

Our Art Golden Thread

The Curriculum Vision at Lindridge
St Lawrence C of E Primary School



The Core Foundation: Our Values



Hesed

Showing loving-kindness through collaborative making and respecting peer artwork.

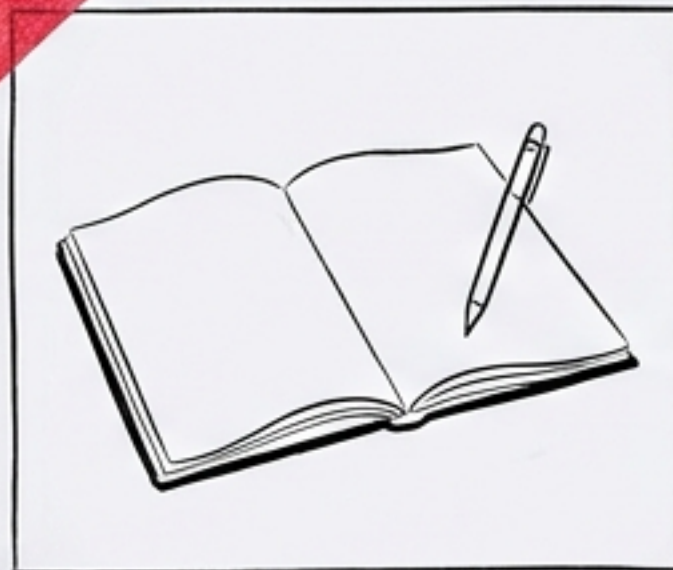
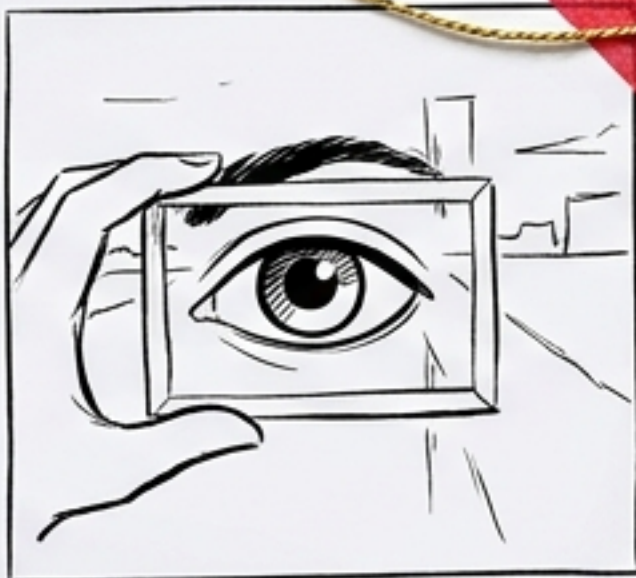


Hamdah

Taking delight in the creative process and finding joy in visual expression.

Horizons

Looking outward to diverse artists, architects, and designers across history.



Honesty

Developing an authentic, personal voice in our sketchbooks.

Vision, Aims & Spirituality in Art

Vision & Aims

1. To transform dense progression grids into a living, breathing gallery of exploration.
2. To balance the science of curriculum design (rigorous progression) with the art of the subject (joy and creativity).
3. To empower every child to own their creative journey through personal sketchbooks.

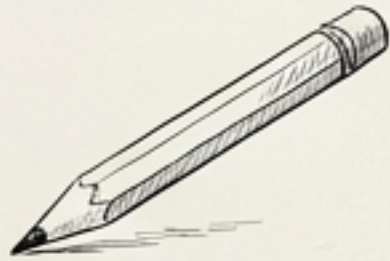
Spirituality in Art

Art is how we find visual equivalents for the words in our heads.

We nurture spirituality by creating safe spaces for creative risk-taking, where children learn that there is no single 'right' answer, answer, and every personal response is valid.



The Loom: Our Four Golden Threads



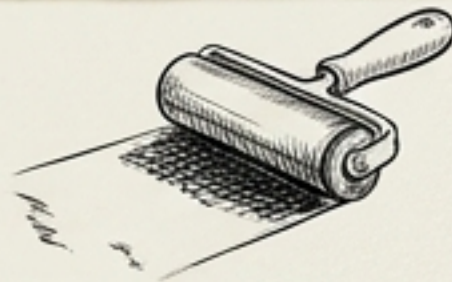
Thread 1: Drawing & Sketchbooks

The foundation of observation and imagination.



Thread 2: Surface & Colour

Exploring paint, fabric, and emotional resonance.



Thread 3: Printmaking

Transferring imagery and exploring pattern.



Thread 4: Working in 3D

Design through making, form, and architecture.

Thread Deep Dive: Drawing & Surface

Drawing

Physical mark-making; moving fingers, wrists, and shoulders to explore scale.

KS1 (Y1/2)

Gestural charcoal marks; exploring Chiaroscuro (light and dark) and sequenced narratives.

LKS2 (Y3/4)

Transforming 2D negative/positive space into 3D typography and pictorial maps.

UKS2 (Y5/6)

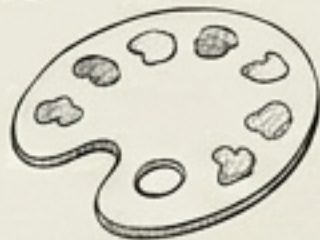
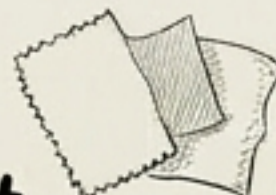
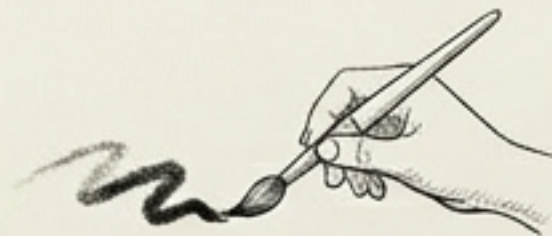
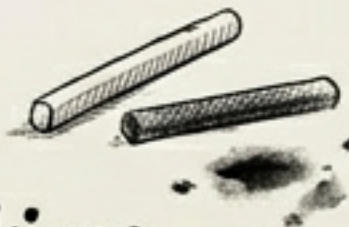
Expressive, intuitive colour mixing to understand the properties of paint.

Painting on different surfaces (cloth); creating own pigments from natural materials.

Capturing the movement and energy of landscapes; brave, immersive use of colour.

Surface & Colour

A B C



Thread Deep Dive: Printmaking & 3D Form

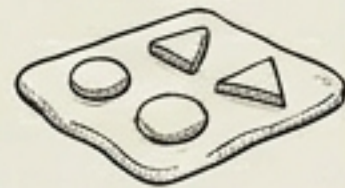
Printmaking



Using hands, feet, and rubbings to create relief prints from raised plasticine plates.



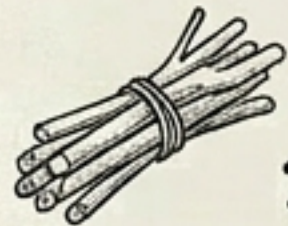
KS1 (Y1/2)



Monoprinting and forcing ink over stencils for screen printing.



Layering monotypes with collage; using printmaking for activism and zines.



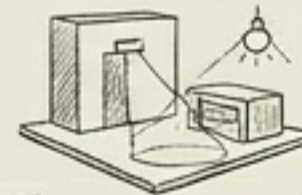
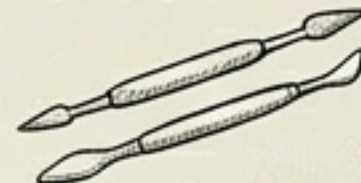
Playful construction; transforming found objects and sticks into structural forms.

3D Making



LKS2 (Y3/4)

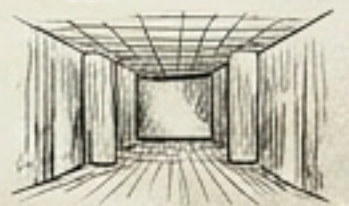
Modelling with Modroc/clay over internal armatures; sculptural responses to literature.



UKS2 (Y5/6)



Constructing scaled architectural sets; building immersive installations with light and sound.



Hares (Reception): The Early Explorers

Cycle A

Drawing: What can we see?
Surface: How can we explore colour?
3D: How can we explore 3D materials?

Cycle B

Drawing: How can we explore materials and marks?
Surface: How can we use our bodies to make art?
3D: How can we build worlds / use our imaginations?

Substantive Knowledge: Art is a physical activity. Colours can be mixed to make new ones. Materials can be joined to build forms.

Key Vocabulary: Mark, Line, Colour, Mix, Shape, Build, Body.

Hedgehogs (Y1/2): Discovering Form & Process

Cycle A

Drawing: Spirals

Surface: Exploring through
monoprint OR Expressive painting

3D: Playful Making OR
Making Birds

Cycle B

Drawing: Explore and draw

Surface: Simple print making OR
Exploring Watercolour OR Flora &
fauna

3D: Be an architect OR Stick
transformation OR Music & Art

Substantive Knowledge: Relief prints are made when printing from raised images. Primary colours mix to make secondary hues. Sculpture is artwork that exists in three dimensions.

Key Vocabulary: Gestural, Monoprint, Relief, Pigment, Construction, 3D Form.

Squirrels (Y3/4): Narrative, Drama & Scale

Cycle A

Drawing: Gestural drawing
with charcoal

Surface: Working with shape and
colour OR Cloth, thread, paint

3D: Making animated drawings

Cycle B

Drawing: An exploration of
coal mining

Surface: Exploring pattern OR
Still Life

3D: Telling stories through
drawing and making

Substantive Knowledge: 'Chiaroscuro' means light/dark to explore tone. Screen prints are made by forcing ink over a stencil. An armature is an interior framework supporting a sculpture.

Key Vocabulary: Chiaroscuro, Stencil, Armature, Still Life, Tessellation, Articulation.

Foxes (Y5/6): Voice, Identity & Environment

Cycle A

Drawing: Typography and maps

Surface: Activism OR Exploring Identity

3D: Architecture: dream big or small

Cycle B

Drawing: 2D drawing to 3D making

Surface: Making monotypes OR Mixed media landscapes OR Fashion design

3D: Brave Colour OR Take a seat OR Shadow puppets

Substantive Knowledge: Graphic designers use symbols to map identity. Artists use creativity to speak for communities (Activism). Scale models test architectural ideas. Installations are immersive.

Key Vocabulary: Typography, Pictorial Map, Monotype, Scale Model, Activism, Installation.

Adaptive Teaching: Ensuring All Artists Thrive

No Ceiling Briefs

Utilizing Design through Making philosophies where open-ended briefs allow children to respond at their own developmental level.

Validating Every Voice

Teaching that all responses are valid. A focus on collaborative making and bringing different skills together to ensure SEN and all learners can contribute meaningfully to a larger artwork.

The Personal Sketchbook

Explicitly taught as a space owned by the pupil for personal experimentation. It is a safe space for creative risk, not a place for perfect final pieces.



Assessment: Tracking the Golden Thread

1. Visual Literacy

Assessing how children use the 'Show Me What You See' technique in sketchbooks to deconstruct original artworks.

Observe
the process!

2. Verbal Articulation

Evaluating their ability to share responses verbally ('I liked...', 'I didn't understand...', 'It reminded me of...').

Listen to
the voice!

3. The Journey Over The Product

We assess the experimental journey documented through photography and sketchbook notes, not just the aesthetic quality of the final outcome.

Check the
sketchbook!

4. Intention

Asking children to talk about their intention and how their material choices supported that intention.

Ask
"Why?"

The Masterpiece: Our Artists at Lindridge



From the first physical marks in Reception to the activist installations in Year 6,
our Golden Thread ensures every child builds rigorous Substantive Knowledge
while developing a lifelong, spiritual connection to visual art.

**We don't just teach children how to draw; we give them
the visual language to shape their horizons.**