

Art and Design Curriculum Map 2026 - 27

The aim of our Art and Design Curriculum at Blue Coat is to equip children with the necessary skills to become well-rounded artists. These skills include drawing, painting, use of colour, sculpting, collage and weaving. Exploration of each skill will allow children to become fully immersed in that specific technical aspect of Art and Design. During each unit of work, the children will either complete an extended unit of work to develop a certain skill (e.g. printing in Pop Art) or a short-burst unit of work to hone in on a stand-alone skill (e.g. 3-D lettering in Graffiti Art). At the same time, the children will be constantly encouraged to make connections with known famous artists. Ultimately, we have designed our curriculum to be fun, engaging, informative, and most importantly, to encourage our pupils to be lifelong independent learners. Lower KS2 is delivered on a 2-year rotation which supports mixed classes. Teachers are free to teach a chosen at any point in the year so as to best link the products made to the children's work in History, Geography and Science.

Progression of Skills

Area of skill	Year 3/ Year 4	Year 5/ Year 6
Ideas - using sketchbooks	Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve. KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can: a use sketchbooks to record ideas; b explore ideas from first-hand observations; c question and make observations about starting points, and respond positively to suggestions; d adapt and refine ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.	Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve. KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can: a review and revisit ideas in their sketchbooks; b offer feedback using technical vocabulary; c think critically about their art and design work; d use digital technology as sources for developing ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.
Making - drawing	Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.	Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills. KS2 Art and Design National Curriculum

	KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: a experiment with showing line, tone and texture with different hardness of pencils; b use shading to show light and shadow effects; c use different materials to draw, e.g. pastels, chalk, felt tips; d show an awareness of space when drawing; e use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; b depict movement and perspective in drawings; c use a variety of tools and select the most appropriate; d use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
Making - colour	Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood. KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: a use varied brush techniques to create shapes, textures, patterns and lines; b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; c create different textures and effects with paint; d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods. KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: a create a colour palette, demonstrating mixing techniques; b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; c use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.

Creating - sculpting	Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail. KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can: a cut, make and combine shapes to create recognisable forms; b use clay and other malleable materials and practise joining techniques; c add materials to the sculpture to create detail; d use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.	Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process. KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can: a plan and design a sculpture; b use tools and materials to carve, add shape, add texture and pattern; c develop cutting and joining skills, e.g. using wire, coils, slabs and slips; d use materials other than clay to create a 3D sculpture; e use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
Creating - collage	Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage. Children can: a select colours and materials to create effect, giving reasons for their choices; b refine work as they go to ensure precision; c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; d use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage. Children can: • add collage to a painted or printed background; • create and arrange accurate patterns; • use a range of mixed media; • plan and design a collage; • use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
Creating - weaving and fabric	Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.	Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics. KS2 Art and Design National Curriculum

	KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles. Children can: a select appropriate materials, giving reasons; b use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; c develop skills in stitching, cutting and joining; d use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.	To improve their mastery of art and design techniques with a range of materials – textiles. Children can: a experiment with a range of media by overlapping and layering in order to create texture, effect and colour; b add decoration to create effect; c use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.
Creating - printing	Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing. Children can: a use more than one colour to layer in a print; b replicate patterns from observations; c make printing blocks; d make repeated patterns with precision; e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing. Children can: a design and create printing blocks/tiles; b develop techniques in mono, block and relief printing; c create and arrange accurate patterns; d use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;
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	Painting		Collage		Sculpture	
3		 Sean Scully		 Makoto Nakamura (b.1970)		 Henry Moore (1898-1986)
	We are painters - primary, secondary and tertiary colours - create tones - colour wheel - watercolour - background washes - create mood with colour How does the simple act of mixing two separate paint colours together to create a brand-new shade fill our minds with quiet joy?		We are collage artists - cut shapes - tessellate shapes and patterns - repeated patterns - limited palette When we look at the intricate patterns, shapes, and colours in nature, can we see the artwork of God showing us what is possible?		We are sculptors - revise clay techniques - cultural decoration - model in response to drawing - observe artefacts - coil, pinch, join, impress How can a single artwork (like a painting or a sculpture) change how thousands of people feel about an "impossible" global issue?	
	Drawing		Printing		Collage	
4		 Picasso (1881-1973)		 Lakwena Maciver		 Ekua Holmes (1955-)
	We are portrait artists - using pencils, charcoal, or pastels - Using technical and observational skills - Create an abstract piece Which requires more wisdom: mastering a precise technical skill (like drawing realistically) or having a completely original, abstract idea?		We are printers - make own printing block 2 colour prints (overlay) - polystyrene mono printing - pattern in the past When a whole class combines their individual pieces into one giant art gallery display, why does that shared joy feel bigger than working alone?		We are collage artists - explore materials - curl, pleat, scrumple, overlap - repeated images - limited colour palette How can we use our courage to create art that speaks out against unfairness, challenges a stereotype, or stands up for a cause?	

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	Painting		Printing		Sculpture	
5		 Beatriz Milhazes				
	Wassily Kandinsky		Angie Lewins	Mark Hearld	Bernard Palissy (c.1510-c.1589)	Barbara Hepworth 1903 - 1975
	We are abstract painters - complementary and contrasting colours - view finders - develop painting from a drawing - Composition When is a painting truly finished and complete?		We are printers - lino printing - create printing blocks 2 colour overlays - work into prints with other media What hidden stories can the choice of specific plants and flowers tell us about a person's heritage?		We are sculptors - model in response to drawing & painting - plan work carefully - coil, pinch, join, impress - refine surface decoration - incise, apply, glaze How does a sculpture use negative space to tell a story?	
	Painting		Printing		Collage	
6		 georges braque				
	Picasso		William Morris (1834-1896)	Kehinde Wiley (b.1977)	Hannah Hoch (1889-1978)	Njideka Akunyili Crosby (1983-)

We are painters • colour match • add collage • mood • preliminary studies • variety of stimuli How can a portrait share an important message about culture and history?	We are printers • lino printing • create printing blocks • 3 colour overlays • work into prints with other media What hidden stories can the choice of specific plants and flowers tell us about a person's heritage?	We are collage artists • contrast • add to other media • veiling and layering Can a collage capture the happy feeling of belonging to two different cultures at once?
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