



# ART

## Our TRUST Curriculum Principles

A Kaleidoscope Schools curriculum has been designed to enable children to develop wide knowledge/ skills and become well rounded and confident individuals who are curious and want to learn. Schools design and develop their own curriculums but encapsulate the following which are linked to the Kaleidoscope 5C's.





## **Intent**

The primary art curriculum aims to inspire creativity and self-expression while building key artistic skills such as drawing, painting, and sculpture. Children explore diverse artists and cultures, develop visual communication, and grow in confidence as they express their ideas and imagination.

## **Implementation**

The art curriculum is implemented through a carefully sequenced program of study that builds progressively from Reception to Year 6. Each year group explores a variety of media, techniques, and artistic styles through engaging themes that promote creative thinking and skill development. Children maintain sketchbooks to experiment, plan, and reflect on their learning, encouraging independence and resilience. Lessons are enriched with the study of diverse artists, designers, and cultural traditions, fostering global awareness and critical appreciation. Regular opportunities for collaborative projects, gallery-style displays, and cross-curricular links ensure that art is visible, valued, and integrated into the wider curriculum.

## **Impact**

Assessment sheets



ART National Curriculum Milestones ([Trust Milestones](#))

Key Theme	Reception	KS1 (Y1–Y2)	KS2 (Y3–Y4)	KS2 (Y5–Y6)
Exploring Materials & Media	Explore materials, tools, and techniques	Use a range of materials creatively	Use a variety of materials (e.g., pencil, charcoal, paint, clay)	Refine use of materials with control and creativity
Developing Techniques	Experiment with colour, design, texture, form	Develop techniques in colour, pattern, texture, line, shape, form, and space	Improve mastery of techniques in drawing, painting, and sculpture	Master and refine techniques with independence
Creating & Making	Represent ideas through art and design	Use drawing, painting, and sculpture to share ideas and imagination	Use drawing, painting, and sculpture to share ideas and imagination  Create sketchbooks to record and revisit ideas	Use sketchbooks for planning, reflection, and development, including graphic design.
Knowledge of Artists & Cultures	Exposure to visual art in the environment	Learn about a range of artists, craft makers, and designers	Study great artists, architects, and designers in history	Explore historical and cultural contexts of art  <a href="#">Local artist study Banksy</a>
Evaluating & Reflecting	Talk about what they have made	Begin to describe and discuss their own work and others'	Evaluate and refine work using artistic vocabulary	Analyse and evaluate art using appropriate language and critical thinking



Overview

	Autumn	Spring	Summer
Reception			
Year 1/2 2025/2026	<p>Year 1 Unit 1 <a href="#">Mark-making: using drawing tools and techniques</a> Odelia Fui Leonardo Da Vinci – Self Portrait in red chalk</p> <p>Year 2 Unit 2 <a href="#">Our spaces: drawing and printing</a></p>	<p>Year 1 Unit 3 <a href="#">Watery weavings: introducing textiles</a></p>	<p>Y1 unit 5 <a href="#">Create a flower garden: introducing the 7 elements of art</a> Kaori Kurihara</p> <p>Year 2 Unit 1 <a href="#">I am beautiful: drawing and mixed media</a></p>
Year 1/2 2026/2027	<p>Year 2 Unit 3 <a href="#">Me, myself and others: clay sculpture</a> Lubaina Himid</p> <p>Year 1 Unit 6 <a href="#">Moon and space: drawing and mixed media</a></p>	<p>Year 2 Unit 4 <a href="#">Paradise island: drawing and sculpture</a> Melencio Sapnu</p>	<p>Y2 unit 6 <a href="#">Maps to explore identity, journeys and imagination</a> Julie Mehretu</p> <p>Y1 unit 4 <a href="#">The seasons: painting and colour mixing</a> L1-4 Y1 Unit 2 <a href="#">Reflections on water: introducing painting</a> Claude Monet and Local artist Margaret Micklewright</p>



<p>Year 3 2025/2026</p>	<p>Year 3 Unit 1 <a href="#">The Rainforest: drawing and painting</a></p> <p>Martin Heade</p>	<p>Year 3 Unit 3 <a href="#">Creature Construction: sculpture</a></p> <p>Chila Kamari Singh Burman Louise Bourgeois</p>	<p>Year 3 Unit 6 <a href="#">Perfect Patterns: drawing and design</a> (see unit 4 – include print)</p> <p>William Morris – at present this will recap prior learning Ranjani Sheetar</p>
<p>Year 4 2026/27</p>	<p>Year 4 Unit 2 <a href="#">Views of a local landmark: ceramics</a></p> <p>Jeanette Barnes/John Piper</p>	<p>Year 4 Unit 3 <a href="#">Local landscape : painting</a></p> <p>John Dyer Lois Mailou Jones</p>	<p>Year 4 Unit 6 <a href="#">Hidden worlds: collage and mixed media</a></p> <p>Ernst Haeckel</p>
<p>Year 5 2027/28</p>	<p>Year 5 Unit 1 <a href="#">Lettering: graphic design</a></p> <p>Range of graphic designers including Alan Kitching, Julia Trigg</p>	<p>Year 5 Unit 6 <a href="#">Ceramics: cake culture</a></p> <p>Giorgio Morandi</p>	<p>Year 5 Unit 5 <a href="#">Abstract art: drawing, printing and textiles</a></p> <p>Hilma af Klimt Local artist - <a href="#">Caroline Cunningham</a></p>
<p>Year 6 2028/29</p>	<p><a href="#">Street Art: digital and new media</a></p> <p>BANKSY Local artist - JLS</p>	<p>Year 6 Unit 3 <a href="#">Meaning and symbolism in art: drawing and painting</a></p> <p>Frida Kahlo Vanitas art</p>	<p>Year 6 Unit 6 <a href="#">Creative careers: critical and contextual</a></p> <p>Range of designers</p>