

# Art Progression Map



**"I found I could say things with colour and shapes that I couldn't say any other way - things I had no word for." Georgia O'Keeffe**

## **Our Curriculum Intent:**

Our curriculum is designed to take into account individual starting points to ensure an equality of opportunity to a broad, balanced and **knowledge-rich** curriculum, with a particular **emphasis on VOCABULARY**. The content of our **ambitious** curriculum is carefully **sequenced** to encourage progression of **skills, connections** and **transference to long-term memory**, and is chosen for its **usefulness** and **relevance** to our pupils. Pupils are immersed in **rich, relevant and contextualised** first-hand experiences, which enthuse, excite and challenge them. Pupils are encouraged to investigate, explore and take risks. As a result, pupils make excellent progress in their development and application of knowledge, understanding and skills (across different contexts).

**At Ladybridge, we encourage our pupils to, 'Think like Artists.'**

**Intent:**

Our Art and Design curriculum is ambitious, carefully sequenced and inclusive, enabling all pupils to develop their creativity, knowledge and technical skills over time. It provides a balance of practical, theoretical and disciplinary knowledge, allowing pupils to learn how to create art, understand art, and think like artists. Through rich, hands-on experiences and the study of diverse artists and designers, children are inspired to experiment, take creative risks and think critically about their own and others' work. Vocabulary is central to our approach, helping pupils to articulate their ideas, choices and evaluations with confidence and precision. Our curriculum nurtures individuality and self-expression, empowering pupils to develop their own artistic style and to take pride in their creative journey. It builds clear progression in the key elements of art: line, colour, texture, form, pattern, shape, value and space. Pupils leave with the practical skills, theoretical understanding and disciplinary thinking needed to express themselves creatively and to appreciate the significance and value of art in the wider world.

**Implementation:**

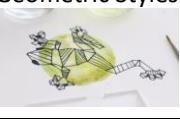
At Ladybridge, Art is taught weekly during alternate half terms, rotating with Design and Technology. This structure enables children to immerse themselves deeply in each subject, supporting creativity, focus, and a secure understanding of artistic concepts. Our Art curriculum is built around the development of practical, theoretical and disciplinary knowledge, ensuring pupils learn not only how to create art, but also how to think, talk and behave like artists. We have developed a set of Art lenses, which embed the seven key concepts of art across every year group. These lenses help pupils make meaningful connections in their learning and understand the purpose behind different artistic decisions and processes. Across the school, we focus on three core areas of skill, drawing, painting and sculpture, allowing children to develop expertise and confidence as they revisit and refine these disciplines year on year. A detailed progression grid supports teachers in planning a sequenced curriculum that builds skills, knowledge and artistic behaviours progressively. Pupils study a diverse range of artists, craftspeople and designers, exploring both traditional and contemporary work to inspire their own creations. Sketchbooks are used to capture ideas, experiment with materials, practise techniques and reflect on artistic choices, showcasing the journey from initial concept to final piece. Learning is further enriched through our summer exhibition, where children have the opportunity to develop additional artistic skills such as weaving, printmaking and photography. This celebration of creativity allows pupils to showcase their work to the school community, developing pride, confidence and a sense of artistic identity. Through this approach, pupils leave Ladybridge with a strong foundation in artistic knowledge, a rich vocabulary, and the imagination and skill needed to express themselves confidently through art.

**Impact:**

At Ladybridge, the impact of our Art curriculum is seen in pupils who think, work, and create like artists. They are expressive, confident, and imaginative, and are well-prepared for the next stage of their education with the creative skills and artistic appreciation needed to thrive in the wider world. Pupils leave us with strong practical, theoretical, and disciplinary knowledge, as well as a rich artistic vocabulary that enables them to discuss their ideas, techniques, and creative intentions with confidence. Children present their artwork to a high standard across a range of purposeful media, showcasing creativity, skill, and individual artistic identity. Consistent teaching, collaborative staff moderation, and the use of our progression grid ensure high-quality outcomes and clear progression across all year groups. Our curriculum creates lasting memories through hands-on exploration, opportunities to study diverse artists and art movements, and rich experiences such as visits, and our annual summer exhibition, which brings the subject to life in meaningful ways. Above all, we want every child to thoroughly enjoy creating, experimenting, and expressing themselves through art, and to be inspired to continue exploring, appreciating, and making art throughout their lives.



## Long Term Plan

EYFS	<b>Monochromatic</b> Shape - Kandinsky 	<b>Chromatic</b> Colour –Georgia O’leefe 	<b>Sculpture – Clay</b> Clay Minibeasts 
	Autumn 2 <b>Sculpture – Clay</b> Clay Leaves 	Spring 1 <b>Chromatic</b> Abstract Art – Paul Klee 	Summer 1 <b>Monochromatic</b> Drawing – Christa Rijneveld 
Year 1	Autumn 1 <b>Sculpture – Clay</b> Clay Castles 	Spring 2 <b>Chromatic</b> Colour - Ted Harrison 	Summer 2 <b>Monochromatic</b> Pattern – Mehndi 
	Autumn 1 <b>Monochromatic</b> Portraits 	Spring 1 <b>Chromatic</b> Illustration – Nora Sherwood 	Summer 1 <b>Sculpture – Clay</b> Mexican Pinch Pots 
Year 2	Autumn 1 <b>Sculpture – Clay</b> Coil Pots (Canopic Jars) 	Spring 1 <b>Chromatic</b> Mixed Media – Janice Hayes-Cha 	Summer 1 <b>Monochromatic</b> Perspective – Patrick Hughes 
	Autumn 1 <b>Chromatic</b> Mixed Media Portraits 	Spring 1 <b>Monochromatic</b> Geometric Styles 	Summer 1 <b>Sculpture – Clay</b> Flowers 
Year 3	Autumn 1 <b>Monochromatic</b> Self-Portraits 	Spring 1 <b>Chromatic</b> Tilly Willis 	Summer 2 <b>Sculpture – Clay</b> Food 
	Autumn 1 <b>Monochromatic</b> Self-Portraits 	Spring 2 <b>Chromatic</b> Tilly Willis 	Summer 2 <b>Sculpture – Clay</b> Food 



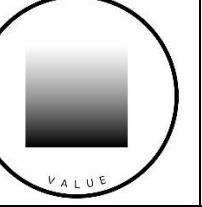
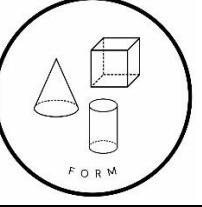
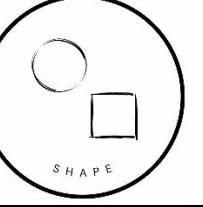
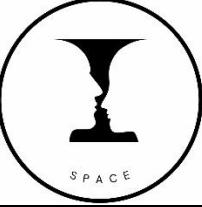
## Knowledge:

<b>Practical knowledge</b> which is about developing technical proficiency	<b>Theoretical knowledge</b> which is the cultural and contextual content that pupils learn about artists and artwork	<b>Disciplinary knowledge</b> which is what pupils learn about how art is studied, discussed and judged
<b>Substantive Concepts embedded within units and revisited many times</b> - e.g. 7 elements of art	<b>Making sense of artists, artwork and art traditions from around the world</b>	<b>Disciplines of art</b> - e.g illustration, mixed media
<b>Ways of creating art</b> – e.g draw, paint, sculpt		<b>Evaluating and responding to a piece of art</b>
<b>Using tools and techniques</b>		<b>Understanding how artists can be influenced</b>

## Themes:

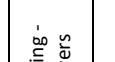
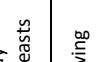
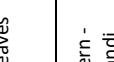
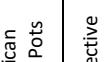
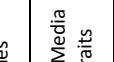
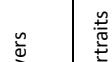
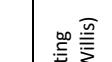
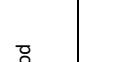
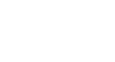
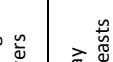
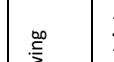
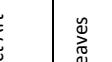
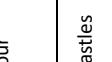
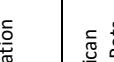
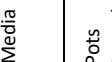
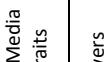
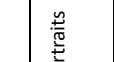
Themes build knowledge sequentially with opportunities to revisit and build on children's prior learning – deepening knowledge and understanding. Links are made in learning through recurring themes throughout our curriculum.

<u>Key Concepts:</u>	Monochromatic	Chromatic	Sculpture
	 MONOCHROMATIC	 CHROMATIC	 SCULPTURE

<u>Elements of Art:</u>	Colour	Value	Texture	Form	Line	Shape	Space
	 COLOUR	 VALUE	 TEXTURE	 FORM	 LINE	 SHAPE	 SPACE

<b>Theoretical knowledge</b>	<b>What is art?</b>	<b>What do artists do?</b>	<b>What inspires artists? (Historical Interpretation)</b>
	 <p>Pupils learn about the diversity of artistic outcomes, the purpose and the meaning of art, and how it has been part of much of human history</p>	 <p>Pupils learn about how artists are influenced by their own contexts and worldviews, and present this worldview through their art; they can choose to accurately represent the world around them, choose to express themselves and/or challenge others' worldviews through their art</p>	 <p>Pupils learn about the range of ways that artists – and that pupils as artists – can be inspired</p>

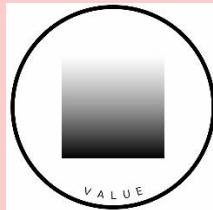
<b>Disciplinary Knowledge</b>	<b>Knowledge of artists and designers</b>	<b>Evaluating</b>
		

Practical Knowledge	Reception			Year 1			Year 2			Year 3			Year 4			Year 5			Year 6				
	 Colours	 Shapes	 Painting - flowers	 Clay minibeasts	 Drawing	 Abstract Art	 Clay Leaves	 Pattern - Mehndi	 Colour	 Clay Castles	 Portraits	 Illustration	 Mexican Pinch Pots	 Perspective	 Mixed Media	 Coil Pots (Canopic Jars)	Geometric Styles	Mixed Media Portraits	Flowers	Self Portraits	Painting (Tilly Wills)	Food	
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Colour



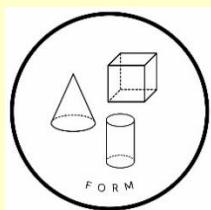
Value



Texture



Form

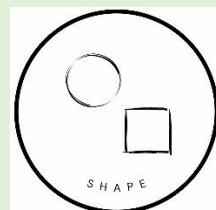


Think Like an Artist...

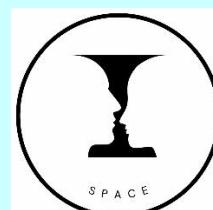
Line



Shape



Space





## The Seven Elements of Art



C	V	T	F	L	S	S
Colourful	vans	Travel	Fast	Like	Speeding	Supercars
Colour	value	Texture	Form	Line	Shape	Space
The appearance as a result of how it reflects light.	The lightness or darkness of a colour or a shade.	How something feels, or how it looks like it feels.	The three-dimensional (3D) quality of an object.	A long, thin mark that can be straight, curved, wavy or zigzag.	An enclosed area or outline.	The distance or gaps between things.
 COLOUR	 VALUE	 TEXTURE	 FORM	 LINE	 SHAPE	 SPACE

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Practical Outcome – Kandinsky inspired piece	Practical Outcome - Christa Rijneveld inspired piece	Practical Outcome – Mehndi Pattern	Practical Outcome – Portrait	Practical Outcome – Patrick Hughes inspired piece	Practical Outcome – Geometric Style	Practical Outcome – Self-portrait
EYFS	Pupils will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Pupils will share their creations, explaining the process they have used.							
KS1	Pupils should be taught to use drawing, painting and design techniques in a range of media to develop their ideas, experiences and imagination.  Pupils should be taught to develop a range of art and design techniques in using colour, texture, form and space.  Pupils should be taught about the work of a range of artists, craft makers and designers, and linking their work to their own work.  Pupils should be taught to develop their techniques, including their control and the use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught 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).  Pupils should be taught about great artists, architects and designers in history.	<b>Practical Knowledge</b>  <u>Drawing Skills</u> – Pupils make marks through a range of shapes, e.g – lines and circles. Pupils use mark making tools for a purpose. Pupils use observational drawing to develop the accuracy of their drawing. Pupils show accuracy and care when drawing. Pupils use a comfortable grip (tripod) with good control when holding pens and pencils. Pupils draw with increasing complexity and detail, such as representing a face with a circle and including details.  <u>Elements of Art</u> – Pupils create closed shapes with continuous lines and begin to use these shapes to represent objects.	<b>Practical Knowledge</b>  <u>Drawing Skills</u> – Pupils will know how to use a pencil and have explored pressure and grip.  <u>Elements of Art</u> – Pupils will know the definition of line and shape and begin to understand the concept of value.	<b>Practical Knowledge</b>  <u>Drawing Skills</u> – Pupils will revise the parts of a pencil, pupils will control a pencil with increased precision, pupils will learn to use a guide to help keep their patterns equal and even.  <u>Elements of Art</u> – Pupils will know the definition of line, shape, and space, pupils will explore how to use lines and shapes to create patterns.	<b>Practical Knowledge</b>  <u>Drawing Skills</u> – Pupils will revise how grip can impact the control we have of a pencil, pupils will control a pencil with increased precision, pupils will learn to use a guide to help keep their patterns equal and even.  <u>Elements of Art</u> – Pupils will know the definition of texture, line and shape.	<b>Practical Knowledge</b>  <u>Drawing Skills</u> – Pupils will revise how we can control a pencil to create lines and values. They will learn how to draw a basic shape with the appearance of form, know the definition of perspective, and understand artists can use lines and values to create perspective. They will learn to use one-point perspective with a vanishing point and horizon line, understand how artists create atmospheric perspective and learn how to shade using hatching, cross-hatching and stippling.  <u>Elements of Art</u> – Pupils will know the definition of line, shape, form, and value, using value and line to create form.	<b>Practical Knowledge</b>  <u>Drawing Skills</u> – Pupils will use observational skills to notice details, select different pencils for different effects, and use proportion when drawing, use shapes to guide our observational drawings, drawing in a geometric style, use watercolour paints with proficiency.  <u>Elements of Art</u> – Pupils will use values and line to create form.	<b>Practical Knowledge</b>  <u>Drawing Skills</u> – Pupils will use close observation when drawing, select different pencils for different effects, and use proportion when drawing, use shapes to guide our observations and drawing.  <u>Elements of Art</u> – Pupils will use values to create form.
KS2	Pupils should be taught to use drawing, painting and design techniques in a range of media to develop their ideas, experiences and imagination.  Pupils should be taught about the work of a range of artists, craft makers and designers, and linking their work to their own work.  Pupils should be taught to develop their techniques, including their control and the use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught 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).  Pupils should be taught about great artists, architects and designers in history.	<b>Theoretical Knowledge</b>  Pupils will know people who create art are called artists.  Explore, use and refine a variety of artistic effects to express their ideas and feelings.	<b>Theoretical Knowledge</b>  Pupils will learn about artists' work worldwide, knowing art can be displayed in galleries.	<b>Theoretical Knowledge</b>  Learning about the work of contemporary and historical designers, learning about the work of a mehndi artist, knowing how humans can use pattern during celebrations, knowing that humans have been designing patterns for thousands of years across the world, knowing that art can be in our homes as decoration, recognising patterns in nature.	<b>Theoretical Knowledge</b>  Pupils will know that artists must practise specific skills to improve and learn that different artists can represent facial features differently.	<b>Theoretical Knowledge</b>  Pupils will know that art can involve experimentation and begin to understand that artists have not always known how to capture perspective.	<b>Theoretical Knowledge</b>  Learning that artists can have an artistic style, exploring that we can develop our own artistic style, learning about artists who work in different styles.	<b>Theoretical Knowledge</b>  Learning about artists from around the world.
		<b>Disciplinary Knowledge</b>  Pupils will consider how to convey different emotions in their drawings and paintings, like happiness, sadness, fear, etc.  Pupils use drawing to represent ideas.	<b>Disciplinary Knowledge</b>  Pupils will consider some of the reasons people draw or create art, begin to describe art with appropriate vocabulary, and begin to understand that art can cause an emotional response.	<b>Disciplinary Knowledge</b>  Evaluating our own work, comparing differences and similarities between artwork, describing art with appropriate vocabulary.	<b>Disciplinary Knowledge</b>  Pupils will begin to explore how art can connect with emotions, learn the differences between landscape, portrait, and still life, evaluate their own work, and learn how they can learn from others.	<b>Disciplinary Knowledge</b>  Pupils will consider what makes an artist successful, discuss a response to their work, and consider what it means to be inspired by artists' work. They will also evaluate their own art process.	<b>Disciplinary Knowledge</b>  Describing the style of artworks with appropriate vocabulary, knowing that art doesn't have to be realistic, exploring the definition of what art is, evaluating your own work and the work of others.	<b>Disciplinary Knowledge</b>  Developing vocabulary to describe common errors made in realism portraits, understanding that art can be practised and improved upon, learning how artists can use reference material, and evaluating your own work and the work of others.

		National Curriculum:						
		National Curriculum:		National Curriculum:				
EYFS		National Curriculum:						
KS1	KS2	<p>Pupils will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Pupils will share their creations, explaining the processes they have used.</p> <p>Pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space and explore different materials and techniques, and making links to their own work.</p> <p>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.</p> <p>Pupils should be taught to record their observations and use them to review and revisit ideas.</p> <p>Pupils should be taught about great artists, architects and designers in history.</p> <p>Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting, sculpture and printmaking.</p> <p>Pupils should be taught to explore sketch books to record their observations and use them to review and revisit ideas.</p>	 <p><b>Reception</b></p> <p>Practical Outcome – Georgia O'keefe inspired piece</p>  <p><b>Year 1</b></p> <p>Practical Outcome – Paul Klee inspired piece</p>  <p><b>Year 2</b></p> <p>Practical Outcome – Ted Harrison inspired piece</p>  <p><b>Year 3</b></p> <p>Practical Outcome – Nora Sherwood inspired piece</p>  <p><b>Year 4</b></p> <p>Practical Outcome – Mixed Media Collage inspired by Janice Hayes-Cha</p>  <p><b>Year 5</b></p> <p>Practical Outcome – Noor Bahjat inspired piece</p>  <p><b>Year 6</b></p> <p>Practical Outcome – Tilly Willis inspired piece</p> 					
		<p><b>Practical Knowledge</b></p> <p><b>Colour Theory</b> Identify colours and use these for a particular purpose, with support. Explore colour and begin colour mixing. Understands how colours can be changed. Explore using different collage materials to represent ideas</p> <p><b>Tools</b> Uses mark making tools for a purpose.</p> <p>Use a comfortable grip (tripod) with good control when holding paint brushes.</p> <p><b>Techniques</b> - Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p><b>Practical Knowledge</b></p> <p><b>Colour Theory</b> - Identify the three primary colours and mix them to make secondary colours</p> <p><b>Elements of Art</b> - Know the definition of line, shape, space and colour</p> <p><b>Tools</b> - Learn the parts of a brush and experiment with brush control and how to rinse a brush between colours.</p>	<p><b>Practical Knowledge</b></p> <p><b>Colour Theory</b> - Revise primary and secondary colours, identify warm and cool colours, identify complementary colours, create colour palettes and begin to recognise the colour wheel.</p> <p><b>Tools</b> - Revise features of a brush, control a paintbrush with increased precision, know how to use watercolour paints and understand how they are different from acrylic paint.</p>	<p><b>Practical Knowledge</b></p> <p><b>Colour Theory</b> - Revise primary and secondary colours, blend colours and revise complementary colours.</p> <p><b>Tools</b> - Revise parts of a brush, control a paintbrush with increased precision, know how to use watercolour paints and understand how they are different from acrylic paint.</p> <p><b>Techniques</b> - Use a sketch to create guidelines for painting, identify shapes and lines whilst recreating an image.</p>	<p><b>Practical Knowledge</b></p> <p><b>Tools</b> - Revise how to use watercolour paints.</p> <p><b>Techniques</b> - Use a sketch to create guide lines for painting, incorporate photos into a watercolour painting to create a photo collage, explore line work through sketching, use a sketchbook to develop skills, consider the steps to best compose a collage.</p>	<p><b>Practical Knowledge</b></p> <p><b>Colour Theory</b> - Revise primary and secondary colours, learn to mix skin tones.</p> <p><b>Tools</b> - Using watercolour paints with proficiency, revise the differences between acrylic and watercolour paint.</p> <p><b>Techniques</b> - Using ripped paper collages to create a self-portrait, using shapes to guide the composition of a portrait, using measurements to control proportions in a face, using sketches to create lines for painting a miniature.</p>	<p><b>Practical Knowledge</b></p> <p><b>Tools</b> – Use watercolour paints with proficiency.</p> <p><b>Techniques</b> - Pupils will use precision while creating collages, pencil rubbings to transfer a design sketch, the grid method to transfer an image.</p>
		<p><b>Theoretical Knowledge</b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p><b>Theoretical Knowledge</b></p> <p>Learning about the work of abstract painters, knowing that some artists make art for different purposes, knowing that art can be displayed in different places, knowing that artists can come from all around the world.</p>	<p><b>Theoretical Knowledge</b></p> <p>Know that where an artist lives can affect what they create, and learn that artists do not have to directly create every piece of art that is attributed to them, begin to identify artists' work by recognising their style.</p>	<p><b>Theoretical Knowledge</b></p> <p>Learning about the work of illustrators, beginning to learn how technology can influence art, and understanding that making art can require courage and persistence.</p>	<p><b>Theoretical Knowledge</b></p> <p>Understand how architects can respond to current issues, such as sustainability, understand that the context of the painting or artist can influence how we understand it, know the difference between drafting and sketching, and learn how technology can influence art.</p>	<p><b>Theoretical Knowledge</b></p> <p>Learning about portraiture miniatures as a form of art, learning about portraiture as a form of art over time and across cultures, understanding how technology can influence art, learning about the work of collagists.</p>	<p><b>Theoretical Knowledge</b></p> <p>Pupils will learn how art can be mass-produced and sold, know that art can be created to create change, consider the sustainability of art and design, and understand how political or charitable causes can inspire that art.</p>
		<p><b>Disciplinary Knowledge</b></p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Chooses particular colours for a purpose, with increasing independence.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p><b>Disciplinary Knowledge</b></p> <p>Identify abstract and realistic paintings, understand how art can cause an emotional response, consider why people create art, describe how colours may make people feel, learn the differences between landscape, portrait and still life, know that art doesn't have to be realistic, evaluate our own work.</p>	<p><b>Disciplinary Knowledge</b></p> <p>Consider how we feel about art and the reasons why people create art, describe how colours may make people feel, learn the differences between landscape, portrait and still life, know that art can cause an emotional response, know some of the reasons that people paint.</p>	<p><b>Disciplinary Knowledge</b></p> <p>Learn how art can impact society, learn about the discipline of illustration, evaluate our own work, learn to talk about art, learn that art can cause an emotional response, know some of the reasons that people paint.</p>	<p><b>Disciplinary Knowledge</b></p> <p>Learn about the process of being an artist, and how sketchbooks are used for different purposes, evaluate our own art process, and learn about mixed media artworks.</p>	<p><b>Disciplinary Knowledge</b></p> <p>Using the seven elements of art to talk about artwork, considering who decides how much art is worth, considering that we can use art to express something that isn't visible, considering how art can be an exploration of who we are and how we want others to see us, considering how colour can be used in portraiture, evaluating our own art process.</p>	<p><b>Disciplinary Knowledge</b></p> <p>Pupils will use the seven elements of art to discuss artwork, know that art doesn't have to be realistic, consider what qualifies as art, evaluate peers' work, learn how art can impact society, and evaluate their own work.</p>

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Practical Outcome – Clay Minibeast</b> 	<b>Practical Outcome – Clay Leaf</b> 	<b>Practical Outcome – Clay Castle</b> 	<b>Practical Outcome – Mexican Inspired Pinch Pot</b> 	<b>Practical Outcome – Coil Pot (Canopic Jars)</b> 	<b>Practical Outcome – Clay Flower</b> 	<b>Practical Outcome – Clay Food</b> 	
<b>National Curriculum:</b>  <b>EYFS</b> Pupils will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  <b>KS1</b> Pupils should be taught to use a range of materials creatively, exploring the process they have used.  <b>KS2</b> Pupils should be taught to develop and share their ideas, experiences and imagination. Explore modelling with clay. Talk about the differences between materials and changes they notice (clay changing from soft to hard). Manipulates materials to achieve a planned effect. Explores different textures. Colour Theory To use colours for a particular purpose, with support. Tools - Controlling a rolling pin.	<b>Practical Knowledge</b>  <b>Clay Techniques</b> - Explore modelling with playdough. Explore modelling with clay. Talk about the differences between materials and changes they notice (clay changing from soft to hard). Manipulates materials to achieve a planned effect. Explores different textures. Colour Theory To use colours for a particular purpose, with support. Tools - Controlling a rolling pin.	<b>Practical Knowledge</b>  <b>Clay Techniques</b> - Knowing what clay is and where it comes from. Manipulating clay into balls, slabs and coils. Creating clay imprints.  <b>Colour Theory</b> - Identifying primary colours and mixing secondary colours.  <b>Elements of Art</b> - Pupils will begin to understand the meaning of texture.  <b>Tools</b> - Controlling a small paintbrush.	<b>Practical Knowledge</b>  <b>Clay Techniques</b> – Wedging clay, creating a relief clay sculpture, joining clay using score and slip.  <b>Colour Theory</b> - Making grey and brown from primary colours.  <b>Elements of Art</b> - Identifying shapes in forms to support the drawing of 3D objects.  <b>Tools</b> - Controlling a small brush with increased precision.	<b>Practical Knowledge</b>  <b>Clay Techniques</b> – Creating a pinch pot and moulding a 3D sculpture.  <b>Elements of Art</b> - Identifying shapes in forms.  <b>Tools</b> - Controlling a paintbrush with increased precision.	<b>Practical Knowledge</b>  <b>Clay Techniques</b> - Creating a coil pot, experimenting while creating a lid design, mastering joining techniques.  <b>Tools</b> - Controlling a paintbrush precisely.	<b>Practical Knowledge</b>  <b>Clay Techniques</b> – Knowing that there are four different types of clay. Mould clay delicately and precisely.  <b>Colour Theory</b> - Creating tints, shades and tones with paint. Knowing what analogous colours are and experimenting with different combinations.  <b>Elements of Art</b> - Exploring shape and form within flowers.	<b>Practical Knowledge</b>  <b>Clay Techniques</b> – Demonstrate proficiency with clay, design a sculpture, considering the emotional response created, and consider the viability of design, knowing that you can sculpt clay around something, like foil, to build larger structures.  <b>Colour Theory</b> - Using colour to create a life-like sculpture.  <b>Tools</b> - Pupils will learn how brush choices influence outcomes.	
  <b>EYFS</b> Pupils should be taught to respond when directly asked about an artist, their work and the artist's work.  <b>KS1</b> Pupils should be taught to develop a wide range of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).  <b>KS2</b> Pupils should be taught about their local community and the wider world.  <b>Curriculum Overview:</b>  <b>Practical Outcomes:</b> <ul style="list-style-type: none"> <li>Reception: Clay Minibeast</li> <li>Year 1: Clay Leaf</li> <li>Year 2: Clay Castle</li> <li>Year 3: Mexican Inspired Pinch Pot</li> <li>Year 4: Coil Pot (Canopic Jars)</li> <li>Year 5: Clay Flower</li> <li>Year 6: Clay Food</li> </ul> <b>Theoretical Knowledge:</b> <ul style="list-style-type: none"> <li>Reception: The work of craft makers and sharing responses to their work.</li> <li>Year 1: Learning about the work of craft makers and sharing responses to their work.</li> <li>Year 2: Learning about a ceramic factory and its work, knowing that art has been created throughout history and worldwide.</li> <li>Year 3: How location influenced various Mexican artists and craft makers. Learning about how diverse artists were also influenced by where they lived.</li> <li>Year 4: Knowing that art can reflect societal and/or religious beliefs.</li> <li>Year 5: Pupils will learn about how flowers have influenced artists through time, learning how flowers across different mediums have influenced a diverse range of artists.</li> <li>Year 6: Pupils will know that artists have been inspired by food for thousands of years worldwide and that it can depict different meanings.</li> </ul> <b>Disciplinary Knowledge:</b> <ul style="list-style-type: none"> <li>Reception: Introduce the term sculpture.</li> <li>Year 1: Identifying sculptures and non-sculptures. Knowing some of the reasons people sculpt. Self and peer evaluation.</li> <li>Year 2: Knowing that some sculptures have a practical purpose, whilst others are decorative, evaluating work focusing on emotive responses and precision.</li> <li>Year 3: Understanding how artists can be influenced, formally responding to a piece of art, peer and self-evaluations.</li> <li>Year 4: Knowing that art can reflect what life was like a long time ago, formally responding to a piece of art and sharing what it teaches us about times in history, evaluating each other's work, and self-evaluation.</li> <li>Year 5: Pupils will understand what can influence artists (flowers), reflecting on the purposes of sculpture, formally presenting a response to a piece of art, and evaluating their peer's work.</li> <li>Year 6: Pupils will understand what can influence artists (food), consider who decides the value of art, evaluate their own work, and understand that artists can develop recognisable styles.</li> </ul>	<b>Theoretical Knowledge</b>  To look at the work of a sculptor.	<b>Theoretical Knowledge</b>  Learning about the work of craft makers and sharing responses to their work.	<b>Theoretical Knowledge</b>  Learning about a ceramic factory and its work, knowing that art has been created throughout history and worldwide.	<b>Theoretical Knowledge</b>  How location influenced various Mexican artists and craft makers. Learning about how diverse artists were also influenced by where they lived.	<b>Theoretical Knowledge</b>  Knowing that art can reflect societal and/or religious beliefs.	<b>Theoretical Knowledge</b>  Pupils will learn about how flowers have influenced artists through time, learning how flowers across different mediums have influenced a diverse range of artists.	<b>Theoretical Knowledge</b>  Pupils will know that artists have been inspired by food for thousands of years worldwide and that it can depict different meanings.	

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Exhibition</u>	<u>Printing</u> <u>Printing with flowers</u> 	<u>Printing</u> Relief printing - floral design 	<u>Printing</u> Relief printing - floral design 	<u>Weaving</u> Collaborative weave 	<u>Weaving</u> Hanging weaves 	<u>Photography</u> Floral photography 	<u>Photography</u> Floral photography 
	<u>Focus Artist - William Morris</u> 		<u>Focus Artist - Lenore Tawney</u> 		<u>Focus Artist- Mandy Disher</u> 		

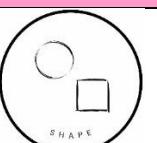
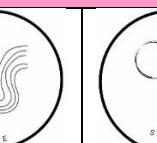
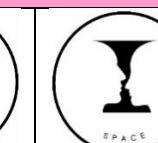
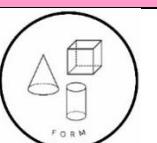
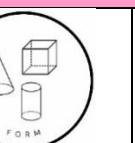
## EYFS

"The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe." [Educational Programme \(Early Years Statutory Framework\)](#)

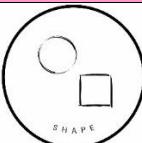
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
Theme	What makes me, me?	Can we go into the woods today?	What do terrific tales teach us?	How does your garden grow?	What is in our wonderful world?	What can we see under the sea?						
	         	<p>Makes marks through a range of shapes, e.g – lines and circles.</p> <p>To identify colours and use these for a particular purpose, with support.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore modelling with playdough.</p>	         	<p>Uses mark making tools for a purpose.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Creates with a printing effect.</p> <p>Explore colour and begin colour mixing.</p> <p>Chooses particular colours for a purpose, with increasing independence.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	         	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Understand how colours can be changed.</p>	           	<p>Talk about the differences between materials and changes they notice (clay changing from soft to hard)</p> <p>Uses observational drawing to develop the accuracy of their drawing.</p> <p>Explores modelling with clay.</p> <p>To look at the work of a sculpture</p> <p>Introduce the term sculpture</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Choose colours for a particular purpose, with support.</p> <p>Explore using different collage materials to represent ideas.</p> <p>Explores different textures.</p> <p>Controlling a rolling pin.</p>	           	<p>Use drawing to represent ideas.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Shows accuracy and care when drawing.</p>	           	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Identify colours and use these for a particular purpose, with support.</p> <p>Explore colour and begin colour mixing.</p> <p>Understands how colours can be changed.</p> <p>Explore using different collage materials to represent ideas</p> <p>Uses mark making tools for a purpose.</p> <p>Creates with a printing effect.</p>

<b>Artist study</b>		 <b>Monochromatic – Kandinsky</b>  Focus on drawing, then adding detail using autumn colours.		 <b>Sculpture - Stephanie Kilgast (happy bugs)</b>  Focus on making clay minibeasts.		 <b>Chromatic – Georgia O’keefe:</b>  Focus on painting Spring themed flowers.
<b>Outcomes that are ongoing throughout the year:</b>	<ul style="list-style-type: none"> <li>Share their creations</li> <li>Safely use and explore a variety of materials, tools and techniques.</li> <li>Pupils use a comfortable grip (tripod) with good control when holding pens and pencils.</li> </ul>					
<b>ELG link: (to be achieved by the end of the year)</b>	<p><b>ELG:</b>  <b><i>Children at the expected level of development will:</i></b>  <b><i>Expressive Arts and Design</i></b>  <b><i>Creating with Materials:</i></b> <ul style="list-style-type: none"> <li><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></li> <li><i>Share their creations, explaining the process they have used.</i></li> </ul> <b><i>Physical Development</i></b>  <b><i>Fine Motor:</i></b> <ul style="list-style-type: none"> <li><i>Use a range of small tools, including scissors, paint brushes.</i></li> <li><i>Begin to show accuracy and care when drawing.</i></li> </ul> </p>					

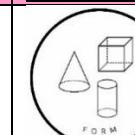
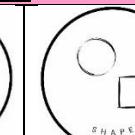
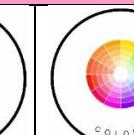
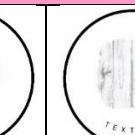


Year 1		
Autumn	Spring	Summer
 MONOCHROMATIC	 CHROMATIC	 SCULPTURE
<b>Elements of Art:</b>  VALUE  LINE  SHAPE	<b>Elements of Art:</b>  COLOUR  LINE  SHAPE  SPACE	<b>Elements of Art:</b>  TEXTURE  FORM  COLOUR
<b>Focus:</b> Drawing	<b>Focus:</b> Painting	<b>Focus:</b> Sculpting
<b>Key Knowledge:</b>  Practical Knowledge – Pupils will know the definition of line and shape and begin to understand the concept of value, know how to use a pencil and have explored pressure and grip.  Theoretical Knowledge – Pupils will learn about artists' work worldwide, knowing art can be displayed in galleries.  Disciplinary Knowledge – Pupils will consider some of the reasons people draw or create art, begin to describe art with appropriate vocabulary, and begin to understand that art can cause an emotional response.	<b>Key Knowledge:</b>  Practical Knowledge – Pupils will identify the three primary colours and mix them to make secondary colours; know the definition of line, shape, space and colour; learn the parts of a brush and experiment with brush control and how to rinse a brush between colours.  Theoretical Knowledge – Pupils will learn about the work of abstract painters, know that some artists make art for different purposes, know that art can be displayed in different places, and know that artists can come from all around the world.  Disciplinary Knowledge – Pupils will identify abstract and realistic paintings, understand how art can cause an emotional responses, consider why people create art, describe our abstract art, evaluate our own art, and compare differences and similarities between artwork.	<b>Key Knowledge:</b>  Practical Knowledge – Pupils will know what clay is and where it comes from. Manipulate clay into balls, slabs and coils. Create clay imprints, identify primary colours, mixing secondary colours, and controlling a small paintbrush.  Theoretical Knowledge – Pupils will learn about the work of craft makers and share responses to their work.  Disciplinary Knowledge – Pupils will identify sculptures and non-sculptures. Know some of the reasons people sculpt. Self and peer evaluate.
<b>Key Artist:</b>  <b>Christa Rijneveld (2023)</b>  	<b>Key Artist:</b>  <b>Paul Klee (1938)</b>  	<b>Key Artist:</b>  <b>Sonya Wilkins (2025)</b>  

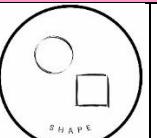
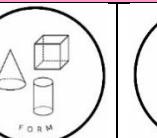
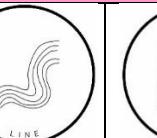
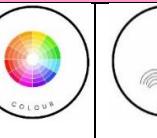
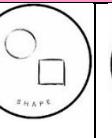
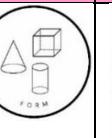
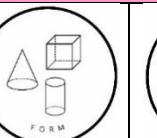


Year 2		
Autumn	Spring	Summer
 <p><b>MONOCHROMATIC</b></p>	 <p><b>CHROMATIC</b></p>	 <p><b>SCULPTURE</b></p>
<b>Elements of Art:</b>    <p><b>SHAPE</b></p> <p><b>LINE</b></p> <p><b>SPACE</b></p>	<b>Elements of Art:</b>    <p><b>COLOUR</b></p> <p><b>LINE</b></p> <p><b>SHAPE</b></p>	<b>Elements of Art:</b>    <p><b>FORM</b></p> <p><b>SHAPE</b></p> <p><b>COLOUR</b></p>
<b>Focus:</b> Drawing	<b>Focus:</b> Painting	<b>Focus:</b> Sculpting
<b>Key Knowledge:</b> <p>Practical Knowledge – Pupils will revise the parts of a pencil, know the definition of line, shape, and space, explore how lines and shapes can create patterns, control a pencil with increased precision, learn how we can use a guide to help keep our patterns equal and even, use scissors accurately and safely and use glue appropriately.</p> <p>Theoretical Knowledge – Pupils will learn about the work of contemporary and historical designers, learn about the work of a mehndi artist, know how designers impact how our homes look, know how humans can use pattern during celebrations, know that humans have been designing patterns for thousands of years across the world, know that art can be in our homes as decoration and recognise patterns in nature.</p> <p>Disciplinary Knowledge – Pupils will evaluate their own work, compare differences and similarities between artwork and describe art with appropriate vocabulary.</p>	<b>Key Knowledge:</b> <p>Practical Knowledge – Pupils will revise primary and secondary colours, identify warm and cool colours, identify complementary colours, revise features of a brush, and control a paintbrush for increased precision.</p> <p>Theoretical Knowledge – Pupils will know that where an artist lives can affect what they create, learn that artists do not have to directly create every piece of art that is attributed to them and begin to identify artists' work by recognising their style.</p> <p>Disciplinary Knowledge – Pupils will consider how we feel about art and the reasons why people create art, describe how colours may make people feel, learn the differences between landscape, portrait and still life, know that art doesn't have to be realistic and evaluate their own work.</p>	<b>Key Knowledge:</b> <p>Practical Knowledge – Pupils will identify shapes in forms. Pupils will wedge clay, create a relief clay sculpture, join clay using score and slip, make grey and brown from primary colours, and control a small brush for increased precision.</p> <p>Theoretical Knowledge – Pupils will learn about a ceramic factory and its work and know that art has been created throughout history and worldwide.</p> <p>Disciplinary Knowledge – Pupils will know that some sculptures have a practical purpose, whilst others are decorative, evaluate work focusing on emotive responses and precision.</p>
<b>Key Artist:</b> <p><b>William Morris (1834-1896)</b></p> 	<b>Key Artist:</b> <p><b>Ted Harrison (1993)</b></p> 	<b>Key Artist:</b> <p><b>Elizabeth Murray (1854)</b></p> 

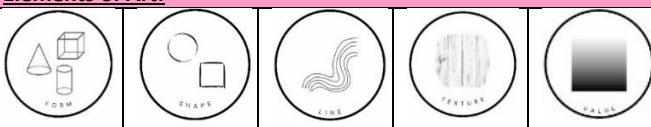
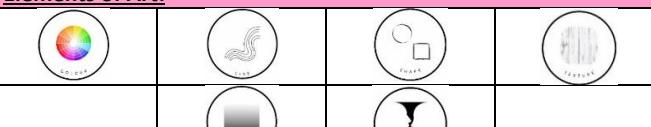
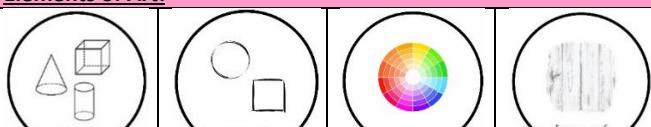


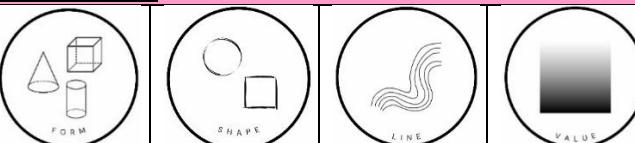
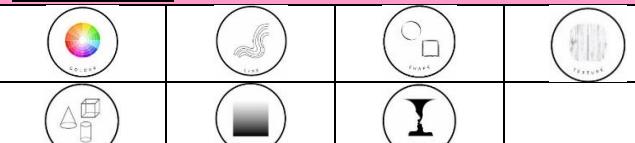
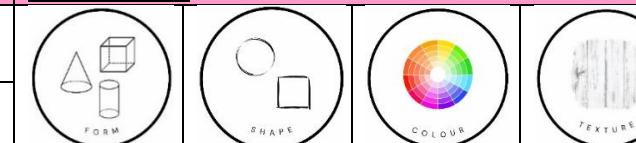
Year 3		
Autumn	Spring	Summer
 <p><b>MONOCHROMATIC</b></p>	 <p><b>CHROMATIC</b></p>	 <p><b>SCULPTURE</b></p>
<b>Elements of Art:</b>  <p><b>SHAPE</b></p>  <p><b>LINE</b></p>  <p><b>TEXTURE</b></p>  <p><b>VALUE</b></p>	<b>Elements of Art:</b>  <p><b>COLOUR</b></p>  <p><b>LINE</b></p>	<b>Elements of Art:</b>  <p><b>SHAPE</b></p>  <p><b>FORM</b></p>  <p><b>SHAPE</b></p>  <p><b>COLOUR</b></p>  <p><b>TEXTURE</b></p>
<b>Focus:</b> Drawing	<b>Focus:</b> Painting	<b>Focus:</b> Sculpting
<b>Key Knowledge:</b> <p>Practical Knowledge – Pupils will revise how grip can impact the control we have of a pencil, revise the parts of a pencil, know the definition of texture, line and shape, explore how marks can be used to create an impression of texture, explore how lines and shapes can create artistic impressions of facial features, learn to draw from observation, control a pencil with increased precision, learn how we can use shapes to support drawing and use value and texture whilst drawing.</p> <p>Theoretical Knowledge – Pupils will know that artists must practise specific skills to improve and learn that different artists can represent facial features differently.</p> <p>Disciplinary Knowledge – Pupils will begin to explore how art can connect with emotions, learn the differences between landscape, portrait, and still life, evaluate their own work, and learn how they can learn from others.</p>	<b>Key Knowledge:</b> <p>Practical Knowledge – Pupils will revise primary colours, blend colours, revise complementary colours, revise parts of a brush, control a paintbrush with increased precision, know how to use watercolour paints and understand how they're different from acrylic paints, use a sketch to create guidelines for painting, and identify shapes and lines whilst recreating an image.</p> <p>Theoretical Knowledge – Pupils will learn about the work of illustrators, begin to learn how technology can influence art, and understand that making art can require courage and persistence.</p> <p>Disciplinary Knowledge – Pupils will learn how art can impact society, learn about the discipline of illustration, evaluate their own work, learn to talk about art, learn that art can cause an emotional response, and know some of the reasons that people paint.</p>	<b>Key Knowledge:</b> <p>Practical Knowledge – Pupils will identify shapes in forms, experiment with various ideas, create a pinch pot, mould a 3D sculpture, and control a paintbrush with increased precision.</p> <p>Theoretical Knowledge – Pupils will learn how location influenced various Mexican artists and craft makers and learn about how diverse artists were also influenced by where they lived.</p> <p>Disciplinary Knowledge – Pupils will understand how artists can be influenced, formally respond to a piece of art, and peer and self-evaluate.</p>
<b>Key Artist:</b> <p><b>Oscar Ukonu (2018)</b></p> 	<b>Key Artist:</b> <p><b>Nora Sherwood (2022)</b></p> 	<b>Key Artist:</b> <p><b>Frida Kahlo (1937)</b></p> 



Year 4		
Autumn	Spring	Summer
 <p><b>MONOCHROMATIC</b></p>	 <p><b>CHROMATIC</b></p>	 <p><b>SCULPTURE</b></p>
<b>Elements of Art:</b>  <p><b>SHAPE</b></p>  <p><b>FORM</b></p>  <p><b>LINE</b></p>  <p><b>VALUE</b></p>	<b>Elements of Art:</b>  <p><b>COLOUR</b></p>  <p><b>LINE</b></p>  <p><b>SHAPE</b></p>  <p><b>TEXTURE</b></p>  <p><b>FORM</b></p>	<b>Elements of Art:</b>  <p><b>FORM</b></p>  <p><b>SHAPE</b></p>  <p><b>COLOUR</b></p>  <p><b>TEXTURE</b></p>
<b>Focus:</b> Drawing	<b>Focus:</b> Painting and Collaging	<b>Focus:</b> Sculpting
<b>Key Knowledge:</b> <p>Practical Knowledge – Pupils will know the definition of line, shape, form, and value, using value and line to create form and will revise how we can control a pencil to create lines and values. Pupils will learn how to draw a basic shape with the appearance of form, know the definition of perspective, and understand artists can use lines and values to create perspective. Pupils will learn to use one-point perspective with a vanishing point and horizon line, understand how artists create atmospheric perspective and learn how to shade using hatching, cross-hatching and stippling.</p> <p>Theoretical Knowledge – Pupils will know that art can involve experimentation and begin to understand that artists have not always known how to capture perspective.</p> <p>Disciplinary Knowledge – Pupils will consider what makes an artist successful, discuss a response to their work, and consider what it means to be inspired by artists' work. They will also evaluate their own art process.</p>	<b>Key Knowledge:</b> <p>Practical Knowledge – Pupils will revise how to use watercolour paints, use a sketch to create guide lines for painting, incorporate photos into a watercolour painting to create a photo collage, explore line work through sketching, use a sketchbook to develop skills, and consider the steps to best compose a collage.</p> <p>Theoretical Knowledge – Pupils will understand how architects can respond to current issues, such as sustainability, understand that the context of the painting or artist can influence how we understand it, know the difference between drafting and sketching, and learn how technology can influence art.</p> <p>Disciplinary Knowledge – Pupils will learn about the process of being an artist, and how sketchbooks are used for different purposes, evaluate their own art process, and learn about mixed media artworks.</p>	<b>Key Knowledge:</b> <p>Practical Knowledge – Pupils will create a coil pot, experiment while creating a lid design, master joining techniques, and controlling a paintbrush precisely.</p> <p>Theoretical Knowledge – Pupils will know that art can reflect societal and/or religious beliefs.</p> <p>Disciplinary Knowledge – Pupils will know that art can reflect what life was like a long time ago, formally respond to a piece of art, share what it teaches us about times in history, and evaluate each other's work, and self-evaluation.</p>
<b>Key Artist:</b> <p><b>Patrick Hughes (1971)</b></p> 	<b>Key Artist:</b> <p><b>Janice Hayes-Cha (2014)</b></p> 	<b>Key Artist:</b> <p><b>Ancient Egyptians</b></p> 



Year 5		
Autumn	Spring	Summer
 MONOCHROMATIC	 CHROMATIC	 SCULPTURE
<b>Elements of Art:</b> 	<b>Elements of Art:</b> 	<b>Elements of Art:</b> 
<b>Focus:</b> Drawing	<b>Focus:</b> Painting and Collaging	<b>Focus:</b> Sculpting
<b>Key Knowledge:</b>  Practical Knowledge – Pupils will use observational skills to notice details, use values and line to create form, select different pencils for different effects, use lines and shapes to create art, use proportion when drawing, use shapes to guide our observational drawings, draw in a geometric style, use watercolour paints with proficiency.  Theoretical Knowledge – Pupils will learn that artists can have an artistic style, explore that we can develop our own artistic style, and learn about artists who work in different styles.  Disciplinary Knowledge – Pupils will describe the style of artworks with appropriate vocabulary, know that art doesn't have to be realistic, explore the definition of what art is, and evaluate their own work and the work of others.	<b>Key Knowledge:</b>  Practical Knowledge – Pupils will use watercolour paints with proficiency, learn to mix skin tones, use ripped paper collages to create a self-portraits, use shapes to guide the composition of a portrait, use measurements to control proportions in a face, and use sketches to create lines for painting a miniature.  Theoretical Knowledge – Pupils will learn about portraiture miniatures as a form of art, learn about portraiture as a form of art over time and across cultures, understand how technology can influence art, and learn about the work of collagists.  Disciplinary Knowledge – Pupils will use the seven elements of art to talk about artwork, consider who decides how much art is worth, consider that we can use art to express something that isn't visible, consider how art can be an exploration of who we are and how we want others to see us, consider how colour can be used in portraiture, and evaluate our own art process.	<b>Key Knowledge:</b>  Practical Knowledge – Pupils will explore shape and form within flowers, create tints, shades and tones with paint, know that there are four different types of clay, know what analogous colours are and experiment with them to mould clay delicately and precisely.  Theoretical Knowledge – Pupils will learn about how flowers have influenced artists through time, learn how flowers across different mediums have influenced a diverse range of artists.  Disciplinary Knowledge – Pupils will understand what can influence artists (flowers), reflect on the purposes of sculpture, formally present a response to a piece of art, and evaluating their peer's work.
<b>Key Artist:</b>  <b>Allison Kunath (2012)</b>  	<b>Key Artist:</b>  <b>Noor Bahjat (2020)</b>  	<b>Key Artist:</b>  <b>The Vincennes Manufactory (1740-1756)</b>  

Year 6		
Autumn	Spring	Summer
 <p><b>MONOCHROMATIC</b></p>	 <p><b>CHROMATIC</b></p>	 <p><b>SCULPTURE</b></p>
<b>Elements of Art:</b> 	<b>Elements of Art:</b> 	<b>Elements of Art:</b> 
<u><b>Focus:</b></u> Drawing	<u><b>Focus:</b></u> Painting	<u><b>Focus:</b></u> Sculpting
<b>Key Knowledge:</b> <p>Practical Knowledge – Pupils will use close observation when drawing, use values to create form, select different pencils for different effects, use proportion when drawing, and use shapes to guide our observations and drawing.</p> <p>Theoretical Knowledge – Pupils will learn about artists from around the world.</p> <p>Disciplinary Knowledge – Pupils will develop vocabulary to describe common errors made in realism portraits, understand that art can be practised and improved upon, learn how artists can use reference material, and evaluate their own work and the work of others.</p>	<b>Key Knowledge:</b> <p>Practical Knowledge – Pupils will learn how to mix tones, tints and shades – starting with the lightest colour, use a chosen piece of artwork by Tilly Willis to mix the correct tones, tints and shades, use the eight head rule to draw the human form and use acrylic paints to create texture.</p> <p>Theoretical Knowledge – Pupils will learn about the work of artists and learn about an artist who uses colour for impact.</p> <p>Disciplinary Knowledge – Pupils will compare differences and similarities between artwork, understand how art can cause an emotional response, use the seven elements of art to talk about artwork, learn about the process of being an artist, and how sketchbooks are used for different purposes.</p>	<b>Key Knowledge:</b> <p>Practical Knowledge – Pupils will learn how brush choices influence outcomes, demonstrate proficiency with clay, design a sculpture, consider the emotional response created, consider the viability of design, know that you can sculpt clay around something, like foil, to build larger structures, and use colour to create a life-like sculpture.</p> <p>Theoretical Knowledge – Pupils will know that artists have been inspired by food for thousands of years worldwide and that it can depict different meanings.</p> <p>Disciplinary Knowledge – Pupils will understand what can influence artists (food), consider who decides the value of art, evaluate their own work, and understand that artists can develop recognisable styles.</p>
<b>Key Artist:</b> <p><b>Sarah Biffin (1848)</b></p> 	<b>Key Artist:</b> <p><b>Tilly Willis (2024)</b></p> 	<b>Key Artist:</b> <p><b>Peter Anton (Current)</b></p> 

### SEND Adaptations for ART

“Art and Design is an essential means of creative expression that can boost self-esteem and give learners the agency needed to develop and communicate their personal ideas, observations and creations. The pedagogical approaches offered can mean that some learners can thrive in a way which is unique to them.”

<u>Cognition and Learning</u>	<u>Communication and Interaction</u> <u>Social</u>	<u>Emotional and Mental Health</u>	<u>Sensory and/or Physical</u>
<p>Test practical tasks before a lesson to ensure the teaching of specific skills and techniques is clear for children. Sharing any difficulties that you had may support the children’s understanding/skill development.</p> <p>Use of word banks (and picture cards of artists or artistic concepts where necessary) to support understanding and learning of vocabulary. These could be displayed in class in a personalised version for adults to point to during whole class teaching or independent learning. Keep referring back to the vocabulary.</p> <p>Start each lesson with a recap of the vocabulary previously learnt.</p> <p>Pre-learning and over learning to support understanding including topic related vocabulary tick sheets so children can tick off when they feel confident in using the word.</p>	<p>Build in plenty of discussion time to ensure that children feel safe to voice their thoughts and ideas about artist’s work or their own pieces of work.</p> <p>Remind children that experimentation is part of the process and is an opportunity to develop ideas, there is no one way to create art.</p> <p>Also remind them that Art is not about perfectionism in order to reduce potential frustration.</p> <p>Create a calm and simple working classroom with clear routines, expectations and organised, labelled workspaces.</p>	<p>Ensure that the learning environment is calm and not too stimulating, that resources are clearly labelled and organised for independent use, therefore not encouraging frustration.</p> <p>Ensure that instructions are clear and tasks are broken down to be achievable.</p> <p>Sketch books provide good evidence to support a child that they are developing in their skills and therefore increasing self-confidence.</p> <p>Children can be given a role within a group which does not involve them being highly active or speaking out to not heighten arousal.</p>	<p>Consider the practical layout of the room during Art and where the child will be to reduce feeling overwhelmed but equally be accessible to all equipment and a space which is workable for the child.</p> <p>Consider if any of the Art techniques being used need adapting to support fine motor skill development.</p> <p>Use masking tape to tape children’s paper to the table if they are struggling to hold the resources in place.</p> <p>Start with a larger version of the medium and gradually reduce as the child’s skills increase.</p> <p>Specialist equipment i.e. scissors and pencils to support fine motor skills.</p>

<p>Break the content down into small steps and allow time to step by step build up conceptual understanding.</p> <p>Maximise opportunities to model, demonstrate and imitate to encourage active participation in a scaffolded manner. Keep referring to the vocabulary throughout.</p> <p>Ensure that parents are aware of the vocabulary of the Art curriculum and can support with the learning of terminology at home through research. Where this does not take place, allow the child time with an adult before the learning begins to research the Art vocabulary.</p>	<p>Plan movement breaks and classroom jobs to allow children to move within a lesson.</p> <p>Art does not always run according to a set routine so children can be prepared for the structure of a lesson by breaking it down for them into manageable chunks and explaining this in advance of the learning. Now and Next boards could be useful for this.</p> <p>Visual words/cues/phrases.</p> <p>Repetition and reinforcement.</p> <p>Scaffolding observational skills for Art through careful and targeted questioning.</p> <p>Giving a processing prompt that a question will be coming, give the question before moving onto a few other children, before coming back for the answer.</p> <p>Simple, step by step instructions verbally and then in a prompt sheet if needed.</p>	<p>Providing a safe space for children within the lesson if needed – this can be accessed through an adult directed or child-initiated time out card.</p> <p>Use of positive language to encourage good choice and higher self-esteem.</p> <p>Teaching with empathy and understanding of the child's needs.</p> <p>Allow movement breaks within the classroom for example giving out equipment or books etc.</p>	<p>Think about whether visual or auditory stimuli needs to be altered for the child.</p> <p>Use of an iPad to support children with a visual impairment where screen sharing can occur.</p>
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