



# Art & Design Curriculum & Progression

Our school is a beacon of light. A place where every child and adult is encouraged to shine brightly and reach their full potential. Through curiosity, courage, and compassion, we shine like a lamp in our classrooms, like a village on a hill in our community, and like shining stars across the wider world.



## Year A Curriculum Overview

	Autumn		Spring		Summer	
	Impact & Power		Perspective & Empathy		Celebration & Change	
Year 5/6	What is the power of an image?		What is beyond the picture?		How can we sculpt a celebration?	
Year 3/4	What is the power of shade?		What do you see when you look up?		How can art change the world?	
Year 1/2	What is the power of a pencil?		How does mixing and matching affect my art?		How can we leave our mark?	
EYFS	Why am I marvellous?	What is your superpower?	What Tales do we enjoy?	What is it like in the great outdoors?	Why do we celebrate everyone?	Where have I been & where will I go?

## Year B Curriculum Overview

	Autumn		Spring		Summer	
	Responsibility & Risk		Culture & Diversity		Reflection & Legacy	
Year 5/6						
Year 3/4						
Year 1/2						
EYFS	Why am I marvellous?	What is your superpower?	What Tales do we enjoy?	What is it like in the great outdoors?	Why do we celebrate everyone?	Where have I been & where will I go?

## An inclusive Art & Design Curriculum: Supporting Children with SEND

At Stelling Minnis CE Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this. When planning for Art & Design, class teachers will adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs

Resources	Multi Sensory	Teacher Communication	Assessment
<ul style="list-style-type: none"> <li>• Displays for access of information</li> <li>• Art and Design storage systems are easily identifiable and easy to access for all pupils where appropriate.</li> <li>• Tasks are made accessible using specialist equipment including specialist scissors, cutting tools, different styles of pencils, paintbrushes.</li> <li>• Generic frames are used to help children hold down their work.</li> <li>• Within art, drawing aids such as grids, templates, viewfinders are available.</li> <li>• Pupils who have mobility/dexterity difficulties can access software to stimulate traditional materials and techniques e.g. 2paint, Paint3D.</li> <li>• Pupils can use cameras to photograph images where they cannot draw them.</li> </ul>	<p>Pupils are given additional time to explore materials, tools and resources in order to process their purpose and use.</p> <ul style="list-style-type: none"> <li>• Real objects relating to the Cornerstones projects are used so pupils can see, touch, feel and smell and develops their sense of choice and independence when completing their own art and design projects.</li> <li>• Pupils are given the opportunity to see tools and equipment being used by an adult prior to their activity.</li> <li>• Visual scaffolding, reminders and prompts are used to show pupils with processing difficulties how to safely use art and design equipment.</li> <li>• Pupils with fine motor control difficulties are encouraged to use hands and other more accessible objects to create their outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils art and design work are displayed to enhance pupil sense of achievement</li> <li>• Pre and over-learning of language is encouraged to support pupils with SEND and to enable them to access further learning.</li> <li>• Instructions are given clearly and reinforced visually where necessary.</li> <li>• Questions are worded at an age-appropriate level, avoiding complex vocabulary and sentence structures for pupils with SEND.</li> <li>• Alternative communication modes are utilised to meet pupil need e.g. signing, braille.</li> <li>• Text, visual aids are checked for clarity and accessibility for all pupils including pupils with SEND.</li> <li>• Specific use of language vocabulary may include: expression, tone, texture, shade, print, impressionism, technique, strokes.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment drives adaptation. Pre/over-learning is used to support pupils who have not made the expected progress.</li> <li>• Pupils are encouraged to express their art and design skills through multi-sensory approaches and techniques.</li> <li>• Sketch books over time are used to establish progress for all pupils including pupils with SEND</li> </ul>

## Art & Design overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b> 	Explore mark-making; simple shapes; talk about marks.	Use tools; line for shape/pattern; simple details.	Line types; texture; observation; simple shading.	Shading; proportion; observational accuracy.	Advanced shading; proportion; depth.	Perspective; proportion; mixed media.	Master shading, perspective, proportion; composition.
<b>Painting</b> 	Explore colour; mix primary/secondary; paint control.	Primary/secondary mixing; brush control; tints/tones.	Secondary colours; tints/tones; controlled painting.	Tertiary colours; warm/cool palettes; gradients.	Colour for mood; impasto/dry brushing; detail.	Subtle hues/tones; blending/layering; depth.	Colour for atmosphere; advanced techniques; composition.
<b>Sculpture</b> 	Manipulate materials; simple 3D forms; joining.	Shape/join simple materials; basic models; safe tools.	Clay shaping; slip/score; surface texture.	Construct forms; carving/modelling; textures.	Armatures; refine clay/modroc; carving.	Complex forms; varied materials; refine detail.	Complex sculptures; refine surfaces; artistic effects.

# Scheme of Learning & Progression: Year A

## Whole School Core Concepts

Year Group	Impact & Power (Term 1 and 2)	Perception & Empathy (Term 3 and 4)		Celebration & Change (Term 5 &6)	
<b>EYFS</b>	Key Question? Why Am I Marvellous? Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop stories lines in their pretend play.	Key Question? What tales do we enjoy? Return to and build in their previous learning refining ideas and developing their ability to represent them.		Key Question? Why do we celebrate everyone? Create collaboratively, sharing ideas, resources and skills.	
<b>Year 1 &amp; 2</b>	Key Question: What is the power of the pencil? 	Key Question: How does mixing and matching effect my art? 		Key Question: How can we leave our mark?  	
	<b>Learning Objectives</b> 1 I can explore using drawing pencils in my sketch book 2 I can create texture, shading and blending with my fingers in my sketch book 3 I can use marks and lines to show expressions on faces 4 I can use marks and lines to create a portrait (Mary Seacole or Florence Nightingale)	<b>Learning Objectives</b> 1 I can use black and white to create darker and lighter shades 2 I can use paint to create a 2D representation 3 I can use water colour to create a 2D representation 4 I can use paint in different ways to create my own image		<b>Learning Objectives</b> 1 I can explore the works of an artist (Emily Jo Gibbs) 2 I can explore with felt to create and make 3 I can generate ideas in the style of an artist or maker (a flag from one of the UK countries) 4 I can use a range of materials to make an image	
	<b>Disciplinary Knowledge Year 1</b> Exploring and experimenting with different pencil marks. Sketching like an artist.	<b>Disciplinary Knowledge Year 2</b> Exploring and competently experimenting with different pencil marks.	<b>Disciplinary Knowledge Year 1</b> Use brushes of different sizes and shape.	<b>Disciplinary Knowledge Year 2</b> Children learn how to hold and control a brush.	<b>Disciplinary Knowledge Year 1</b> I can cut and tear materials.

<p>Looking at the way that artist and peers use pencil marking differently. Developing techniques. Recording artistic ideas.</p>	<p>Thinking and sketching like an artist. Looking and responding to the way that artist and peers use pencil marking differently. Developing and refining techniques. Recording artistic ideas with increasing accuracy.</p>	<p>Explore mixing colours to make new ones. Creating textures and patterns by changing brush strokes or adding water. Choose specific colour. Understand mistakes can be changed. or worked into the art work.</p>	<p>Mixing colours confidently to make new ones. They know how to layer paint or change thickness with water. Choose specific colours and techniques to match their ideas. Understand mistakes can be part of the process.</p>	<p>Make choices about which colour and textures to use. Use scissors safely. Make observations of a textile artist. Make observations on felt based designs.</p>	<p>Make choices about which colour and textures to use. Use scissors accurately and safely. Make observations and respond to a textile artist. Make observations on felt based designs and respond.</p>
<p><b>Substantive Knowledge</b> I know what a pencil is used for. I know that there are different types of pencils – HB, B and H. I know how to use a pencil properly. I know different pencil techniques-line drawing, shading, hatching and cross hatching.</p>		<p><b>Substantive Knowledge</b> I know what paint is used for. I know different types of paint. I have colour knowledge. I can use different tools and techniques. I know how to set up and clear way my painting station.  I know painting can be realistic or abstract.</p>		<p><b>Substantive Knowledge</b> I know felt is a textile fabric matting fibres together. I know felt is soft slightly stiff and comes in many colours and thickness. I know felt doesn't fray when cut. I know you can cut, layer and glue felt. I know Emily Jo Gibbs is a British artist, who uses layered felt.</p>	
<p><b>Links with NC:</b></p> <ul style="list-style-type: none"> <li>to use drawing, to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using line, shape, form and space</li> </ul>		<p><b>Links with NC:</b></p> <ul style="list-style-type: none"> <li>to use painting and to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, texture, line, shape, form and space</li> </ul>		<p><b>Links with NC:</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products to know 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.</li> </ul>	
<p><b>Vocabulary</b> Pencil, graphite, softer, harder, thick, thin, shading, light, dark, hatching, cross hatching, tone, texture.</p>		<p><b>Vocabulary</b> Paint, pigment, binder, poster paint, water colour, acrylic, transparent, primary colour, second colour, mixing, tints, shades.</p>		<p><b>Vocabulary</b> Cut, tear, layer, combine, texture, attach, fray, matting.</p>	

**Year 3  
& 4**

**Key Question: What is the power of shade?**



**Learning Objectives**

1. I can observe and critique a range of art depicting water.
2. I can observe and sketch different forms of water e.g. ripples, waves, splashes
3. I can practise and apply shading techniques to show tone and texture
4. I can draw (a water scene) using observation and shading

**Disciplinary Knowledge Year 3**

- Observe closely at images and videos of water to inform drawing
- Experiment with media to create texture and depth
- Practice techniques to show represent form and depth
- Choose appropriate techniques and materials
- Complete a final piece using learned skills

**Disciplinary Knowledge Year 4**

- Observe carefully and draw accurately
- Sketch ideas to explore how water looks in different contexts
- Choose appropriate techniques to represent texture and light accurately
- Apply appropriate shading techniques for depth

**Key Question: What do you see when you look up?**



**Learning Objectives**

1. I can explore the works of Jelly Green
2. I can explore how colour choices express mood and meaning
3. I can explore how deforestation can be represented through paint.
4. I can paint an emotive scene using colour

**Disciplinary Knowledge Year 3**

- Interpret artwork about deforestation
- Sketch visual ideas in response to an issue
- Experiment with colour to achieve effects
- Make decisions based on colour and their emotional intent
- Use brush techniques like dry brushing,

**Disciplinary Knowledge Year 4**

- Respond to art with personal interpretation
- Sketch personal ideas in response to deforestation
- Experiment with colour palettes and brush techniques
- Make thoughtful choices about layout, brushwork and detail to create meaning in art
- Create a title for your piece to help viewers understand the purpose

**Key Question: How can art change the world?**



**Learning Objectives**

1. I can explore how artists (Barbara Hepworth) use sculptures to express messages about the world
2. I can experiment with 3D materials and construction methods
3. I can design a sculpture depicting a personal message about change
4. I can construct my personal sculpture and evaluate the meaning and techniques used

**Disciplinary Knowledge Year 3**

- Describe and interpret meaning behind an artists' work and understand the impact on society
- Discuss other's work and infer artists' intentions
- Experiment with joining and shaping materials
- Sketch and annotate initial ideas
- Manipulate materials effectively

**Disciplinary Knowledge Year 4**

- Observe and interpret the meaning behind sculptures
- Infer the intention of other artists' using observational skills
- Explore and test different sculptural materials
- Think about the materials used and the message these convey
- Design a sketch of a sculpture with a purpose

		blending and layering Evaluate piece using art vocabulary		Evaluate the purpose and message behind the creation	<ul style="list-style-type: none"> <li>- Select materials and join them safely</li> <li>- Use techniques like bending, shaping and layering</li> </ul> Reflect on whether your work meets the intended purpose
<b>Substantive Knowledge</b> <ul style="list-style-type: none"> <li>- I know what shading is and how it's used to create tone and depth</li> <li>- I know how water appears and its features (reflection, transparency and movement)</li> <li>- I know the names and properties of materials used for drawing and shading</li> <li>- I know shading techniques: hatching, cross hatching, blending,</li> <li>- I know that dark areas represent shadow and light areas represent highlights</li> <li>- I know how to show light and depth through tone</li> </ul>	<b>Substantive Knowledge</b> <ul style="list-style-type: none"> <li>- I know that art can be a form of visual communication</li> <li>- I know how the artist Jelly Green makes work to speak out about environmental issues</li> <li>- I know artists use colour, line and composition to communicate ideas and emotions</li> <li>- I know that warm and cool colours have different emotional effects</li> <li>- I know that layering and mixing colours can create mood and texture</li> <li>- I know about warm and cool colours and their effect.</li> <li>- I know how foreground and background create depth in composition</li> </ul>	<b>Substantive Knowledge</b> <ul style="list-style-type: none"> <li>- I know that sculpture is a three-dimensional art form used to express ideas</li> <li>- I know that artists raise awareness and convey meaning in the materials and form of their creations</li> <li>- I know that sculptures are planned and sketched before being made and then revised often</li> <li>- I know how to safely use tools used in the creation of 3D forms</li> <li>- I know that art can influence others and start a conversation</li> </ul>			
<b>Links with NC</b> <ul style="list-style-type: none"> <li>- Improve their mastery of art and design techniques including drawing with a range of materials</li> </ul>	<b>Links with NC</b> <ul style="list-style-type: none"> <li>- Improve their mastery of art and design techniques including paint with a range of materials like paint</li> <li>- Know about artists in history</li> </ul>	<b>Links with NC</b> <ul style="list-style-type: none"> <li>- Improve their mastery of art and design techniques including sculpture with a range of materials</li> </ul>			
<b>Vocabulary</b> Shading, ripples, waves, splashes, tone, texture, observation, improvements, depth, media,	<b>Vocabulary</b>	<b>Vocabulary</b> Sculpture, form, structure, message, intention, audience, three dimensional (3D), infer, purpose			

	hatching, cross hatching, blending, shadow, highlights	communication, representation, warm colours, cool colours, foreground, background, depth, emotions	
<b>Year 5 &amp; 6</b>	<b>Key Question: What is the power of an image?</b> 	<b>Key Question: What is beyond the picture?</b>  	<b>Key Question: How can we sculpt a celebration?</b>   
	<b>Learning Objectives</b> <ol style="list-style-type: none"> <li>1. I can make thoughtful observations about the work of John Piper.</li> <li>2. I can explore and experiment with mixed media techniques inspired by John Piper.</li> <li>3. I can plan, develop and create an original mixed media artwork based on research.</li> <li>4. I can evaluate and refine my mixed-media artwork explaining how I could make improvements.</li> </ol>	<b>Learning Objectives</b> <ol style="list-style-type: none"> <li>1. I can analyse Benin Bronzes and other artworks to identify significant details, patterns, and symbols.</li> <li>2. I can interpret what might be happening beyond the visible image.</li> <li>3. I can select and justify colour choices to reflect cultural meaning and mood within an artwork</li> <li>4. I can demonstrate improved brush control and technique in a final painted outcome.</li> </ol>	<b>Learning Objectives</b> <ol style="list-style-type: none"> <li>1. I can explore how Niki de Saint Phalle use sculpture to represent celebrations and cultural identity.</li> <li>2. I can design a sculptural piece using sketches and planning techniques to communicate an idea or theme.</li> <li>3. I can use range of materials and sculpting techniques to create form, texture, and structure.</li> <li>4. I can evaluate and refine my sculpture, explaining how effectively it represents celebration and meaning.</li> </ol>
	<b>Disciplinary Knowledge Year 5</b> <ul style="list-style-type: none"> <li>- To study artwork carefully before forming opinions.</li> <li>- Ask questions about meaning, mood and intention.</li> <li>- Use sketchbooks to test materials and techniques.</li> <li>- To explore how combining</li> </ul>	<b>Disciplinary Knowledge Year 6</b> <ul style="list-style-type: none"> <li>- Interpret artwork in relation to historical context (e.g. wartime Britain).</li> <li>- To use research and studies of an artist to inform creative decisions.</li> <li>- Make purposeful adaptations and begin to</li> </ul>	<b>Disciplinary Knowledge Year 5</b> <ul style="list-style-type: none"> <li>- Observe artworks and describe what they see using art vocabulary.</li> <li>- Identify patterns, symbols and significant details.</li> <li>- To recognise and explore what might be happening</li> </ul>
		<b>Disciplinary Knowledge Year 5</b> <ul style="list-style-type: none"> <li>- To observe and discuss how artists communicate meaning through sculpture.</li> <li>- Ask questions about artworks such as those by Niki de Saint Phalle.</li> <li>- To record ideas through exploratory sketching.</li> </ul>	<b>Disciplinary Knowledge Year 6</b> <ul style="list-style-type: none"> <li>- To analyse how sculptors like Niki de Saint Phalle communicate identity, celebration, or message.</li> <li>- To begin to interpret meaning beyond appearance.</li> <li>- To independently develop ideas</li> </ul>

	<p>media changes effect and texture.</p> <ul style="list-style-type: none"> <li>- Select materials for a purpose (e.g. charcoal for dramatic line).</li> <li>- Identify simple improvements.</li> <li>-</li> </ul>	<p>take creative risks.</p> <ul style="list-style-type: none"> <li>- To combine media confidently and deliberately.</li> <li>- To use se texture, tone and composition strategically.</li> <li>- To evaluate my own and other's work using specific art vocabulary.</li> </ul>	<p>beyond the visible image.</p> <ul style="list-style-type: none"> <li>- To explain how symbols, colour or composition suggest meaning.</li> <li>- To experiment with colour mixing to create mood.</li> <li>- To practise brush control for detail and pattern.</li> </ul>	<ul style="list-style-type: none"> <li>- To begin to refine techniques through experimentation.</li> <li>- To control brushwork for detail, texture and pattern with confidence.</li> <li>- To reflect on how cultural understanding influenced their work.</li> </ul>	<ul style="list-style-type: none"> <li>- To practise joining and modelling techniques safely.</li> <li>- To build simple armatures with guidance.</li> <li>- Describe strengths and areas for improvement using art vocabulary. "My structure worked well because..."</li> </ul>	<p>through iterative sketching.</p> <ul style="list-style-type: none"> <li>- To make informed decisions about symbolism, materials, and structure.</li> <li>- To construct stable 3D forms independently.</li> <li>- To refine work purposefully rather than decoratively.</li> </ul>
	<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>- I know John Piper was a British artist who painted bomb damaged churches and buildings during World War Two.</li> <li>- I know mixed media means using more than one material in one piece of artwork.</li> <li>- I know texture can be created using layering and combining materials.</li> <li>- I know line, shape, colour, tone and texture are formal art elements.</li> <li>- I know artists evaluate and adapt their work during the designing process.</li> </ul>	<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>- I know the Benin Bronzes were made in the Kingdom of Benin.</li> <li>- I know colour can show mood, atmosphere and cultural significance.</li> <li>- I know that that artworks can contain hidden or implied narratives beyond the visible image.</li> <li>- I know that brush size can affect detail of my art work.</li> </ul>	<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>- I know sculpture is a three-dimensional art form that can communicate ideas and emotions.</li> <li>- I know Niki de Saint Phalle created large, colourful sculptures called Nanas representing lively, joyful human figures.</li> <li>- I know Form refers to the three-dimensional shape of an artwork.</li> <li>- I know Structure helps a sculpture stand and remain stable.</li> <li>- I know refining means improving artwork by adjusting or adding detail.</li> </ul>			
	<p><b>Links with NC</b></p>	<p><b>Links with NC</b> to improve their mastery of art and design techniques, including drawing, painting and</p>	<p><b>Links with NC</b> to create sketch books to record their observations and use them to review and revisit ideas.</p>			

	<p>to create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history.</p>	<p>sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history</p>	<p>to improve their mastery of art and design techniques, including sculpture with a range of materials. about great artists, architects and designers in history</p>
	<p><b>Vocabulary</b>  architecture, atmosphere, mood, interpretation  texture, layering, line, shape, form, tone, shade  contrast, collage, composition</p>	<p><b>Vocabulary</b>  pattern, colour, detail, symbol, background,  interpretation, cultural significance, hierarchy,  layering, blending, precision, refine</p>	<p><b>Vocabulary</b>  Sculpture, form, structure, armature, texture,  balance, relief, symbolism, composition,  celebration, tradition, culture, refine, evaluate.</p>