Waterloo Primary School Art Curriculum 2026–2027

Specialist provision follows a bespoke curriculum adapted from Cornerstones

Pathway / year	Learning throughout the year
Pre-formal Pegasus / Aurora / Lyra Engagement Steps	Communication and interaction; cognition and sensory exploration; attention and engagement; play and social development; physical and sensory development; independence and early learning behaviours. Personalised learning through routines, play, sensory experiences and meaningful interactions. Progression follows the school's Pre-formal Developmental Progression Framework, individual starting points and EHCP outcomes.
Nursery 2	Explore paint with fingers, body parts, brushes and varied tools. Make intentional marks, express ideas and sometimes give marks meaning. Through sensory play, explore colours, textures and creative materials; notice how actions and tools change effects. Respond to pictures, objects and simple artworks; communicate about creations through words, gestures and actions.
Nursery 3–4	Explore, choose and combine materials, colours, textures, tools and techniques. Look closely at artists' and makers' work; discuss colour, line, shape, pattern and texture. Explain creations and begin to describe materials, processes and choices.
Reception	Independently select materials, tools and techniques for a purpose; develop and refine ideas. Discuss and respond to artists' and makers' work, using observations for inspiration. Reflect on intentions, processes and choices; consider how to develop or change artwork.

Early Years learning across the six blocks

Year	LB1	LB2	LB3	LB4	LB5	LB6
Nursery 3–4	Paint a self-portrait from a photograph; begin choosing and mixing colours.	Create textured animal pictures; freely explore materials and textures.	—	Explore colour and colour-mixing.	Draw to represent movement or noise; increase complexity and detail.	Paint, draw and collage African animals; mix colours; develop detail; create closed shapes with continuous lines.
Reception	Explore and refine artistic effects to express ideas and feelings; create self-portraits with varied mark-making tools.	Create a superhero vegetable using printing and collage.	Create dragon pictures and texture using techniques such as textured paint.	Mix colours to paint a butterfly; recreate pictures from The Extraordinary Gardener using different tools/materials.	—	—

Art units and outcomes

Year / pathway	LB1	LB3	LB5
Year 1	**Lowry - Liverpool Cityscapes** Techniques: Observational drawing, line, shape and simple composition from Liverpool buildings. Outcome: An individual Liverpool cityscape inspired by Lowry.	**Georges Seurat - Seaside Pointillism** Techniques: Paint with controlled dots, colour choices and simple Pointillist layering. Outcome: A seaside painting using dots to build colour and detail.	**Andy Goldsworthy - Land Art** Techniques: Select, arrange and repeat natural materials to explore pattern, texture and shape. Outcome: A temporary land-art arrangement, photographed as a record.
Year 2	**Peter Blake - Everybody Razzle Dazzle** Techniques: Explore bold contrasting geometric pattern, monochrome and bright graphic colour. Outcome: A vehicle design using purposeful dazzle-inspired pattern.	**Piet Mondrian - Buildings to Abstraction** Techniques: Observe and simplify buildings into vertical, horizontal and geometric painted compositions. Outcome: An abstract composition developed from the local built environment.	**Gakonga - Movement and Silhouette** Techniques: Draw movement, create simple silhouettes and blend warm watercolour washes. Outcome: Two moving black figures against a blended warm-colour background.
Orion / Phoenix	**I am Warrior – Cornerstones Project** Techniques: Explore clay manipulation, rolling, pressing, imprinting and painting; investigate shape, symmetry and repeated geometric pattern; practise designing, cutting, joining, constructing and collage. Outcome: A collection of Roman-inspired artefacts: a clay practice tile, decorated clay coin, model shield and patterned mosaic.	**Leonardo da Vinci – Portraiture (Year 4)** Techniques: Observe facial proportion and use HB and 4B graphite for line, tone and soft transitions. Outcome: A refined observational self-portrait from a photograph.	**Stone Age Cave Art – Prehistoric Cave Paintings, Cornerstones Project** Techniques: Explore earthy colours, mark-making, printing, stencilling and texture using natural materials, sponges, fingers and brushes. Outcome: A Stone Age-inspired cave painting featuring prehistoric animals, handprints and symbols on a textured background.
Year 3	**Cave Art** Techniques: Use charcoal, earth colours, textured surfaces and simplified animal forms. Outcome: An individual cave-inspired artwork plus a collaborative charcoal cave wall.	**Antony Gormley - Iron Men** Techniques: Observational graphite drawing using proportion, viewpoint, tone, horizon and scale. Outcome: A tonal drawing of a Gormley figure situated at Crosby Beach.	**Nature Relief Tiles** Techniques: Roll clay slabs; impress, incise and build low relief using score-and-slip joins. Outcome: A refined nature-inspired ceramic relief tile.
Year 4	**Roman Mosaic** Techniques: Build images with repeated tessera-like squares, borders, restricted colour and pattern. Outcome: An individual paper mosaic and contribution to a collaborative class mosaic.	**Leonardo da Vinci - Portraiture** Techniques: Observe facial proportion and use HB and 4B graphite for line, tone and soft transitions. Outcome: A refined observational self-portrait from a photograph.	**Maya Ceramic Vessels** Techniques: Build a hollow coil vessel using score, slip, join, blend and modelled decoration. Outcome: A stable Maya-inspired ceramic vessel developed from museum examples.
Year 5	**William Morris - Nature to Pattern** Techniques: Observe and stylise natural forms, explore repeat digitally, then make a relief-print block. Outcome: An individual repeated relief print developed from an original nature drawing.	**Beatriz Milhazes - Abstract Composition** Techniques: Explore colour relationships, overlapping shapes, layering, paint and collage. Outcome: An individual abstract mixed-media composition with purposeful colour and layering.	**Walter Aubrey Thomas - Liverpool Architecture** Techniques: Observe architectural features; use rulers, squared paper and simple three-quarter drawing to develop form. Outcome: A presentation design for a new arts and culture building on Liverpool waterfront.
Year 6	**Carl Bernard Bartels - Liver Birds** Techniques: Observe architectural sculpture, develop symbolic wing designs and adapt them for large-scale pavement chalk. Outcome: A collaborative pair of temporary Liver-Bird-inspired wings for pupils to interact with.	**Joan Miró - Abstract Portraits** Techniques: Transform observed facial features through simplification, distortion, symbols, colour and independently selected familiar media. Outcome: An abstract self-portrait communicating identity through personal visual choices.	**Albert Dock - A Personal Response to Place** Techniques: Photograph, frame and crop a chosen view; experiment with composition and independently select familiar media. Outcome: A personal artwork developed from the pupil's own Albert Dock photograph.