ST ANNE'S RC PRIMARY SCHOOL

Whole School Art and Design Policy & Progression Ladder

Vision and Intent

At St Anne's RC Primary School, we believe that Art and Design is a vital part of a broad and ambitious curriculum. It enables pupils to observe closely, think creatively, communicate ideas and respond thoughtfully to the world around them. Through our Grammarsaurus scheme, pupils develop secure practical skills, knowledge of artists and artistic traditions, and the confidence to make individual choices.

Our Catholic ethos encourages pupils to recognise beauty, dignity and creativity in God's world. Art provides rich opportunities for reflection, curiosity, cultural understanding and respectful discussion of different experiences and viewpoints.

We aim to ensure that all pupils:

- develop creativity, imagination and visual literacy
- gain increasing control of drawing, painting, collage, print, sculpture and clay techniques
- understand and apply the elements of art, including line, shape, colour, tone, texture, pattern, form and space
- use sketchbooks to explore, practise, record, evaluate and refine ideas
- learn about a diverse range of artists, designers, craftspeople, cultures and artistic traditions
- use subject-specific vocabulary accurately
- take creative risks and develop resilience, independence and pride in their work

Aims of the Art and Design Curriculum

The Art and Design curriculum at St Anne's aims to:

- provide a broad, balanced and progressively challenging curriculum in line with the National Curriculum
- ensure that every pupil produces creative work, exploring ideas and recording experiences
- develop proficiency in drawing, painting, colour, collage, sculpture and other art, craft and design techniques
- teach pupils to evaluate and analyse creative works using the language of art, craft and design
- build knowledge of significant artists, craft makers and designers, including the historical and cultural development of their art forms
- provide sustained opportunities to revisit techniques so that pupils build fluency and control
- promote cultural capital through encounters with varied art, architecture, heritage, galleries and creative careers
- prepare pupils for the expectations of secondary Art and Design

Curriculum Design and Implementation

Curriculum Structure

Art and Design is taught through the Grammarsaurus scheme from Year 1 to Year 6. EYFS builds the foundations through expressive arts and design, purposeful mark-making, colour mixing, modelling, construction and opportunities to talk about creative choices.

The curriculum is organised through three progressive strands:

- Chromatic – colour theory, painting, collage and the purposeful use of colour
- Monochromatic – drawing, line, shape, tone, texture, pattern, observation and composition
- Sculpture: Clay – form, surface, construction, modelling, joining and three-dimensional outcomes

Artist knowledge, the elements of art, sketchbook practice, evaluation and vocabulary are woven through each strand. Units revisit prior knowledge while introducing greater technical and conceptual challenge.

Progression and Curriculum Coherence

The Grammarsaurus progression documents identify the practical skills, elements of art, colour theory, tools, techniques, artists and key vocabulary that pupils will learn in each year group. Teachers use these documents alongside unit planning to ensure that learning is cumulative rather than a series of disconnected activities.

Substantive Knowledge

- knowledge of the elements of art and how artists use them
- knowledge of materials, tools, processes and techniques
- knowledge of artists, artworks, movements, cultures and contexts
- knowledge of safe and responsible working practices
- knowledge of precise art vocabulary

Disciplinary Knowledge

- observing, investigating and generating ideas
- experimenting with materials and making purposeful choices
- applying and combining techniques with increasing control
- using sketchbooks to record, practise and develop ideas
- analysing art and explaining interpretations with evidence
- evaluating, refining and discussing creative decisions

Both forms of knowledge are explicitly taught, practised and revisited. Final outcomes are important, but equal value is placed on exploration, decision-making, reflection and the development visible in pupils' sketchbooks.

Teaching and Learning Principles

Small Steps and Sequencing

Knowledge and techniques are broken into manageable steps. Teachers connect new learning to previous units and model the thinking and physical processes needed for success.

Explicit Modelling and Practice

- demonstrate tools and techniques clearly, including safe use
- model how to notice, compare, annotate, evaluate and refine
- teach vocabulary in context and expect pupils to use it in discussion
- provide opportunities to practise techniques before applying them independently

Creative Independence

Teaching balances clear technical instruction with meaningful artistic choice. Pupils are encouraged to select, combine and adapt ideas, materials and techniques rather than reproduce an identical teacher-made outcome.

Sketchbooks

Sketchbooks are working documents. They may include observations, trials, annotations, artist research, colour studies, compositional ideas, evaluations and refinements. They show the creative journey and are not expected to be uniformly polished.

Talk, Critique and Reflection

Pupils learn to describe what they notice, explain artistic choices, listen respectfully to other interpretations and use constructive feedback. Teachers establish a safe climate in which experimentation and productive mistakes are valued.

Use of Subject-Specific Vocabulary

Vocabulary is explicitly taught, modelled and revisited. The Grammarsaurus vocabulary progression identifies Tier 1, Tier 2 and Tier 3 language for the chromatic, monochromatic and sculpture strands from Year 1 to Year 6.

- key vocabulary is introduced before and during practical work
- visual examples, word banks and sentence stems support access
- teachers model accurate pronunciation and meaning
- pupils apply vocabulary when discussing artists, techniques, processes and their own choices
- retrieval activities revisit important language and concepts

The whole-school vocabulary progression is reproduced on the following page.

Art Vocabulary Progression Year 1 – Year 6

Some vocabulary appears across more than one year group, as pupils **revisit and refine their understanding** through different units. This deliberate revisiting enables pupils to **consolidate and deepen their knowledge of art language**. As they progress, they apply this vocabulary with **increasing accuracy, complexity and creative intention**, reflecting their growing technical skill and artistic understanding.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Monochromatic	**Tier 1:** draw, line, shape, drawing **Tier 2:** continuous, doodle, erase, pressure, represent, sketch, tone, value, vertical, horizontal, zigzag, gallery **Tier 3:** graphite, monochromatic	**Tier 1:** line, shape **Tier 2:** artist, celebration, collage, culture, decorative, designer, enclosed, evaluate, organic, pattern, repeating, space **Tier 3:** chromatic, geometric, graphite, monochromatic, mehndi, henna	**Tier 1:** line, shape, drawing **Tier 2:** continuous, highlight, illusion, landscape, observational, outline, portrait, positioning, realistic, representation, shading, tone, value, proportion **Tier 3:** monochromatic, self-portrait, still life	**Tier 1:** shape **Tier 2:** form, gradient, horizon, illuminated, inspiration, tone, value **Tier 3:** atmospheric, cross-hatching, one-point perspective, vanishing point, perspective, hatching, stippling	**Tier 1:** line **Tier 2:** abstract, composed, contrast, expression, form, inspired, organic, realistic, style, technique, texture, value **Tier 3:** geometric, monochromatic, photorealism, medium, mixed media, perspective	**Tier 1:** shape **Tier 2:** blend, smudge, pressure, form, organic, observe, portrait, proportion, realistic, reflection, reference material, value, tone, shading, texture, contrast, refine, composition, vertical, horizontal **Tier 3:** graphite, monochromatic, geometric
Chromatic	**Tier 1:** colour, line, paint, painter, painting, handle, dot, shape, real **Tier 2:** abstract, decorate, gallery, inspire, feelings, emotions **Tier 3:** primary colours	**Tier 1:** colour **Tier 2:** artist, contrast, evoke, inspire, landscape, original, portrait, process, vivid, feeling, emotion **Tier 3:** colour wheel, complementary colours, primary colours, secondary colours, still life, medium, colour palette	**Tier 1:** painting, mixing **Tier 2:** abstract, annotate, blending, brushstroke, composition, creativity, techniques, texture, transparent, famous **Tier 3:** acrylic, chromatic, watercolour, medium, illustrator, illustration, realism	**Tier 2:** annotate, collage, composition, context, design, drafting, form, photography, representation, texture, transparent, value, **Tier 3:** curator, Victorian medium, mixed media, architect, architecture, watercolour	**Tier 1:** colour, shape, line **Tier 2:** angular, collage, composition, form, inspiration, opaque, proportion, space, texture, tint, tone, transparent, value, portrait, replica, symbolism, miniature, commissioned, memorialising **Tier 3:** portraiture, sitter, Victorians, medium, palette	**Tier 2:** composition, proportion, realistic, rubbing, symbol, synthetic, transfer, trace, translucent, collage, form, sustainable conceptual, protest **Tier 3:** climate change, geometric, photo-realistic, sustainability, mixed media, acrylic, contemporary
Sculpture with clay	**Tier 1:** create, nature, press, roll, flatten **Tier 2:** 3D, emotion, experiment, imprint, inspired, layer, sketch, texture tile, clay **Tier 3:** ceramic, coil, kiln, pottery, sculpt, slab	**Tier 1:** colour, join **Tier 2:** 2D, 3D, clay, decorate, form, imprint, inspired, pattern, relief, represent, shapes, texture, tile **Tier 3:** ceramics, pottery, primary colours, secondary colours, score and slip, sculpture, varnish	**Tier 2:** ceramic, column, experiment, impact, imprint, influence, inspired, relief, sphere, texture, clay **Tier 3:** climate, pinch pot, pottery, score and slip, varnish, wedging, primary colours, sculpture, secondary colours	**Tier 1:** join **Tier 2:** balance, carve, dimension, form, imprint, model, pattern, proportion, texture, shape, symbolism **Tier 3:** Ancient Egypt, sculpture, harmony, canopic jar, varnish, slip, score, coil	**Tier 2:** combinations, composition, context, expression, mould, manipulate, kneading, condition, compress, shade, tint, tone, notable decorative **Tier 3:** score and slip, ball clay, earthenware clay, stoneware clay, porcelain, faience, analogous colours	**Tier 2:** blend, condition, context, gloss, malleable, manipulate, moulding, realistic, style, tone, shade, tint **Tier 3:** ceramic, hand-building, kiln, kneading, hyper-realistic, sculpture, tertiary colours, varnish, colour palette

grammarsaurus.co.uk

Chromatic Progression

The chromatic strand develops pupils' understanding of colour theory, painting and colour as an expressive and communicative element. Pupils revisit primary, secondary, complementary, warm and cool colours and move towards increasingly sophisticated mixing, application and compositional choices.

The full Grammarsaurus summary of progress is reproduced on the following three pages.

Chromatic

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Does abstract art mean anything?	**How can artists use colour?**	**What is illustration?**	**Why do artists keep sketchbooks?**	**How realistic do portraits need to be?**	**Can art help save the planet?**
Practical Skills **<u>Colour Theory</u>** Identifying the 3 primary colours, and mixing to make secondary colours. **<u>Elements of Art</u>** Knowing the definition of line, shape, space and colour. **<u>Tools</u>** Learn the parts of a brush. Controlling a brush. How to rinse a brush between colours. Using acrylic paints.	**Practical Skills** **<u>Colour Theory</u>** Revise primary and secondary colours. Identifying warm and cool colours. Identify complementary colours. Begin to recognise the colour wheel. Creating colour palettes. **<u>Elements of Art</u>** Revise parts of a brush. Controlling a paint brush for increased precision. Using acrylic paints. **<u>Tools</u>** Use a sketch to create guide lines for painting.	**Practical Skills** **<u>Colour Theory</u>** Revise primary colours and secondary colours. Blending colours. Revise complementary colours. **<u>Tools</u>** Revise parts of a brush. Controlling a paint brush for increased precision. Knowing how to use watercolour paints and understand how they're different to acrylic paint. **<u>Techniques</u>** Use a sketch to create guide lines for painting. Identifying shapes and lines whilst we recreate an image.	**Practical Skills** **<u>Tools</u>** Revise how to use watercolour paints. **<u>Techniques</u>** Use a sketch to create guide lines for painting. Incorporate photos into a watercolour painting to create a photocollage. Exploring line work through sketching. Use a sketchbook to develop skills. To consider the steps to compose a collage. Creating a collage using scissors.	**Practical Skills** **<u>Colour Theory</u>** Revise primary and secondary colours. Learn to mix skin tones. **<u>Tools</u>** Use watercolour paints with proficiency. Revise the differences between acrylic and watercolour paint. **<u>Techniques</u>** Use ripped paper collage to create a self-portrait. Use shapes to guide the composition of a portrait. Use measurements to control proportions in a face. Use sketches to create guide lines for painting a miniature.	**Practical Skills** **<u>Techniques</u>** To use precision in collage. To use the elements of art in design. Use pencil rubbing to transfer a design sketch. To use the grid method to transfer an image. Use shapes to guide the composition of an animal. **<u>Tools</u>** Use watercolour paints with proficiency.

grammarsaurus.co.uk

Chromatic

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary Knowledge (how art is studied, discussed and judged) Identifying abstract and realism paintings. Begin to understand how art can cause an emotional response. Know that art can have meaning. Consider some of the reasons that people create art. Describing abstract art. Beginning to evaluate our own art. To compare differences and similarities between artwork. **Theoretical Knowledge (Culture and Context)** Learning about the work of abstract painters. Know that some artists make art for different purposes. Know that art can be displayed in a gallery, a museum, a sketchbook or a home. Know that artists can come from all around the world.	**Disciplinary Knowledge (how art is studied, discussed and judged)** Consider how we feel about art and why people create art. Describing how colours may make people feel. Learning the differences between landscape, portrait and still life. Know that art doesn't have to be realistic. Evaluating our own work. **Theoretical Knowledge (Culture and Context)** Knowing that where an artist lives can effect what they create. Learning that artists do not have to directly create every piece of art that is attributed to them. Ted Harrison paints and then commissions serigraph prints to sell. Beginning to identify artists work by recognising their style.	**Disciplinary Knowledge (how art is studied, discussed and judged)** Learning how art can impact society. Learning about the discipline of illustration. Evaluating our own work. Learning to talk about art. Learning that art can cause an emotional response. Knowing some of the reasons that people paint. **Theoretical Knowledge (Culture and Context)** Learning about the work of illustrators. Beginning to learn how technology can influence art. Understanding that making art can require courage and persistence.	**Disciplinary Knowledge (how art is studied, discussed and judged)** Learning about the process of being an artist, and how sketchbooks are used for different purposes. Evaluating our own art process. Learn about mixed media artworks. **Theoretical Knowledge (Culture and Context)** Understanding how architects can respond to current issues, such as sustainability. Understanding that the context of the painting or artist can influence how we understand it. To know the difference between drafting and sketching. Learn how technology can influence art.	**Disciplinary Knowledge (how art is studied, discussed and judged)** Use the seven elements of art to talk about artwork. Consider who decides how much art is worth. Consider how art can be an exploration of who we are and how we want others to see us. Consider that we can use art to express something that isn't visible to the eye. Know that art doesn't have to be realistic. Evaluating our own art process. Consider how colour can be used in portraiture. **Theoretical Knowledge (Culture and Context)** Learn about portraiture as a form of art over time and across cultures. Learn about portraiture miniatures as a form of art. Understand how technology can influence art. Learn about the work of collagists.	**Disciplinary Knowledge (how art is studied, discussed and judged)** Consider whether designs on t-shirts can be called art. To use the elements of art to discuss design. Evaluate other people's art and our own. Learning how art can impact society. Know that art doesn't have to be realistic. **Theoretical Knowledge (Culture and Context)** To consider the sustainability of art and design. Know that art can be inspired by political or charitable causes. Know that art can be created with a purpose to create change. Consider how artists can reduce, reuse or recycle.

grammarsaurus.co.uk

Chromatic

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Examples of great art and artists encountered: William Merritt Chase c. 1893 (American) George Inness, 1866 (American) Tariku Shiferaw, 2021 (Ethiopian) Piet Mondrian, 1927 (Dutch) Paul Klee, 1938 (Swiss-German) Mizuki Heitaro, 1930 (Japanese) Hilma af Klint, 1907 (Swedish) **Vocabulary** abstract, realism, acrylic, ferrule, toe, handle, bristle, dot, line, primary colour, curved, space, gallery, pattern, design	**Examples of great art and artists encountered:** Katsushika Hokusai, 1831 (Japanese) Ted Harrison, 1993 (British-Canadian) **Vocabulary** warm, cool, contrast, complementary, elements, the colour wheel	**Examples of great art and artists encountered:** Maria Sibylla Merian, 1705, (German) Nora Sherwood, 2022 (American) Dapo Adeola, 2019 (British-Nigerian) Walter Crane, 1898 Rahana Dariah, 2021 **Vocabulary** watercolour, illustrator, illustration, paint pan, blend, observational, observe, medium	**Examples of great art and artists encountered:** Kathryn Larsen, 2020 (American) Lady Mary Georgina Filmer, 1863 (British) Karl Wiener, 1942 (Austrian) Marie-Blanche Hennelle Fournier, 1870s (French) Eva Macdonald. 1846 (British) Paul Gauguin, 1887 (French) Katsushika Hokusai, c1820 (Japanese) Janice Hayes-Cha, 2014 **Vocabulary** architect, architecture, drafting, photocollage, collagist, mixed media, context, medium, sketchbook, annotating, urban, process, form, texture	**Examples of great art and artists encountered:** Alexej von Jawlensky, c.1920 (Russian) Frida Kahlo, 1937 (Mexican) Dapo Adeola, 2019 (British-Nigerian) Amedeo Modigliani, 1917 (Italian) Vincent van Gogh, 1887 (Dutch) Samuel J. Miller 1847, (American) Sarah Biffin, 1848 (British) Diego Rodríguez de Silva y Velázquez, 1650 (Spanish) Noor Barjat, 2020 (Syrian) Samuel Joseph Brown Jr, 1941 (African American) Giovanna Garzoni , 1635 (Italian) John Carlin, 1840 (American) **Vocabulary** colour, commissioned, composition, form, line, miniaturist, mixed media, opaque, portrait, proportion, shape, sitter, space, texture, value, cartoon	**Examples of great art and artists encountered:** Jeff Hong, 2014 (American) Stanley Thomas Clough, 1938 (American) Kathryn Larsen, 2020 (American) Nick Gentry, 2021 (British) **Vocabulary** ferule, bristles, complementary colours, tertiary colours, manipulate, matte

grammarsaurus.co.uk

Monochromatic Progression

The monochromatic strand secures the foundations of drawing and mark-making. Across the school, pupils develop pencil control, observational skill, line, pattern, tone, texture, form, perspective, proportion and personal style.

The full Grammarsaurus summary of progress is reproduced on the following two pages.

Monochromatic

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What is drawing?	**How can patterns be used in art?**	**How do artists draw faces?**	**How do artists draw perspective?**	**How can we find our own style of drawing?**	**What mistakes can artists make when drawing faces?**
Practical Skills **<u>Drawing Skills</u>** Pupils will know how to use a pencil. Pupils will have explored pressure and grip. **<u>Elements of Art</u>** Pupils will know the definition of line and shape. Pupils will begin to understand the concept of value.	**Practical Skills** **<u>Drawing Skills</u>** Pupils will revise the parts of a pencil. Pupils will control a pencil with increased precision. Pupils will learn to use a guide to keep our drawings more precise. **<u>Elements of Art</u>** Pupils will know the definition of line, shape, and space. Pupils will explore how to use lines and space to create patterns. **<u>Tools</u>** Pupils will use scissors accurately and safely. Pupils will use glue appropriately.	**Practical Skills** **<u>Drawing Skills</u>** Pupils will revise how grip can impact our control of a pencil. Pupils will revise the parts of a pencil. Pupils will explore how marks can be used to create an impression of texture. Pupils will explore how lines and shapes can create artistic impressions of facial features. Pupils will learn to draw from observation. Pupils will learn how to use shapes to support drawing. Pupils will use value and texture whilst drawing. **<u>Elements of Art</u>** Pupils will know the definition of texture, line and shape.	**Practical Skills** **<u>Drawing Skills</u>** Pupils will revise how to control a pencil to create lines and values. Pupils will learn how to draw a basic shape with the appearance of form. Pupils will know the definition of perspective and understand that artists can use lines and values to create perspective. Pupils will learn to use one-point perspective with a vanishing point and horizon line and understand how artists create atmospheric perspective. Pupils will learn how to shade using hatching, cross-hatching and stippling. **<u>Elements of Art</u>** Pupils will know the definitions of line, shape, form, and value and will use value and line to create form.	**Practical Skills** **<u>Drawing Skills</u>** Pupils will use observational skills to notice details. Pupils will use shapes to guide their observational drawings. Pupils will select different pencils for different effects. Pupils will use proportion when drawing. Pupils will draw in a geometric style. **<u>Elements of Art</u>** Pupils will use values and lines to create form.	**Practical Skills** **<u>Drawing Skills</u>** Pupils will use close observation when drawing. Pupils will select different pencils for different effects. Pupils will use proportion when drawing. Pupils will use shapes to guide their observational drawings. **<u>Elements of Art</u>** Pupils will use values to create form.

grammarsaurus.co.uk

Monochromatic

Year 1

Theoretical Knowledge

Pupils will learn about artists' work worldwide, knowing art can be displayed in galleries.

Disciplinary Knowledge

Pupils will consider some of the reasons people draw or create art, begin to describe art with appropriate vocabulary, and begin to understand that art can cause an emotional response.

Vocabulary

collaboration, continuous, doodle, gallery, graphite, line, monochromatic, pressure, represent, shape, tone, value, zigzag

Year 2

Theoretical Knowledge

Pupils will learn about contemporary and historical designers' work by learning about a Mehndi artist's work.

Pupils will know how designers impact how our homes look.

Pupils will know how humans can use patterns during celebrations.

Pupils will know that humans have been designing patterns for thousands of years worldwide.

Pupils will know that art can be in our homes as decoration.

Pupils will recognise patterns in nature.

Disciplinary Knowledge

Pupils will evaluate their own work.

Pupils will compare differences and similarities between artwork, describing art with appropriate vocabulary.

Vocabulary

architect, chromatic, decorative, design, designer, drawing, evaluate, experiment, geometric, henna, line, mehndi, monochromatic, organic, pattern, shape, space

Year 3

Theoretical Knowledge

Pupils will know that artists must practise specific skills to improve.

Pupils will learn that different artists can represent facial features differently.

Disciplinary Knowledge

Pupils will begin to explore how art can connect with emotions.

Pupils will learn the differences between landscape, portrait, and still life.

Pupils will evaluate their work and learn how they can learn from others.

Vocabulary

bridge, continuous, evaluate, iris, landscape, light source, line, observational drawing, portrait, process, pupil, shape, still life, tear duct, texture, value

Year 4

Theoretical Knowledge

Pupils will know that art can involve experimentation.

Pupils understand that artists only sometimes know how to capture perspective (challenge activity).

Disciplinary Knowledge

Pupils will consider what makes an artist successful.

Pupils will consider what it means to be inspired by artists' work.

Pupils will evaluate their own art process.

Vocabulary

atmospheric perspective, colour perspective, cross-hatching, drawing, evaluate, experiment, form, gradient, hatching, horizon, inspiration, linear, one-point perspective, perspective, shape, stippling, value, vanishing point

Year 5

Theoretical Knowledge

Pupils will learn that artists can have an artistic style.

Pupils will explore how they can develop their own artistic style.

Pupils will learn about artists who work in different styles.

Disciplinary Knowledge

Pupils will describe the style of artworks with appropriate vocabulary.

Pupils will know that art doesn't have to be realistic.

Pupils will explore what the definition of art is.

Pupils will evaluate their own work and the work of others.

Vocabulary

abstract, angular, body, bold, composed, distorted, form, geometric, graphite, hyperrealism, inspired, line, mixed media, monochromatic, organic, perspective, shape, simplistic, stylised, texture, value

Year 6

Theoretical Knowledge

Pupils will learn about artists from around the world.

Disciplinary Knowledge

Pupils will develop a vocabulary to describe common errors made in realism portraits

Pupils will understand that art can be practised and improved upon.

Pupils will learn how artists can use reference material.

Pupils will evaluate their own work and the work of others.

Vocabulary

cupid's bow, form, geometric, graphite, horizontal, iris, nose bridge, observe, organic, philtrum, portrait, proportion, pupil, reference material, shape, tear duct, value, vertical

grammarsaurus.co.uk

Sculpture: Clay Progression

The sculpture strand develops three-dimensional thinking and increasingly proficient clay practice. Pupils learn to prepare, shape, join, construct, model, texture and finish clay while considering form, purpose, cultural context and emotional response.

The full Grammarsaurus summary of progress is reproduced on the following four pages.

Sculpture: Clay

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Why do sculptors sculpt?	**How have castles inspired artists?**	**How can where you live impact you as an artist?**	**What can pottery tell us about the past?**	**How can flowers inspire artists?**	**How can food inspire artists?**
Practical Skills **Clay Techniques** Pupils will know what clay is and where it comes from. Pupils will shape clay into balls, slabs and coils. Pupils will imprint into clay with different objects. **Colour Theory** Pupils will identify and mix the three primary colours to make secondary ones. **Elements of Art** Pupils will begin to understand the meaning of texture. **Tools** Pupils will control a small paintbrush.	**Practical Skills** **Clay Techniques** Pupils will wedge clay to prepare it. Pupils will join using 'score and slip'. Pupils will create a relief design. **Colour Theory** Pupils will identify how to create grey and brown, using the three primary colours and white and black paint. **Elements of Art** Pupils will identify shapes in forms to support drawing a 3D object. **Tools** Pupils will control a paintbrush for increased precision.	**Practical Skills** **Clay Techniques** Pupils will create a pinch pot. Pupils will mould a 3D plant sculpture. **Elements of Art** Pupils will identify shapes in plants and understand the definition of shape. **Tools** Pupils will control a paintbrush for increased precision. **Other** Pupils will experiment with a range of ideas whilst sketching. Pupils will cut identified shapes into collages.	**Practical Skills** **Clay Techniques** Pupils will create a coiled pot using a pinch pot as a base. Pupils will experiment and design a unique lid design. Pupils will develop mastery of joining clay effectively to be visually pleasing. **Tools** Pupils will control a paintbrush for increased precision.	**Practical Skills** **Clay Techniques** Pupils will know what the four different types of clay are. Pupils will mould clay with a focus on delicacy and precision. **Colour Theory** Pupils will create tints, shades and tones with paint. Pupils will know what analogous colours are and experiment with different combinations. **Elements of Art** Pupils will explore the shape and form within flowers.	**Practical Skills** **Clay Techniques** Pupils will demonstrate proficiency with clay. Pupils will design a sculpture, considering the emotional response created. Pupils will learn to consider the viability of designs. Pupils will know that you can sculpt clay around something, like foil, to build larger structures. **Colour Theory** Pupils will increase the range of colours used for effect. **Tools** Pupils will learn how brush choices influence outcomes.

grammarsaurus.co.uk

Sculpture: Clay

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary Knowledge Pupils will identify sculptures and non-sculptures. Pupils will know some of the reasons people make sculptures. Pupils will begin to understand how art can cause an emotional response. Pupils will evaluate each other's work, as well as our own. **Theoretical Knowledge (Culture and Context)** Pupils will learn about the work of two craft makers and discuss responses to the work. **Vocabulary** ceramic, clay, coil, imprint, kiln, sculpt, sculptor, sculpture, texture, varnish, 3D	**Disciplinary Knowledge** Pupils will know that some sculptures have a practical purpose, while others are decorative. Pupils will evaluate artwork, focusing on dynamic responses and a reflection on the artistic process. Pupils will evaluate each other's work, as well as our own. **Theoretical Knowledge (Culture and Context)** Pupils will learn about a ceramic factory and the work it produces. Pupils will know that art has been created throughout history and worldwide. **Vocabulary** column, form, ornament, relief, score and slip shape, sketchbook, sphere/spherical, wedging, 2D, 3D	**Disciplinary Knowledge** Pupils will understand what can influence artists (being inspired by where they live). Pupils will formally respond to a piece of art. Pupils will evaluate each other's work, as well as our own. **Theoretical Knowledge (Culture and Context)** Pupils will learn about how location influenced various Mexican artists and craft makers. Pupils will learn about how their location influenced a diverse range of artists. **Vocabulary** blend, mould, pinch pot, pottery	**Disciplinary Knowledge** Pupils will know that art can reflect what life was like a long time ago. Pupils will formally respond to a piece of art and share what it teaches us about times in history. Pupils will evaluate each other's work, as well as our own. **Theoretical Knowledge (Culture and Context)** Pupils will know that art can reflect societal and/or religious beliefs. **Vocabulary** coiling, coil pot, hand-building	**Disciplinary Knowledge** Pupils will understand what can influence artists (flowers). Pupils will reflect on the purpose of a sculpture. Pupils will present and share responses to a piece of art. Pupils will evaluate each other's work, as well as our own. **Theoretical Knowledge (Culture and Context)** Pupils will learn about how flowers have influenced artists. Pupils will learn about how flowers across different mediums also influenced a diverse range of artists. **Vocabulary** earthenware clay, stoneware clay, ball clay, porcelain, malleable, kneading, glossy	**Disciplinary Knowledge** Pupils will understand what can influence artists (food). Pupils will consider why artists choose one medium over another. Pupils will understand that artists can develop recognisable styles. Pupils will consider who buys a sculpture. Pupils will consider who decides the value of art. Pupils will evaluate their own work. **Theoretical Knowledge (Culture and Context)** Pupils will know that artists have been inspired by food over thousands of years and that what artists depict can have different messages. **Vocabulary** ferule, bristles, complementary colours, tertiary colours, manipulate, matte

grammarsaurus.co.uk

Sculpture: Clay

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Examples of great art and artists encountered:	**Examples of great art and artists encountered:**	**Examples of great art and artists encountered:**	**Examples of great art and artists encountered:**	**Examples of great art and artists encountered:**	**Examples of great art and artists encountered:**
Pupils see a collection of art, which they will encounter again in future studies.	Staffordshire Potteries (19th century)	Mexican pottery, 1850	Canopic jars from Ancient Egypt	The Vincennes Manufactory (the 18th century)	Peter Anton (current)
Sonya Wilkins (current)	Paul Gauguin, 1887	Church of San Francisco Acatepec, 1700	Maya pottery whistle, 750 CE	Vanessa Hodge (current)	Kate Malone (current)
Clouds and Pineapple (current)	Elizabeth Murray, 1854	Mexican pottery (modern craft)	Roman pottery, 200 CE	Frida Kahlo (Vanessa Hodge makes a piece called 'Frida')	Vincent van Gogh, 1887
Sasha Chapliy (current)	Giovanni Antonio Canal Canaletto, 1748	Frida Kahlo, 1937	Ancient Egyptian Soul House, 1700 BCE	Lotus Flower Inlay, from Egypt, ca. 1353	Hannah Brown Skeele, 1860
	Jan van Goyen, 1647	Jean-François Millet, 1874	Ceramic Stove, 1684	William Morris, 1864	Louise Moillon, 1630
		Pieter Bruegel the Elder, 1565	Platter, a follower of Bernard Palissy, 1575	Claude Monet, 1906	Chelsea Porcelain Manufactory, 1755
		Katsushika Hokusai, 1830	Animal Pen with Figures, c. 25–220 CE	Vincent van Gogh, 1890	Griffen, Smith and Hill, 1880
		Berthe Morisot, 1871	Ostrakon from Egypt, 600 CE	Clara Peeters, 1612	Teapot, British, ca.1755–70
			Smiling figure from Mexico, 700 CE	Nishapur Buffware, 9th century	Teapot, Style of Whieldon type, ca. 1750
				Tiffany and Company, 1837	Giuseppe Arcimboldo, 1590
				Leonce Raphael Agbodjelou, 2018	William Morris, 1866
					Ancient Roman mosaics,
					Giovanna Garzoni, c1640s

grammarsaurus.co.uk

In Challenge/Stretch Activities

Sculpture: Clay

Our curriculum follows four core techniques—drawing, painting, sculpture (with clay), and collage—to ensure the depth needed for the required proficiency.

Focusing on clay as the sculptural medium allows pupils to develop proficiency in this area. Clay delivers a sensory experience that children almost universally enjoy. It allows pupils to feel and create texture and form and can be easily manipulated but mastered with experience. It is accessible and fun.

During "Sculpture: Clay" units, pupils encounter work from ancient to modern times. The work pupils create represents nature (Year 1, 3,5), reflects social norms (Year 2, 4, and 6), and expresses emotion (Year 6). It includes considering practical as well as decorative purposes (Year 4).

The overarching questions help to demonstrate how art has reflected humanity and society over time.

They explore work in varying depths, including a church, craft pottery, ceramic sculptures, paintings, pattern design, and silversmithing. The work comes from Europe, Asia, North America, South America, and Africa. They meet painters, designers, factories, ceramicists, potters, craft makers, and sculptors.

Knowledge is revisited in each lesson, both within a unit and in past units. Each lesson provides scaffolded support or stretch for use as needed.

Cross-Curricular Links and Cultural Capital

Art and Design is linked purposefully, without weakening its distinct disciplinary knowledge, to:

- English – discussion, interpretation, annotation and evaluation
- Mathematics – shape, pattern, proportion, scale, symmetry and perspective
- Science – materials, light, colour, the natural world and close observation
- History – art as evidence, chronology, civilisation, heritage and social context
- Geography – place, landscape, environment, culture and sustainability
- Religious Education – symbolism, sacred art, reflection, identity and creation
- Computing – photography, digital imagery and responsible use of visual media
- Design Technology – purposeful design, materials, construction and evaluation

Teachers broaden pupils' cultural experience through high-quality reproductions, artefacts, local and global artists, architecture, galleries, museums and, where practicable, visits or visiting practitioners. Selection is inclusive and avoids presenting a single culture, tradition or type of artist as the norm.

Assessment

Formative Assessment

- questioning and purposeful discussion
- observation of technique, control and independence
- review of sketchbooks, practical exploration and annotations
- pupil explanation of choices and use of vocabulary
- in-lesson feedback, self-assessment and peer critique
- checking retention of prior knowledge and techniques

Summative Assessment

At the end of a unit, teachers make a best-fit judgement against the intended Grammarsaurus knowledge and progression statements. Judgements draw on the pupil's creative process, sketchbook, discussion, technical application and final outcome; they are not based on subjective preference or a single finished piece.

Use of Assessment

Assessment identifies secure learning, misconceptions and next steps. It informs future modelling, practice, adaptations, intervention and curriculum review. Moderation supports consistent expectations across classes and year groups.

Inclusion and Adaptive Teaching

All pupils access the same ambitious Art and Design curriculum. Teachers remove barriers while preserving the intended artistic knowledge and challenge.

- chunked demonstrations, visual instructions and worked examples
- pre-teaching and rehearsal of vocabulary
- adapted tools, grips, materials, scale, positioning or drying time
- additional processing time, repeated practice and adult prompting where needed
- careful management of sensory needs and safe alternatives when appropriate
- artist references and outcomes that reflect diversity and avoid stereotypes

Pupils working at greater depth are challenged through sophisticated choices, sustained experimentation, independent research, critical comparison and intentional refinement—not simply by producing more work.

Resources, Safety and Responsible Practice

Teachers complete appropriate risk assessments and teach safe routines for tools, materials, clay, paint, adhesives and shared workspaces. Materials are age appropriate, stored securely and used in line with manufacturer guidance. Pupils are taught safe handling, hygiene, tidying and responsible care of equipment.

Where images are photographed, displayed or published, the school follows its safeguarding, data protection and consent procedures. Copyright, ownership and respectful use of artists' work are introduced at an age-appropriate level. Sustainability is considered when selecting, using, reusing and disposing of materials.

Monitoring and Evaluation

The Art and Design Subject Leader will:

- monitor curriculum coverage, progression and the quality of planning
- review sketchbooks, displays and examples of pupils' creative processes
- conduct learning walks and support professional dialogue
- gather pupil voice and evaluate pupils' recall and understanding
- review assessment information and support moderation
- audit resources and identify staff development needs
- attend relevant training provided by Emmaus CAT and other appropriate agencies
- evaluate representation, inclusion and the impact of the curriculum

Impact

By the end of Year 6, pupils will:

- create purposeful and individual work with increasing control and confidence
- apply knowledge of line, shape, colour, tone, texture, pattern, form and space
- use drawing, painting, collage, sculpture and clay techniques with growing proficiency
- use sketchbooks effectively to explore, record, evaluate and refine
- discuss and compare artists, artworks and cultural contexts respectfully
- make informed artistic choices and explain their intentions
- use Art and Design vocabulary accurately

- demonstrate curiosity, resilience, independence and readiness for secondary education

Policy Information

Policy Created: 16th September 2026

Next Review Date: July 2027

Art and Design Subject Leader: Aimee Davies

Scheme of Work: Grammarsaurus