



The curriculum at Brampton Village Primary School enables all children to learn skills alongside knowledge, ensuring that both are explicitly developed through clearly sequenced and structured plans. There are opportunities for cross-curricular teaching throughout the school so that the curriculum is broad, balanced, meaningful and relevant to all pupils and which enables them to be successful, independent and motivated learners in readiness for their next stage of education. The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of all the pupils in our school.

Reviewed September 2026

For many children, **Art** is a natural form of expression, communication and enjoyment. It encourages children to observe, explore and make sense of the world around them, while developing their imagination, creativity, confidence and individuality.

Through a broad range of experiences, children are encouraged to experiment with a variety of media and techniques, including drawing, painting, printing, textiles, collage, sculpture and clay. As they progress through the school, they develop and refine their skills, make thoughtful creative choices and learn to take risks, learn from mistakes and develop their own artistic style.

Children are introduced to a diverse range of **artists, cultures and artistic traditions**, both past and present. They learn to observe, question, discuss and appreciate art and the ideas of others.

We want our children to **enjoy being creative, develop confidence in their own ideas and recognise themselves as artists.**

Key Concepts	Drawing	Painting	Sculpture
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Drawing	Year R	Y1	Y2	Y3	Y4	Y5	Y6
Sketchbook	Art folders- focus pieces.	Introduce/develop sketchbook	Continue to develop sketchbook: record explorations and experimentations in different media Start to plan and develop ideas	Continue to develop sketchbook to plan and develop ideas, start to include written evaluation notes	Continue to develop sketchbook to plan and develop ideas and as a means of self- expression; include written evaluation notes	Continue to develop sketchbook to plan and develop ideas and as a means of self- expression; include written evaluation notes; use sketches to adapt and refine endpieces	Continue to develop sketchbook to plan and develop ideas and as a means of self- expression; include written evaluation notes; use sketches to adapt and refine endpieces
Pencil work	Mark making with Alphex and B pencil Mark making on variety of papers: types, colours, size and shapes	Develop tonal work using lines – shading a block of colour/hatching Continue to use a variety of papers: types, colours, shapes, sizes Begin pattern making	Start to introduce linear tones with a pencil Produce a wide range of patterns and textures eg dots, lines, squiggles	Introduce simple perspective, hatching and shading techniques Learning the layout of a face and a figure Experience positive and negative shapes	Detailed mark making to produce complicated images Able to structure a face and a figure with a degree of accuracy Marks must pay attention to tone	Use tonal contrast to show depth and different elevations Develop one key element within their work: line, tone, pattern texture	Use perspective in compositions Use proportions in group and portrait studies

	Mark make with different lines eg thick/thin, curvy/straight Patterns				Use simple vanishing points	Experience drawing for different purposes eg designing, gathering information	
Other Media and colour work	Draw/mark make with a variety of media: wax crayon, chalk, charcoal, pastel, felt tip, biro Draw from imagination, observation and experience	Start to change colours using computer art packages Mixing media to create new effects (eg pen and pastel) Ensure a balance of drawing from imagination, observation and experience Use a coloured pencil to create a range of shades, by varying the pressure	Computer art package for drawing Drawing in variety of ways – on a table, floor, wall, easel Experience mark making with a range of media Ensure a balance of drawing from imagination, observation and experience Observe shades of one colour eg in trees	Start to work in the style of various artists (not copying art work) Start to make informed choice re media Take responsibility for tools, equipment and working area	Able to select from a range of media according to need Explore artists techniques and use these to develop their own work Mix a wide range of colours using coloured pencils	Apply knowledge, skills and experience to select and mix media according to need Develop individual style Mix and match using coloured pencils and use a wide tonal range	Apply knowledge, skills and experience to select and mix media according to need Develop individual style Use coloured pencils in a subtle and controlled way Work on a variety of surfaces over different time scales Work in an abstract way
Language and vocabulary (see previous year groups)	Develop the language of drawing: pattern, observation, colours, equipment names	Develop the language of drawing: marks, pattern, colour, feelings, line, texture	Linear tones Media Mix and match colours Combining techniques	Perspective Proportions (face and body) Evaluate Styles of artists	Use of correct language in discussion and evaluation notes Tone Vanishing points	Use of correct language in discussion and evaluation notes Endpiece Combine skills Detail Express ideas	Use of correct language in discussion and evaluation notes Subtle Controlled Proportion Perspective Realistic Abstract
<u>Artist Study</u>	Klimt	Edward Tinga Tinga	Klee	Judith Braun Laura McKendy Donald Mcleman Irina Rummyatseva	Anglo Saxon Influences	Moore (WW2 artist)	
<i>Painting</i>	Year R	Y1	Y2	Y3	Y4	Y5	Y6
Sketchbook		Brush skill work	Store information on colour mixing, brush marks ...	Use to support work, try out ideas and plan colours	Use to support work in progress Sketch/draw in paint Experiment with mixing media	Use to record and store information as appropriate	Use to support all work
Mark making/ Brush skills	Mark making with fingers, card, twigs... Hold & use brush correctly (thick and thin) Practise duck's feet and full twist	Develop brush skills Experience brushes for washes	Use a brush to produce marks appropriate for work	Choose brushes (by number and type) appropriate for work	Choose brushes (by number and type) appropriate for work	Choose brushes (by number and type) appropriate for work	Choose brushes (by number and type) appropriate for work
Colour mixing	Mix and apply powder paint (water, wipe, paint, palette)	Start predicting mixed colours Light and dark shades	Making own black Mix and match colours	Mix and match colours accurately Begin to mix flesh colour	Explore relationship between colour and shape and mood eg spiky red to show anger	Consider use of colour and their relationships (be able	Depict moods and atmospheres with colour

	Make paint of working consistency Mix a range of primary and secondary colours	Make paint of different consistencies Lighten and darken without using black or white	Lighten and darken with black and white		Make flesh colour	to give reasons for colour choices)	
Techniques	Work in various ways – easel, floor, table ... Work over different time scales Work from imagination and observation Work individually, pairs, groups	Work on different sized, shaped, coloured papers Be confident in using water, wipe, paint, palette technique Work over different time scales Work individually, pairs, groups Use brush and spray on computer art package Explore relationship between colour, mood and feelings Experience colour matching, replicating patterns and textures Computer art - infilling	Organise own working area and clear away Experienced in colour wheel and colour spectrum Select and work from direct observation Work individually, pairs, groups Use a range of tools on a computer package and produce endpieces Look at art from different cultures Use of view finders to focus on small areas	Organise own working area, set out and clear away Experience harmonising and complementary colours Experience hues (adding black) and tints (adding white) Replicating colours, patterns and textures in their work Experience water colour and hard-edged painting (in-block filling) Use of charcoal Use of mixed-media and layering. Work on same endpiece over extended period of time Discuss own work and that of others Experience computer work	Work in an organised way Use colour changes to effect shadows Choose colour, shape and surface on which to work Discuss own work and that of others Work in style of selected artists (not copying) Begin to mix media eg wax crayon under/over paint; pastel under/over paint Experience computer work Use of view finders to focus on small areas	Apply knowledge and experience to experimentation Develop mixed media work Begin to develop own style Bring depth into painting Show space and shape as part of their work Work in variety of ways – hard-edged, water colour, mixed media, on different different surfaces. Map out still life Predict effects Combine tools Recognise the work of key artists and their styles Begin to place artists in art movements Discuss and evaluate own and others' work Experience computer work	Work on a range of scales Work in different time scales Use of view finders to focus on small areas Use simple perspectives in their compositions Work in mixed media Be aware of the effect of mounts on finished work Depict pattern and texture with confidence Be aware of key elements (line, texture, shape, colour) and their link with painting Experiment with idea, media and methods in computer art
Language and vocabulary (see previous year groups)	Primary colours Secondary colours Duck's feet Full twist Water, wipe, paint, palette Mix	Describe shades of colour and colour spectrums shades Water, wipe, paint, palette	Hues and shades Colour spectrum Colour mixing Water, wipe, paint, palette	Water, wipe, paint, palette Hues Tints Tone Line Gestural movements Shape Chiaroscuro Imagery Primary and secondary colours Texture and collage	Water, wipe, paint, palette Shadows Flesh Mixed media 'In the style of...'	Water, wipe, paint, palette Still life Style Movements Shape and space Effects	Water, wipe, paint, palette Line, shape, colour, texture Scale Composition Frame/mount Perspective Mood/atmosphere
<u>Artist study</u>	Kandinsky Van Gogh	Edward Ting Tinga Mondrian	Monet	Hokusai	Hopper	Moore	Helen Cowcher
<i>Sculpture</i>	Year R	Y1	Y2	Y3	Y4	Y5	Y6
Sketchbook			Plan and develop ideas in sketchbook Make informed choices about media	Inform, plan and develop ideas in sketchbook	Inform, plan and develop ideas in sketchbook	Inform, plan and develop ideas in sketchbook	Inform, plan and develop ideas in sketchbook

Skills	Pinch and roll coils and slabs (dough/plasticine) Impress and apply simple decoration Use glue carefully 'just a spot, not a lot' Cut shapes using scissors Working over different time scales Join using construction toys Box models Make and decorate clay slab	Use equipment in correct and safe way Shape and form from direct observation or imagination Make strong joins Decorative techniques – applied, impressed, painted Start to use clay tools Work with a range of media Use pinch, coil and slab techniques to produce endpiece Box models Make patterns and textures in 3D	Use equipment and media with increasing confidence Shape and form from direct observation or imagination Use relief and free standing sculpture as stimulus Experience surface patterns and textures and use these as appropriate Experience collage Work safely, organise work area and clear away	Work over time on same piece of work Shape, form, model and join with confidence Produce more intricate patterns and textures Begin to experience carving Take account of the properties of media being used Discuss and evaluate own work and that of others Work safely, organise work area, clear away and secure work	Plan, develop ideas and use maquettes Join, decorate, coil, pinch, slab Model over an armature eg newspaper frame for mod-roc Carving soap and/or chalk Construct more complex assemblages – free-standing or relief Adapt work as necessary Experience environmental sculpture using found items Discuss and evaluate own work and that of others Work safely, organise work area, clear away and secure work	Plan, adapt and change as necessary Understand different ways of finishing work – glaze, paint, polish Experience recording textures eg taking plasticine castings Be aware of form, space and shape in the wider world Experiment with mixed media sculptures Work on different scales and time-scales Combine pinch, slabbing and coiling to produce endpieces Discuss and evaluate own work and that of others Work safely, organise work area, clear away and secure work	Model and develop work through combinations of pinch, slab and coil Work around armatures Work on different scales Use pattern and texture to create effects Be able to shape, form and construct Experience relief and free-standing work Solve problems as they occur Work realistically and in the abstract Discuss and evaluate own work and that of others Express opinions Recognise sculptural forms in the environment eg furniture, buildings...
Language	Glue spreader Hole punch Dough Plasticine Strong joins Pinch, roll, coil	Glue spreader Hole punch Dough Plasticine Strong joins Impressed	Texture Sculpture Relief Pattern Collage Shape and form	Shape and form Carving Pattern and texture Media Evaluate	Maquette Armature Join, decorate, coil, pinch, slab Assemblage	Glaze, polish Casting Form, space, shape Mixed media Scale/timescale Join, decorate, coil, pinch, slab	Armatures Casting Form, space, shape Mixed media Opinions Join, decorate, coil, pinch, slab Relief, free-standing Abstract
<u>Artist Study</u>	Matisse	African/ Native American Lowry	Hepworth	Roman Influence	Goldsworthy Greek Art/ Influences	Egyptian/ Aztec Influences Space	Donatello, Picasso, Banksy Mayan art influences