

Art Curriculum 2025/26 – Years 5 & 6

	Autumn 1	Autumn 2
Topic	<p>Drawing</p> <p>Children will create sketchbooks to record observations and use them to review and revisit ideas. Children will improve their mastery of art through drawing, using a range of materials. Children will know about Leonardo Davinci. Children will learn about how he used the grid method and will understand and use this method themselves. Children will select the most appropriate media to use in order to draw a self-portrait using the artist as inspiration.</p>	No Focus
Knowledge	<p>Knowledge</p> <ul style="list-style-type: none"> Understand how drawing skills can support other media Know about the techniques used by the artist Leonardo Da Vinci and why he used them <p>Skills</p> <ul style="list-style-type: none"> Work in a sustained and independent way to create an accurate, detailed drawing. To use line, tone, pattern and texture in their work. Use different techniques for purpose (eg) different types of shading. Work from a variety of sources including observation and photographs to develop their work. Select appropriate media and techniques to achieve a specific outcome. Develop their own style. Draw for a sustained period time, over a number of sessions. Use tone to achieve depth. Adapt drawings according to evaluations and discuss developments. Draw using the grid method (optional) to support proportions and composition Develop a drawing by adding layers of shade and fine details To select appropriate media for different drawing effects and details Children consider the negative space and how this can be enhanced. Explain why they have chosen specific materials to draw with Use artist vocabulary confidently when discussing their work Show a strong understanding of how to use shading techniques to create depth and tone in drawing (finger blend KS1, scribbling KS1, circling LKS2, hatching LKS2, cross-hatching UKS2, stippling UKS2) Create accurate and experimental drawings Explain how they have combined different drawing tools and techniques to develop their drawings 	
Vocab	<p>'STICKY' VOCABULARY: LINE, SHAPE, COLOUR, SPACE, TONE, FORM, TEXTURE, PATTERN</p> <p>Composition, grid method, proportions, define, shade, depth, decision making, evaluate, develop</p>	



Art Curriculum 2025/26 – Years 5 & 6

	Spring 1	Spring 2
Topic	<p>Painting Children will create sketchbooks to record observations and use them to review and revisit ideas. Children will improve their mastery of art through drawing, and painting using a range of materials. Children will know about Georgia O’Keeffe. Children to understand how to create distance in a painting and look at how the Georgia O’Keeffe does this. Children to experiment with different painting techniques, adding fine lines, details and different shades</p>	No Focus
Knowledge	<p>Knowledge</p> <ul style="list-style-type: none"> • Know about the artist Georgia O’Keeffe and the type of work she produces • Know that watercolour paint is water based painting and the colours can be blended through using water. <p>Skills</p> <ul style="list-style-type: none"> • Mix colours with confidence. • Select colours for purpose, explaining choices. • Discuss how colour can be used to express ideas, feelings and mood. • Confidently control the types of marks made. • Experiment with different effects and textures, through exploring and using a variety of paint media (powder, acrylic, watercolour) • Work in a sustained and independent way to develop their own style. • Purposefully control brushstrokes used to create desired effect. • Use colours and brushstrokes to create atmosphere and light. • Understand how to build a painting using layers • Use an artist to inspire and influence own work and development • Create distance in a painting using different shades • Confidently use appropriate brushes for fine lines and details • Confidently create light and dark shades of different colours 	
Vocab	<p>‘STICKY’ VOCABULARY: LINE, SHAPE, COLOUR, SPACE, TONE, FORM, TEXTURE, PATTERN</p> <p>Watercolour, layers, distance, shade, detail, fine line, textures, desired effect, background, paint wash, mixed media, justify, research, evaluate, represent, atmosphere</p>	



Art Curriculum 2025/26 – Years 5 & 6

	Summer 1	Summer 2
Topic	<p>Sculpture Children will create sketchbooks to record observations and use them to review and revisit ideas. Children will improve their mastery of art through drawing, sculpture and painting using a range of materials. Children will know about Yorkshire Sculpture Park (Niki de Saint Phalle Buddha) and Maria Luisa Tadei (Octopus). Children will make dragon eyes as a sculpted piece.</p>	No Focus
Knowledge	<p>Knowledge</p> <ul style="list-style-type: none"> • Know about the Yorkshire Sculpture Park. Know that there are local and diverse artists here, Niki de Saint Phalle (Buddha) and Maria Luisa Tadei (Octopus). • Know about sculptures in their environment. • Know about sculptures in the local area of Wakefield. (Using SPARK art resource) • Know what an art studio is and that there is one in Wakefield. • Know the materials sculptures are made from. • Know that the location and weather of sculptures affects what materials it is made from. • Know that sculptures can be permanent or temporary, and can be taken down and recycled. Sculptures are changeable. • Know that sculptures are often used for the public to enjoy. • Know the properties of a wide range of different sculptural materials and how to use them <p>Skills</p> <ul style="list-style-type: none"> • Develop an understanding of different ways to finish sculpted pieces (eg glaze, PVA glue paint and varnish) • Understand that a range of media can be selected (due to their properties) for different purposes. Children will then be able to make justifiable selections when sculpting. • Independently recognise problems and adapt work when necessary, taking inspiration from other sculptors. • Develop their ideas through drawing and painting, exploring printing if necessary to enhance their toolkit. • Confidently use a range of textures and how to add these to sculpture • Explore shapes and sizes, patterns and textures to investigate dragon eye shapes. • Children use a variety of tools to create texture into the clay. • To make slip to join clay together. • Use sketchbooks to develop sculpture design and explore ideas • Enhance the sculpture using appropriate mixed media. • Experiment with different colours and textures by making appropriate choices to manipulate images for art gallery purpose. 	
Vocab	<p>'STICKY' VOCABULARY: LINE, SHAPE, COLOUR, SPACE, TONE, FORM, TEXTURE, PATTERN</p> <p>Display, mixed media, features, evaluate, analyse, scale, scaled down, three dimensional, concept, slip</p>	



Art Curriculum 2026/27 – Years 5 & 6

	Autumn 1	Autumn 2
Topic	<u>No Focus</u>	<p>Drawing</p> <p>Children will create sketchbooks to record observations and use them to review and revisit ideas. Children will improve their mastery of art through drawing, using a range of materials. Children will know about Laura Freeman. Children will learn about how he used the grid method and will understand and use this method themselves. Children will create their own illustrations to go alongside an extract from a story.</p>
Knowledge		<p>Knowledge</p> <ul style="list-style-type: none"> • Know who the artist Laura Freeman is. (laurafreemanart (Instagram)) • Explain the type of work Laura Freeman creates. <p>Skills</p> <ul style="list-style-type: none"> • Draw from different viewpoints considering horizon lines. • Develop drawing with perspective. • Develop drawings with focal points. • Work from a variety of sources including books, and photographs. • Create a sense of distance and proportion in a drawing. • Understand how enhancing the negative space can support you in creating an accurate drawing • Select the appropriate media for different drawing effects and details • Develop a drawing by adding layers of shade of fine details. • Confidently apply light and dark to create distance in a drawing • Show a strong understanding of how to use shading techniques to create depth and tone in drawing (finger blend KS1, scribbling KS1, circling LKS2, hatching LKS2, cross-hatching UKS2, stippling UKS2) • Communicate ideas and convey a sense of individual style when sketching • Make decisions about the size of paper used, texture of paper and colour to enhance drawings.
Vocab		<p>'STICKY' VOCABULARY: LINE, SHAPE, COLOUR, SPACE, TONE, FORM, TEXTURE, PATTERN</p> <p>graphics, design, communicate, emotions, purpose, intention, playful, exploratory, visual impact, identity, symbols, present, share, reflect, respond, articulate, feedback, critic</p>



Art Curriculum 2026/27 – Years 5 & 6

	Spring 1	Spring 2
Topic	<u>No Focus</u>	<p>Painting</p> <p>Children will create sketchbooks to record observations and use them to review and revisit ideas. Children will improve their mastery of art through drawing, and painting using a range of materials. Children will know about Vincent Van Gogh</p>
Knowledge		<p>Knowledge</p> <ul style="list-style-type: none"> • Know who the artist Vincent Van Gogh is and the work he has produced. <p>Skills</p> <ul style="list-style-type: none"> • Purposeful marks and brushstrokes which are controlled to create the desired effect. • Use colours to create the desired atmosphere. • Use brushstrokes to create the desired lighting. • Experiment with paint application, thinking about thick and thin lines, fast strokes and dabbing. • Experiment with different types of paint so that they understand how to achieve the desired effect. • Confidently blend from one shade to another • Confidently use shade to create depth in a painting • Use an artist to inspire and influence own work and development • Confidently mix different tints and shades by adding white and black using different types of paint • Confidently mix different tones by adding grey to colour using different types of paint • Create distance in a painting using different tints, tones and shades • Have a strong understanding of colour theory and how to use it to create a balanced painting • Consider the use of negative space to enhance artwork.
Vocab		<p>'STICKY' VOCABULARY: LINE, SHAPE, COLOUR, SPACE, TONE, FORM, TEXTURE, PATTERN</p> <p>complementary colours, shades, layering, warm and cool tones, tertiary colours, wash, light, mix, acrylic, abstract, expression, proportion, perspective, real-life, tints, shades</p>



Art Curriculum 2026/27 – Years 5 & 6

	Summer 1	Summer 2
Topic	<u>No Focus</u>	<p>Sculpture Children will create sketchbooks to record observations and use them to review and revisit ideas. Children will improve their mastery of art through drawing, sculpture and painting using a range of materials. Children will use recycled materials to create sculptures inspired by plastic pollution. They may create sculptures of animals made out of plastic to reference plastic pollution or create sculptures that showcase the damage of plastic and rubbish in the oceans. At the end of the unit children will create art galleries in their classrooms with plaques to give information about their sculptures. Each class will move around the classrooms to look at each other's work across the unit. They will know about Robert Bradford.</p>
Knowledge		<p>Knowledge</p> <ul style="list-style-type: none"> • Know about the types of work sculptor Robert Bradford creates and why he creates them. • Know about the materials used by the sculptor Robert Bradford and why he uses these to create pieces of art. <p>Skills</p> <ul style="list-style-type: none"> • Confidently explore a range of textures and how to add these to sculpture. • Explore a wide range of textures and choose the correct material for the texture they want. • Use sketchbooks to develop sculpture design and explore ideas. • Include both visual and tactile elements in their work. • Use recycling to embellish and add details to sculpture. • Confidently use adhesive to stick and seal sculpture together. • Know the properties of a wide range of different sculptural materials and how to use them. • Accurately take a 2D design into a 3D sculpture using a mixture of materials • Demonstrate experience in relief sculpture work and freestanding sculpture work using a range of media. • Experiment with different colours and textures by making appropriate choices to manipulate images for art gallery purpose.
Vocab		<p>'STICKY' VOCABULARY: LINE, SHAPE, COLOUR, SPACE, TONE, FORM, TEXTURE, PATTERN tactile, intricate, high relief, recycled materials</p>

