

Art and Design

Our Art and Design curriculum follows the National Curriculum throughout Key Stages 1 and 2, alongside the EYFS Statutory Framework and Development Matters guidance in the Early Years.

Our curriculum is an ambitious, creative and inclusive curriculum that nurtures imagination, curiosity and self-expression. Through meaningful artistic experiences, pupils develop confidence in exploring ideas, experimenting with materials, and communicating their thoughts visually. Carefully designed to be accessible to all, our curriculum ensures that every learner – particularly those with SEND and the most disadvantaged – is on the same knowledge journey towards the same endpoints and can achieve success and develop as a young artist.

Through adaptive teaching approaches and the thoughtful use of pedagogical technology (PedTech), we support all pupils in accessing the same rich artistic opportunities and achieving high expectations.

Our curriculum gives equal importance to both substantive knowledge (artists, movements, techniques, materials and vocabulary) and disciplinary knowledge (how artists create, evaluate, refine and communicate ideas through their work). Clear learning end points are identified for each unit and key stage, ensuring that knowledge, skills and understanding develop progressively over time.

Art and Design is taught through a carefully sequenced curriculum that enables pupils to build upon previous learning and make connections across different artistic disciplines. Key elements such as *line, shape, form, tone, colour, pattern and texture* are revisited throughout the curriculum, helping children deepen their understanding of art and its role in the wider world.

In the Early Years and Key Stage 1, learning is carefully planned around key concepts and curriculum end points, providing a strong foundation for more advanced artistic study in Key Stage 2. Lessons are enriched through opportunities to explore the work of diverse artists, experiment with a wide range of materials and techniques, and engage in creative enquiry. Pupils are encouraged to think, talk and work like artists – observing, questioning, experimenting, reflecting and refining their ideas as they develop their own unique creative voice. Enrichment opportunities include woodland art, gallery visits, parental showcases, and participation in the national dot.art competition for Year 5 pupils.

Art & Design			
YR	Autumn	Spring	Summer
N	Drip Art: Colour mixing/Drip technique <i>Jackson Pollock</i>	Portraits: Digital art and sculpture <i>Giuseppe Arcimboldo</i>	Painting: Large collaborative art using painting and printing techniques <i>Monet</i>
R	Colour: Colour mixing and Printing <i>Paul Klee</i>	Tints & Shades: Colour mixing, drawing and lines <i>Pierre-Auguste Renoir</i> Concentric circles: using mixed media <i>Kandinsky</i>	Illustrations: Collaging; <i>Eric Carle</i> Observational Drawings : Insect
Y1	Portraits: Drawing, Photography/Mixed Media <i>Andy Warhol</i>	Great Fire of London Mixed Media Collage Drawing/Painting/Collage <i>Rita Greer</i>	Seaside inspired Weaving: Textiles <i>Gunta Stolzl</i>
Y2	Nature: Sculpture/Printing: <i>Andy Goldsworthy & Henri Matisse</i>	Space: Painting/Drawing <i>Peter Thorpe</i>	Coastlines: Drawing/Mixed Media <i>Alfred Wallis</i>
Y3	Cave painting inspired Art: Drawing/Painting/Mixed Media	Chinese inspired paper willow lanterns: Drawing/3D craft	Greek Pots & Vases: Drawing/Sculpture/Painting <i>Monica Young</i>
Y4	Roman Mosaics: Drawing/Mosaics <i>Martin Brown</i>	Saxon Style Jewellery: Drawing/Sculpture/Painting <i>Tiffany & Co, Bulgari & Van Cleef Arpels</i>	Vikings- clay dragon eyes: Drawing /Sculpture <i>Beate Kuhn</i>
Y5	Drawing and Batik: Benin Kingdom <i>Nike Davies-Okundaye</i>	Tudor Portraits: Drawing/Painting/Collage <i>Holbein & Gustav Klimt</i>	Architecture: Drawing/3D Mixed Media <i>Walter A.Thomas, Zaha Hadid & Phil Dean</i>
Y6	Lino Printing: Drawing/Watercolours/Printing <i>William Morris, Georgia O'Keeffe & Deborah Harris</i>	Landscapes: Sketching/Mixed Media <i>Vanessa Gardiner and Kittie Jones</i>	WW2: Sketching/Sculptures <i>Henry Moore</i>



Think and Speak Like an Artist - Process Sentence Stems



Observing & Noticing

- "I notice that..."
- "Something that stands out to me is..."
- "The details that catch my eye are..."
- "At first glance, I see..., but looking closer I notice..."

Creative Thinking & Ideas

- "My idea started when..."
- "I was inspired by..."
- "I'm curious about what would happen if..."
- "I want my artwork to communicate..."

Process & Decision-Making

- "I chose this material because..."
- "I experimented with... to see how it would affect..."
- "I changed my approach when..."
- "This part was challenging because..."

Reflecting on Artwork (Your Own)

- "I'm proud of..."
- "If I could revise this piece, I would..."
- "This artwork represents..."
- "I learned that..."

Responding to Others' Art (Critique)

- "I think the artist is trying to show..."
- "This artwork makes me feel... because..."
- "One effective choice the artist made was..."
- "I wonder why the artist decided to..."

Meaning & Interpretation

- "To me, this symbolises..."
- "This artwork tells a story about..."
- "Different viewers might interpret this as..."
- "The mood of this piece feels..."

Growth Mindset (Artist Voice)

- "I'm still developing..."
- "Mistakes helped me understand..."
- "Trying again helped me improve..."
- "Being an artist means..."

