CHERBOURG PRIMARY SCHOOL

Art

Knowledge and Skills Year R to Year 6

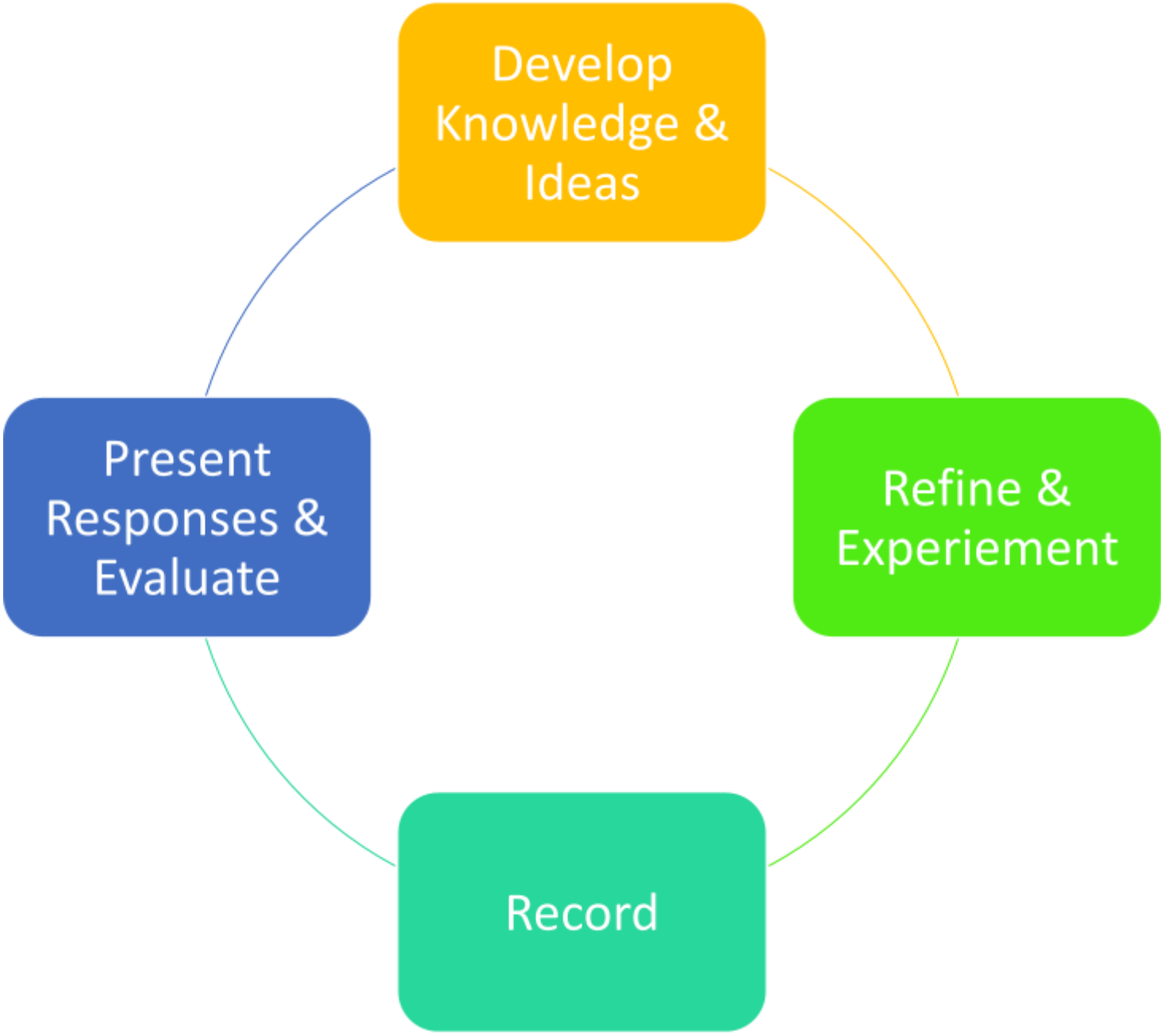
Through Art and Design, children at Cherbourg Primary School develop the knowledge, skills and understanding outlined in the National Curriculum, enabling them to become confident, creative and reflective artists. Pupils are encouraged to use a wide range of materials, media and techniques to explore and express their ideas, feelings and responses to the world around them, creating both 2D and 3D outcomes.

Our Art curriculum is structured around the Cherbourg approach: Develop Knowledge and Ideas; Refine and Experiment; Record; Present Responses; and Evaluate. Children begin by developing their understanding of artistic concepts, artists, cultures and movements, drawing inspiration from a diverse range of historical and contemporary sources. They then refine and experiment with materials, processes and techniques, building confidence and resilience as they explore different creative possibilities.

Pupils record their observations, ideas and experiences through sketchbooks and practical work, using drawing and other media to investigate and develop their thinking. They are given opportunities to present their responses through high-quality finished pieces that showcase their creativity and technical skills. Throughout the artistic process, children are encouraged to evaluate and reflect on their own work and that of others, using artistic vocabulary to express opinions, analyse techniques and identify ways to improve.

In line with the National Curriculum, children study significant artists, craftspeople and designers from a variety of periods, cultures and traditions, making meaningful connections with other areas of learning and developing an appreciation of the rich diversity of artistic expression. Through our established partnerships with galleries, museums and professional artists, pupils regularly engage in local arts projects and enrichment opportunities both within school and the wider community, inspiring creativity, cultural awareness and a lifelong appreciation of the arts.

Saffron Stevens (Art and Design Leader), July 2026


Develop Knowledge & Ideas
Refine & Experiement
Record
Present Responses & Evaluate

Year R						
National Curriculum	**Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)**	**Colour (painting, ink, dye, textiles, pencils, crayon, pastels)**	**Texture (textiles, clay, sand, plaster, stone)**	**Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)**	**Printing (found materials, fruit/veg, wood blocks, press print, lino, string)**	**Pattern (paint, pencil, textiles, clay, printing)**
Expressive Arts and Design: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. **Physical Development: Fine Motor** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	Begin to use a variety of drawing tools Use drawings to tell a story investigate different lines Explore different textures Encourage accurate drawings of people	Experimenting with and using primary colours Naming and mixing (not formal) Learn the names of different tools that bring colour Use a range of tools to make coloured marks on paper	Handling, manipulating and enjoying using materials Sensory experience Simple collages Simple weaving	Handling, feeling, enjoying and manipulating materials Constructing Building and destroying – Shape and model	Rubbings Print with variety of objects Print with block colours	Repeating patterns Irregular painting patterns Simple symmetry

Year 1						
National Curriculum	**Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)**	**Colour (painting, ink, dye, textiles, pencils, crayon, pastels)**	**Texture (textiles, clay, sand, plaster, stone)**	**Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)**	**Printing (found materials, fruit/veg, wood blocks, press print, lino, string)**	**Pattern (paint, pencil, textiles, clay, printing)**
Pupils should be taught: To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Extend the variety of drawings tools Explore different textures Observe and draw landscapes Observe patterns observe anatomy (faces, limbs)	Name all the colours mixing of colours Find collections of colour – applying colour with a range of tools	Weaving Collage Sort according to specific qualities how textiles create things	Construct Use materials to make known objects for a purpose Carve Pinch and roll coils and slabs using a modelling media Make simple joins	Create patterns Develop impressed images Relief printing	Awareness and discussion of patterns repeating patterns symmetry

Year 2						
National Curriculum	**Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)**	**Colour (painting, ink, dye, textiles, pencils, crayon, pastels)**	**Texture (textiles, clay, sand, plaster, stone)**	**Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)**	**Printing (found materials, fruit/veg, wood blocks, press print, lino, string)**	**Pattern (paint, pencil, textiles, clay, printing)**
Pupils should be taught: To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Experiment with tools and surfaces Draw a way of recording experiences and feelings Discuss use of shadows, use of light and dark Sketch to make quick records	Begin to describe colours by objects Make as many tones of one colour as possible (using white) Darken colours without using black Using colour on a large scale	Overlapping and overlaying to create effects Use large eyed needles – running stitches Simple appliqué work Start to explore other simple stitches Collage	Awareness of natural and man-made forms Expression of personal experiences and ideas To shape and form from direct observation (malleable and rigid materials) Decorative techniques Replicate patterns and textures in a 3-D form Work and that of other sculptors	Print with a growing range of objects Identify the different forms printing takes	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning Natural and manmade patterns Discuss regular and irregular

Year 3						
National Curriculum	**Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)**	**Colour (painting, ink, dye, textiles, pencils, crayon, pastels)**	**Texture (textiles, clay, sand, plaster, stone)**	**Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)**	**Printing (found materials, fruit/veg, wood blocks, press print, lino, string)**	**Pattern (paint, pencil, textiles, clay, printing)**
Pupils should be taught: To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.	Experiment with the potential of various pencils Close observation Draw both the positive and negative shapes Initial sketches as a preparation for painting Accurate drawings of people – particularly faces	Colour mixing Make colour wheels Introduce different types of brushes – techniques Apply colour using dotting, scratching, splashing	Use smaller eyed needles and finer threads Weaving Tie dying, batik	Shape, form, model and construct (malleable and rigid materials) Plan and develop Understanding of different adhesives and methods of construction Aesthetics	Relief and impressed printing Recording textures/patterns Monoprinting Colour mixing through overlapping colour prints	Environment Design Using ICT Make patterns on a range of surfaces Symmetry

Year 4						
National Curriculum	**Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)**	**Colour (painting, ink, dye, textiles, pencils, crayon, pastels)**	**Texture (textiles, clay, sand, plaster, stone)**	**Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)**	**Printing (found materials, fruit/veg, wood blocks, press print, lino, string)**	**Pattern (paint, pencil, textiles, clay, printing)**
Pupils should be taught: To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.	Identify and draw the effect of light Scale and proportion Accurate drawings of whole people including proportion and placement Work on a variety of scales Computer generated drawings	Colour mixing and matching; tint, tone, shade Observe colours Suitable equipment for the task Colour to reflect mood	Use a wider variety of stitches Observation and design of textural art Experimenting with creating mood, feeling, Movement Compare different fabrics	Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction	Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns Modify and adapt print	Explore environmental and manmade patterns Tessellation

Year 5						
National Curriculum	**Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)**	**Colour (painting, ink, dye, textiles, pencils, crayon, pastels)**	**Texture (textiles, clay, sand, plaster, stone)**	**Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)**	**Printing (found materials, fruit/veg, wood blocks, press print, lino, string)**	**Pattern (paint, pencil, textiles, clay, printing)**
Pupils should be taught: To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.	Effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people Concept of perspective	Hue, tint, tone, shades and mood Explore the use of texture in colour Colour for purposes	Use stories, music, poems as stimuli Select and use materials – embellish work Fabric making Artists using textiles	Plan and develop ideas Shape, form, model and join Observation or imagination Properties of media Discuss and evaluate own work and that of other sculptors	Combining prints Design prints Make connections Discuss and evaluate own work and that of others	Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes

Year 6						
National Curriculum	**Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)**	**Colour (painting, ink, dye, textiles, pencils, crayon, pastels)**	**Texture (textiles, clay, sand, plaster, stone)**	**Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)**	**Printing (found materials, fruit/veg, wood blocks, press print, lino, string)**	**Pattern (paint, pencil, textiles, clay, printing)**
Pupils should be taught: To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.	Effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people Concept of perspective	Hue, tint, tone, shades and mood Explore the use of texture in colour Colour for purposes Colour to express feelings	Develops experience in embellishing Applies knowledge of different techniques to express feelings Work collaboratively on a larger scale	Plan and develop ideas Shape, form, model and join Observation or imagination Properties of media Discuss and evaluate own work and that of other sculptors	Builds up drawings and images of whole or parts of items using various techniques Screen printing Explore printing techniques used by various artists	Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes