



St Michael's CE Primary School

Art Curriculum

2026-2027

Courage to Flourish in the Love of God

Curriculum Intent



At St Michael's CE Primary, our Art and Design curriculum is rooted in our vision, '***Courage to Flourish in the Love of God***'.

We believe creativity is a vital part of human expression and a way for pupils to explore and develop their God-given talents. Through art, pupils are encouraged to reflect, express ideas and make sense of the world around them.

We aim to nurture pupils' creativity, imagination and visual literacy, enabling them to think and work like artists and designers. Pupils are supported to experiment, take creative risks and express themselves with confidence, developing their own creative voice and sense of identity.



Our curriculum reflects our commitment to inclusion and ambition for all. Every pupil is supported to access and succeed in art, regardless of starting point, and is given opportunities to develop confidence, resilience and independence.

In line with our whole-school curriculum, pupils explore art across different cultures, time periods and traditions. This fosters respect, empathy and an appreciation of diversity, helping pupils to understand art as a powerful and shared human experience.

Over time, pupils develop the ability to reflect critically, make thoughtful choices and communicate meaning through a range of media. By the end of primary school, they are equipped with the knowledge, skills and confidence to continue their creative journey with curiosity and aspiration

Curriculum Implementation

Curriculum and Sequencing

The Art and Design curriculum is delivered using Kapow Primary and is taught on a termly basis across the school.

The curriculum is carefully sequenced using a **spiral approach**, ensuring that pupils regularly revisit key knowledge and skills across the core areas of **drawing, painting, sculpture and craft and design**.

This cyclical structure enables pupils to build confidence and familiarity over time, while each return to a concept increases in complexity and depth.

Learning is designed so that new knowledge builds directly on prior learning rather than being taught in isolation. This allows pupils to make meaningful connections between units and year groups, supporting steady progression in both technical skill and conceptual understanding.

Over time, pupils move from early sensory exploration and mark-making towards increasingly refined, purposeful and independent artistic outcomes by the end of Key Stage 2.

Teaching and Learning Approaches

Lessons follow a structured sequence of modelling, guided practice, independent application and reflection, adapted to the **St Michael's lesson structure**.

Teaching covers five key strands: generating ideas, making skills, knowledge of artists, sketchbooks, and evaluation.

Teachers model techniques and vocabulary clearly, ensuring pupils understand processes before working independently. Pupils are given opportunities to explore and experiment with materials, practise skills, and reflect on their work.



Knowledge and Vocabulary

Key vocabulary is explicitly taught at the start of lessons and revisited regularly. Retrieval practice through 'Do Now' activities reinforces prior learning and supports long-term retention.

The spiral curriculum ensures knowledge and vocabulary are built on over time, allowing pupils to deepen understanding and use subject-specific language with increasing confidence.

Practice, Application & Outcomes

Pupils regularly apply their knowledge and skills through practical work, working towards a final outcome in each unit. Time is given for exploration, experimentation and refinement.

Sketchbooks are used to generate ideas, practise techniques and reflect, supporting creativity and independence. Progression is seen in pupils' ability to make purposeful choices, control materials with increasing accuracy, and refine their work



Reading

Reading is central to our Art and Design curriculum. During direct instruction, pupils engage with carefully chosen, age-appropriate texts that introduce key knowledge while explicitly teaching subject-specific vocabulary in context. Pupils develop fluency, comprehension and help broaden their understanding of the subject, equipping them with the language needed to discuss art with confidence.

Resources

A wide range of materials is available to support delivery, including access to a dedicated art room. These resources enable pupils to work across different media and support high-quality outcomes.



Assessment

Assessment is ongoing and linked to the St Michael's teaching and learning framework. 'Do Now' quizzes check prior learning, while exit quizzes assess understanding from each lesson. Teachers use questioning, observation and pupils' work to inform next steps and support progress.



Diversity

A diverse art curriculum helps to challenge stereotypes, build respect for different perspectives and celebrate the richness of human creativity.

Kapow Primary's Art and design scheme supports this by:

- Including artists from a wide range of backgrounds, cultures and time periods throughout the units
- Exploring different forms of art beyond the Western canon, including textiles, craft, sculpture, body art and architecture from around the world.
- Ensuring that the voices, stories and techniques of both contemporary and historical artists are represented.
- Encouraging pupils to respond personally and respectfully to art from cultures that may be different from their own.

This approach helps pupils build a more complete understanding of art as a global, evolving and inclusive subject.



Inclusion

Learning is adapted to meet the needs of all pupils through scaffolding, modelling, and flexible support. Tasks are accessible yet appropriately challenging, enabling all pupils to participate, develop skills, and express their ideas with increasing confidence and independence.

British Values

Art and Design supports the promotion of British values by providing opportunities for pupils to express ideas, make choices and reflect on the work of others.

Through discussion and evaluation, pupils learn to respect different viewpoints and develop tolerance and mutual respect. Lessons encourage independent thinking and creativity, while collaborative activities help pupils understand fairness, shared responsibility and the value of diverse perspectives.

SMSC

The Kapow Primary Art scheme supports SMSC by encouraging children to:

- Explore different perspectives.
- Reflect on ethical issues.
- Collaborate with others.
- Appreciate cultural diversity through subject-specific content



Rights Respecting Schools

Our Art curriculum makes a significant contribution to our Rights Respecting Schools ethos by providing regular opportunities for pupils to develop their talents, express themselves creatively and have their ideas valued.

Through carefully sequenced learning, pupils fulfil **Article 29** by developing their knowledge, skills and creativity, **Article 13** by expressing their thoughts, feelings and ideas through a wide range of artistic media, and **Article 28** through access to a high-quality arts education. Pupils are encouraged to make creative choices, evaluate and discuss their work, supporting **Article 12**, while exploratory, imaginative and practical experiences promote **Article 31**, recognising every child's right to participate in cultural and creative activities. Together, these opportunities help pupils become confident, reflective and respectful young artists.



Curriculum Impact

The impact of the Art and Design curriculum is seen in pupils' developing confidence, creativity and ability to think and work like artists. Over time, pupils build secure knowledge and skills, enabling them to produce purposeful and increasingly refined outcomes.

- Pupils demonstrate progression in drawing, painting, sculpture and craft, with increasing control and independence.
- Pupils use subject-specific vocabulary accurately to discuss their own work and that of others.
- Sketchbooks and final pieces show clear development of ideas, creativity and technical skill over time.
- Pupils can reflect on, evaluate and refine their work, showing resilience and a willingness to take creative risks
- Pupils make connections between artists, styles and cultures, showing an appreciation of art as a global discipline.
- All pupils, including those with additional needs, access the curriculum and make progress from their starting points.
- Pupils leave primary school with confidence, curiosity and the skills to continue their creative learning



Curriculum Map 2026-2027

	Autumn	Spring	Summer
Nursery	Art Knowledge and Skills – See Nursery Curriculum for more detailed information		
Reception	Drawing: Marvellous Marks	Sculpture and 3D: Creation Station	Painting and Mixed Media: Paint My World
Year 1	Drawing: Exploring Line and Shape	Sculpture and 3D: Paper Play	Painting and Mixed Media: Colour Splash
Year 2	Drawing: Understanding Tone and Texture	Painting and Mixed Media: Life in Colour	Sculpture and 3D: Clay Houses
Year 3	Drawing: Developing Drawing Skills	Craft and Design: Ancient Egyptian Scrolls	Sculpture and 3D: Abstract Shape and Space
Year 4	Drawing: Exploring Tone, Texture and Proportion	Painting and Mixed Media: Light and Dark	Craft and Design: Fabric of Nature
Year 5	Drawing: Depth, Emotion and Movement	Sculpture and 3D: Interactive Installation	Painting and Mixed Media: Portraits
Year 6	Drawing: Expressing Ideas	Craft and Design: Photo Opportunity	Sculpture and 3D: Making Memories

Spirituality

Our definition of spirituality at St Michael's CE Primary School:

To talk about spirituality is to talk about something which is beyond words.

Spirituality is linked to big questions about the meaning and purpose of life; it includes ideas relating to oneself, others, the natural world and the transcendent.

We refer to this as:

- The stillness of the mind
- The settling of the soul
- The uplifting of the spirit
- Being at one in the world and finding meaning and purpose in life.

For some, but not all, this will be experienced, expressed or explained through faith or belief.

When discussing this with our pupils, we refer to spirituality as:

The way **WOWS, OWS and NOWS** shape me into the person that I am and will become.

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas: self, others, transcendence (beyond), and nature.



Spirituality Opportunities:

Self

Opportunities

- Studying artwork and themes around it to explore connections to self.
- Pupils gain a respect for the spiritual journey of creation which involves resilience and endurance.
- Children should experience moments of stillness in order to gain an appreciation for the hope and joy and delight in the beauty of artwork.
- To be exposed to variety of samples of art and to consider art as a medium of self-expression.
- Self-portraits and awareness of uniqueness, e.g. expressing emotion.
- Stillness opportunities when doing observations in preparation for artwork.
- Linking colours to feelings and reflecting on how that makes you feel.
- Creating artwork that promotes sense of self and belonging.
- Developing gratitude and pride through taking care of sketchbooks.
- Opportunities to share artwork and developing pride in this.

Potential Question Prompts

- In what ways can art be a form of spiritual expression or connection? Give examples.
- How does this artwork relate to concepts like beauty, truth, purpose or the human condition?
- How might different materials, colours, forms or techniques be used to evoke a sense of spirituality or transcendence?
- In what ways does your cultural or religious background influence your artistic style or subject matter?
- How can we use the creative process of art-making as a means of introspection, meditation or spiritual growth?
- What is your preferred choice of medium and how does this let you express yourself.

Others

Opportunities

- Experience great admiration and respect for their own work and that of peers which could be used to bring hope to others.
- Encourage everyone to 'keep their eyes open' and sow the seeds of spirituality.
- Pause for reflection in relation to difficult themes within artwork which allows people to express their response to challenging circumstances and build a resilient hope.
- Be introduced to works of great artists and experience wonder and awe at the achievements of these works of art.
- How artists use techniques to make sense of the world.
- Creating artwork with underlying messages promoting moral, spiritual and environmental opinions and beliefs.
- Upcycling materials to create art to promote a sense of responsibility and understanding how this impacts on others.
- Exploring local community through landscape and creativity.

Potential Question Prompts

- What are the wows and ows in the stories behind the artists you study?
- How do you celebrate and respect differences responses to art?
- What deeper meanings or emotions do you think the artist was trying to convey through this work?
- How might different cultures or belief systems interpret the symbolism or imagery used in this artwork?
- In what ways does this artist's cultural or religious background seem to influence their artistic style or subject matter

Transcendence

Opportunities

- Studying abstract and non-representational art forms that aim to express ideas, emotions or spiritual experiences beyond the material world.
- Looking at religious/spiritual art from various cultures and faiths that depict transcendent experiences, visions, or sacred beings/realms. This could include Buddhist mandalas, Islamic geometric patterns, Christian icons, or Indigenous art depicting the spirit world.
- Using art as a means of personal expression and reflection on profound questions about existence, the universe, and humanity's place within it. Children could create artwork meditating on big philosophical/spiritual questions.
- Examining how various artists have used symbolic imagery, metaphor and allegory in their work to convey transcendent meanings beyond just the physical objects depicted.
- Experiencing art through biblical texts and opportunities to reflect on this and answer big questions.
- Exposure to art that depicts challenging topics.

Potential Question Prompts

- In what ways can art be a form of spiritual expression or connection to the beyond?
- When looking at a piece of art, have you ever felt a sense of awe, wonder or connection to something greater than yourself? What about the artwork made you feel that way?
- How might an artist use colours, shapes, textures or materials to create a feeling of peace, calm or transcendence in their work?
- If you could create a piece of art to express your deepest hopes, questions or feelings about life's biggest mysteries, what might it look like?
- When making art, have you ever felt "in the zone" or deeply absorbed in the creative process? What did that feel like?
- Sacred buildings like churches, temples or mosques often use specific design elements to inspire a sense of spirituality. What design choices might an architect make for this purpose?

Nature

Opportunities

- Be given opportunities to respond to deeper meanings of art and create art linked to natural phenomenon.
- Develop curiosity and fascination about a piece of art.
- Going outdoors to closely observe and draw natural objects like plants, trees, insects etc.
- Discussing the intricate details, patterns, and beauty found in nature.
- Guided meditation or breathwork outside before an art activity to cultivate focus and presence.
- Using natural materials to create sculptures or land art installations outdoors.
- Exploring the cycles of seasons and how they link to beliefs.
- Reflecting on the impact of human behaviour on the world.
- Listen to sounds of nature, responding to what they have heard through art.
- Examining how various artists have used symbolic imagery, metaphor and allegory in their work to convey nature and the environment.

Potential Question Prompts

- Some artists try to capture the beauty and mystery of the natural world in their art. What in nature fills you with a sense of wonder or spiritual connection?
- When looking at artwork that depicts nature (landscapes, animals, plants etc.), what feelings or thoughts does it stir up inside you?
- How might an artist use colours, textures or materials found in nature to create a sense of peace, wonder or connection to the natural world?
- How might an artist use light, shadows or contrasting elements to show the different moods, cycles or forces of nature?
- When creating artwork inspired by nature, have you ever felt deeply focused, calm or "at one" with your subject?
- If you could create a piece of artwork celebrating the natural world, what from nature would you want to feature? How would you use art materials to represent it?