilling and relief printing.	Printmaking Stencil Relief printing Stippling Stroking Overprint	Painting (Essential unit)	What children will learn: • Prints can be made from natural objects. • How to make a collagraph block.	What children will be able to do: • Create repeated patterns. • Combine printing techniques.	Natural objects Repeated Organic Collagraph Design Pattern
	HT4	Textiles (Desirable Unit)	What children will learn: • Mixed media, including fabric, yarn, and beads, can be used	What children will be able to do: • Combine a range of materials to produce textile art.	Fabric Yarn Portrait Thread Assemble Fibres Contrast Line Muted	Textiles and Collage (Essential unit)	What children will learn: • Reconstructed paintings are made using images (and materials) that were	What children will be able to do: • Select appropriate pre-used images, colours, and	Image Adhesive Non-realistic Reconstruct Montage Manipulate

			to create artwork.		Tear Snip Paste		originally part of something else.	textures to create a new picture.	
Summer	HT5	3D (Desirable Unit)	What children will learn: • Sculptures can be made from many different materials. • Artists take inspiration from the work of others.	What children will be able to do: • Select materials based on their properties. • Take inspiration from the work of an artist.	Inuksuk Smooth Pebble Balance Construct Model	3D (Essential unit)	What children will learn: • Sculptors make their ideas come to life by joining or moulding materials together. • Sculptors sometimes first make small-scale models of their work called maquettes.	What children will be able to do: • Join materials together to form a 3D form of art. • Make a small rough draft of a sculpture to explore ideas.	Indigenous Inspired Sacred Depth Maquette Sculpt
	HT6	Collage (Essential Unit)	What children will learn: • Collages can be used as a background. • Paper can be torn or cut for effect.	What children will be able to do: • Build up layers, using collage to create a background. • Tear paper and use scissors to cut for precision.	Fabric Yarn Portrait Thread Assemble Fibres Contrast Line Muted Tear Snip Paste	Creative Response (Desirable Unit)	What children will learn: • There are a series of steps in a creative process.	What children will be able to do: • Refer to previous knowledge and skills to make creative choices. • Apply and refine previously taught drawing	Response Creative Imagination Reflect Plan Collaborate

								and collage techniques.	
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		Topic	Year 3		Vocabulary	Topic	Year 4		Vocabulary
Autumn	HT1	Drawing and Painting (Essential Unit)	What children will learn: - There are lines and patterns in natural objects. - A range of effects can be made with paint (short/long brushstrokes, stippling, dip, dab, blotting, sgraffito marks).	What children will be able to do: - Identify lines and patterns in nature (rocks and fossils). - Use a range of specific painting techniques (impasto, tonking, sgraffito).	Hue Repetition Resist Tonking Sgraffito Impasto	Drawing (Essential Unit)	What children will learn: - What is meant by still life. - How to use a viewfinder to create a focal point or an area of interest. - How to identify details.	What children will be able to do: - Assemble objects to create an interesting composition. - Use a viewfinder. - Use fine control to add detail.	Composition Focal Point Form Viewfinder Contour Line Negative Space
	HT2	Printmaking (Essential Unit)	What children will learn: - How to use a printing slab and roller. - How to create different printing blocks.	What children will be able to do: Make a variety of printed marks including: monoprinting and block printing.	Textured Ink Slab Thumbnail Sketch Repeated Impressed Stamp Monoprint	Painting (Essential Unit)	What children will learn: - Similarities and differences between the work of two artists. - Know that abstract art is more about the shapes, colours,	What children will be able to do: - Make comparisons and form opinions. - Create an abstract painting of a natural object.	Wash Background Watercolour Overpainting Tertiary Colour Wet-on-wet Opaque Translucent Stain Ombre Plane Shade

							and feelings it expresses – it is not about it being a realistic depiction.		
Spring	HT3	Textiles and Collage (Desirable Unit)	What children will learn: • A mandala means circle in Sanskrit. • Mandalas are designs used in Hinduism and Buddhism. • Quilting is a way of conveying a message.	What children will be able to do: • Create collaged patterns within concentric circles. • Tell a story using textiles and collage.	Mandala Dye Quilt Radial Pigment Symbol	Printmaking and Textiles (Essential Unit)	What children will learn: • Kente cloth is a woven fabric from West Africa. • Tie dye is a method used to create designs and colour. • Textile artists use a range of materials to create textured designs and images.	What children will be able to do: • Create printing to represent Kente designs. • Use tie dye to create colour designs. • Combine media to create texture.	Kente Cloth Geometric Designs Symbolise Tie Dye Weft Warp
	HT4	3D (Essential Unit)	What children will learn: • Relief work is a sculptural technique	What children will be able to do: • Produce relief work, placing	Pliers Pargeting Gauge Gesso Relief	3D and Collage (Desirable Unit)	What children will learn: • An illusion can suggest movement.	What children will be able to do: • Assemble pieces of paper to	Elongated Motion Figure Form Proportion

			where parts of a sculpture remain attached to a surface. • Sculptures can be any size and created with a range of materials. • When displayed, they are called installations.	objects into gesso. • Make an insect installation using wire to create structure and form.	Installation		• Proportion will make a figure seem realistic.	create the illusion of movement. • Create figures that are in proportion and out of proportion.	Decoupage
Summer	HT5	Painting (Desirable Unit)	What children will learn: • Backgrounds can be painted for effect. • Negative space is the area behind and around the main focus of the painting.	What children will be able to do: • Use a range of techniques to create backgrounds for effect. • Paint backgrounds that create a negative space.	Background Traditional Wash Negative Space Gradient Effect	Painting (Desirable Unit)	What children will learn: • Painted images can be layered to create space. • An ombre effect can be created with paint by changing the tint and tone.	What children will be able to do: • Position images on a plane to create space. • Add grey to a colour to create a tonal change. • Add white to a colour to create tints.	Wash Background Watercolour Overpainting Tertiary Colour Wet-on-wet Opaque Translucent Stain Ombre Plane Shade
	HT6	Creative Response	What children will learn:	What children will be able to do:	Response Reflect Collaboration	Creative Response	What children will learn:	What children will be able to do:	Henna Symbolism Detail

		(Desirable Unit)	There are a series of steps in the creative process.	Use knowledge and techniques to make creative choices using painting and printmaking.	Preparation Process Incubation	(Desirable Unit)	- There are a series of steps in the creative process. - Running stitches can be joined together to create a fern stitch.	- Refer to previous knowledge and skills to make creative choices. - Apply and refine previously taught drawing and textile techniques.	Incubation Illumination Transfer
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		Topic	Year 5		Vocabulary	Topic	Year 6		Vocabulary
Autumn	HT1	Drawing (Essential Unit)	What children will learn: - What is meant by subtractive drawing. - What abstract art is. - Lines can be used to suggest harmony.	What children will be able to do: - Combine drawing techniques, making informed decisions based on knowledge of what could happen. - Transfer and enlarge an image. - Work in the style of an artist.	Subtractive Drawing Organic Harmony Overlay Abstract Chroma	Drawing (Essential Unit)	What children will learn: The elements of art and design.	What children will be able to do: Work artistically using shape, line, form, texture, colour, value, and space.	Surreal Portraiture Symbolism Scale Proportion Figurative

	HT2	Printmaking (Desirable Unit)	What children will learn: Reduction is a method of block printing where part of the block is removed to create layers of colour and each colour is printed on top of the last.	What children will be able to do: Create reduction prints and explain and record the process.	Edition Overlaid Reduction Printing Transpose Incision Inverted	Painting and Collage (Essential Unit)	What children will learn: Observation of still life can be responded to through a combination of different media and styles.	What children will be able to do: Create a still life using a variety of colours, textures, and materials, including paint.	Cubism Superimpose Still Life Balance Observational Drawing Angles Reflective Oil Translucent Resist Absorb Depth
Spring	HT3	Textiles and Collage (Desirable Unit)	What children will learn: - Applique is a technique where fabric is stuck or sewn onto a large piece to form a picture or pattern. - Textile comes from the Latin word, <i>texere</i>, meaning to	What children will be able to do: - Combine fabrics in a range of ways. - Weave, braid, and construct art using natural objects.	Texere Tactile Assemble Applique Natural Fibre	Printmaking and Textiles (Essential Unit)	What children will learn: - Batik is a method of making marks on hot cloth with hot wax. - Perspective is a technique that enables artists to create the illusion of depth to a painting or drawing.	What children will be able to do: - Apply wax to the surface of fabric and dye it to create coloured designs. - Create a simple one-point perspective sketch.	Vanishing Point Illusion Perspective Batik Tjanting Tool Resist Art

			braid, weave, or construct.						
	HT4	3D (Essential Unit)	What children will learn: - An armature can be used to create a piece of 3D art. - Clay can be joined by a score and slip method.	What children will be able to do: - Use armatures to produce 3D forms. - Join two or more pieces of clay.	Armature Papier- mâché Slip Analogous Colours Contour Score	3D (Desirable Unit)	What children will learn: - A 2D object can change it's form and shape to become 3D. - Asymmetrical means balance is created where there are elements of colours of shape on both sides that make each side equally important.	What children will be able to do: - Use different media to create shapes and forms. - Match visual and tactile elements to their intentions to create visual balance.	Translucent Glassblowing Starch Asymmetrical Balance Amorphous Biomorphic
Summer	HT5	Painting (Essential Unit)	What children will learn: Different effects can be achieved with watercolour paint.	What children will be able to do: Select materials to create specific marks using watercolour paint.	Coarseness Dissolve Adhere Warping Spritz Absorb	Painting (Desirable Unit)	What children will learn: Depth can be created by layering effects one on top of the other.	What children will be able to do: Select and combine appropriate techniques to create the illusion of water and depth.	Cubism Superimpose Still Life Balance Observational Drawing Angles Reflective Oil Translucent Resist Absorb Depth

	HT6	Creative Response (Desirable Unit)	What children will learn: • There are a series of steps in the creative process. • Mediums can be combined to create texture.	What children will be able to do: • Refer to previous knowledge and skills to make creative choices. • Apply and refine printmaking and collage techniques.	Reduction Printing Etch Embellish Illumination Incubation Process	Creative Response (Desirable Unit)	What children will learn: • There are a series of steps in the creative process. • Mediums can be combined to create texture and detail.	What children will be able to do: • Refer to previous knowledge and skills to make creative choices. • Apply and refine drawing and textile techniques.	Illumination Incubation Verification Observational Intentional Combine
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