



Micklands Primary School

Art Curriculum Syllabus

Our Intent

At Micklands, we believe that **art is essential to a child's development**—it nurtures creativity, independence, resilience and emotional intelligence. Our art curriculum is carefully designed to allow every child to develop their **own artistic voice**, make informed creative choices, and appreciate a broad range of cultural influences and traditions.

Through drawing, painting, sculpture, and mixed media, children are introduced to a **progressively challenging set of skills**. They explore the work of artists from different times and diverse backgrounds, learn how to reflect critically on their own and others' work, and use sketchbooks purposefully to record ideas and practise techniques. Art at Micklands is a celebration of curiosity, creativity, and connection—to the self, to the world, and to the environment.

Art at Micklands gives children the chance to explore who they are. They'll develop skills in observation, design, thinking and expression—all while building independence and pride in their work. Whether drawing with charcoal, sculpting with clay, or designing a poster to protect the planet, every child is treated as an artist and a thinker.

Look out for:

- Sketchbook exhibitions
- Class galleries and installations
- Cross-curricular art links with geography, history and science
- Regular sharing of work via school displays and newsletters

Encourage your child to draw, collect, create and talk about art at home—**art starts with noticing the world around us**.

Content and Structure

Art at Micklands is taught in **three well-sequenced units per year group**, each focused on core strands:

- **Drawing and Painting** – Skill development with increasing control, tone, and purpose
- **Sculpture and 3D** – Modelling, construction and form using a range of materials
- **Artist Study and Appreciation** – Responding to significant artists and styles to inspire children's own work

Every unit builds on prior learning, and teachers use regular sketchbook tasks, discussions and practical outcomes to assess understanding and progress.

Curriculum Progression

Year	Themes & Artists	Key Learning and Skills
EYFS	Continuous provision and creative exploration	Colour mixing, brush control, collage, junk modelling, natural sculpture, free drawing
Y1	Paul Klee, Sculpture, George Seurat	Light and dark lines, manipulating malleable materials, using a sketchbook, mixing primary colours
Y2	Tone, Van Gogh, Arcimboldo, Sculpture	Using a sketchbook, shading, lightening and darkening colour, using non-malleable materials
Y3	Rembrandt, Alma Thomas, Paper Mâché	Shading techniques, experimenting with different grades of pencil, using a sketchbook, mixing secondary colours, creating a sculpting base
Y4	Kandinsky, Rousseau, Pottery	Using a sketchbook, the third dimension, tints, tone and shade, using clay
Y5	Monet, Gaudi, Escher, Sculpture	Using a sketchbook, using colour to create atmosphere, creating a wire base for sculpture, applying the effect of light
Y6	Warhol, Mayan Masks, Van Gogh, Perspective Posters	Using a sketchbook, using colour to create light, using mod rock, using perspective

Link to Climate Change Education

Each year group in KS1 and 2 includes **explicit and implicit opportunities** to connect art with environmental awareness:

Year	Unit Focus	Link to Climate Education
Y1	Paul Klee, Sculpture, George Seurat	<ul style="list-style-type: none"> • Introduce visual representation of environmental feelings—children express worry, hope, or change through colour and shape. • Encourage awareness of eco-friendly objects and the value of nature in everyday life. • Foster empathy for animals and introduces habitat protection as a climate issue.
Y2	Tone, Van Gogh, Arcimboldo, Sculpture	<ul style="list-style-type: none"> • Encourage children to think creatively about environmental solutions and climate action through invention and art. • Introduce eco-friendly art practices and the idea of working in harmony with nature. Encourages discussion about protecting natural spaces from pollution and climate damage.
Y3	Rembrandt, Alma Thomas, Paper Mâché	<ul style="list-style-type: none"> • Encourage children to connect art with identity and environmental values. Builds awareness of environmental protection through artistic self-expression. • Link emotional response to colour with global themes. Encourage artistic expression of climate care and environmental awareness.

		<ul style="list-style-type: none"> Encourage children to think about sustainable futures and how art can be used to communicate solutions to climate change.
Y4	Kandinsky, Rousseau, Pottery	<ul style="list-style-type: none"> Link artistic expression with environmental awareness. Encourage children to explore how art can communicate powerful messages about habitat loss and the importance of conservation. Draw attention to how human needs and materials have changed, and invite discussion about sustainable alternatives to modern packaging and mass production.
Y5	Monet, Gaudi, Escher, Sculpture	<ul style="list-style-type: none"> Raises awareness of climate change by helping children express environmental themes through artistic mood and place. It also links with science and geography themes about changing habitats. Encourage children to think about how design can respond to environmental issues and how nature can inspire not just beauty, but sustainability in construction. Support visual storytelling about environmental degradation and human impact. Encourage metaphorical and creative thinking around climate-related themes using Escher's mathematical precision and pattern.
Y6	Warhol, Mayan Masks, Van Gogh, Perspective Posters	<ul style="list-style-type: none"> Encourage children to use visual communication to raise awareness about environmental issues, linking the mass-production and consumer themes of pop art with modern sustainability concerns. Encourage emotional and artistic expression of the changing natural world. Help children connect art with environmental awareness and response. Connect design and environmental advocacy. Promote sustainable transport and demonstrates how visual imagery can influence real-world choices.

How We Teach Art

- Sketchbooks** are central to every unit: children explore, practise, evaluate and improve ideas regularly.
- 1-Minute Checks** in each lesson help teachers assess understanding quickly and responsively.
- We combine **explicit skill teaching** with open-ended creativity—every child's artistic journey is valued.
- Children explore **historical, contemporary and culturally diverse artists**, often linked to global or local issues.
- Art is inclusive and joyful. Success is measured not just by outcome, but by confidence, curiosity, and expression.

Art Assessment Summary for Parents

At Micklands, we assess children's progress in art through practical outcomes, sketchbook use, reflection and discussion. Each term, children work through a sequence of lessons to build their skills in drawing, painting, sculpture, and art appreciation. Here's how we understand progress:

Below Expectations

Your child may:

- Find it difficult to use tools or materials with control (e.g. drawing tools, paintbrushes, scissors)
- Need regular adult support to follow instructions or develop ideas
- Show limited engagement in art activities or produce rushed outcomes
- Struggle to reflect on their own work or describe what they've made
- We support these children through additional modelling, small group prompts, and encouragement to build confidence.

At Expected Level

Your child is likely to:

- Use a range of tools and materials with developing control and purpose
- Plan, create and evaluate their artwork over time
- Explore colour, line, shape and texture in creative ways
- Talk about their ideas, processes and the artists they've studied
- Use their sketchbook to practise and develop their work
- Most children will reach this stage by the end of each unit through consistent teaching and exploration.

Above Expectations

Your child may:

- Make confident and imaginative creative choices
- Combine techniques independently and purposefully
- Demonstrate strong observational skills and attention to detail
- Express personal ideas clearly through their artwork
- Reflect thoughtfully and offer constructive feedback to others
- These children often show a strong interest in art beyond the classroom and challenge themselves to try new ideas or media.

How You Can Support Art at Home

At Micklands, we believe that every child is an artist—and that art doesn't stop when school ends. Children thrive when their creativity is encouraged at home. Here are some easy, accessible ways you can support your child's artistic journey:

Encourage Drawing and Making

- Keep basic art supplies at home: pencils, crayons, glue, scrap paper, old magazines, recycled boxes.
- Let your child draw or doodle freely—no need for it to be 'neat' or 'realistic'.
- Provide time and space for your child to explore and create without pressure.
- Celebrate effort and imagination more than the final result.

Talk About Art

- Visit local galleries or public art displays—even murals or sculptures in parks.
- Ask your child about their art: “What were you trying to show?” “How did you make that?”
- Look at famous paintings online or in books and ask, “What do you notice?” or “How does this make you feel?”

Make a Sketchbook Together

- Give your child a notebook or stapled pages to keep ideas and practise skills.
- Encourage them to draw things they see around them, or write/draw about their feelings.
- Let sketchbooks be a space for freedom—not everything has to be perfect or finished.

Link to the Curriculum

Each year group studies different artists and styles. You can help by:

- Exploring the artists we’re studying using child-friendly websites (e.g. Seurat, Van Gogh, Monet, Warhol)
- Watching short art videos on YouTube (e.g. BBC Bitesize or Tate Kids)
- Helping your child notice art in everyday life—on packaging, buildings, clothing and nature

Think Sustainably

- Reuse materials like cardboard, bottle tops, wrappers and fabric scraps for model-making
- Encourage children to make “eco art” from natural items like leaves, pebbles or sticks
- Talk about how art can be used to care for and represent our world

Most Importantly...

- Let them be the artist—don’t feel you need to guide or correct too much
- Show interest, not judgement
- Keep the experience joyful, messy and meaningful