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The Sequence of Learning: Art and Design


We believe that art and design should stimulate both creativity and imagination, forming a vital area of our pupils' learning. Our art and design curriculum is designed to provide visual, tactile, and sensory experiences that foster a unique understanding and response to the world around them. By emphasising **collaboration**, we encourage our pupils to work together on projects, sharing ideas and inspiring one another in the creative process. We nurture **curiosity** by offering diverse materials and techniques that invite exploration and experimentation. Our pupils are encouraged to ask questions, think critically, and discover new perspectives through their artistic journeys. Promoting **resourcefulness** is key to our approach. We guide pupils to think creatively, adapting materials and methods to express their ideas fully. This skill not only enriches their art but also prepares them for challenges beyond the classroom. We emphasise the importance of **resilience** by creating a safe environment where mistakes are seen as opportunities for growth. As students navigate the artistic process, they learn to persevere and embrace challenges, building skills and confidence in their abilities. Finally, we focus on **REAL** experiences - ensuring that our curriculum connects art to authentic learning opportunities. By engaging with real-world themes and community projects, our pupils develop a genuine appreciation for the arts and their impact on society. Through these values, we aim to instill a love for the arts in our pupils, enabling their creativity to blossom to its full potential while preparing them for a vibrant, interconnected world.

AGE RELATED STATUTORY COVERAGE


Early Learning Goal	KEY STAGE ONE	KEY STAGE TWO
<p>Expressive Arts and Design Work on their own and collaboratively with others on projects</p> <p>Creating Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p> <p>Fine Motor Use a range of small tools including scissors and paint brushes. Begin to show accuracy and care when drawing.</p>	<p>Work on their own or collaboratively with others on projects in 2 and 3 dimensions on different scales.</p> <p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Learn 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.</p> <p>Use ICT to investigate different kinds of art, craft and design.</p>	<p>Work on their own or collaboratively with others on projects in 2 and 3 dimensions on different scales.</p> <p>Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft, design.</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Learn about great artists, architects and designers in history</p> <p>Use ICT to investigate art, craft and design in the locality and in a variety of genres, styles and traditions</p>

The Sequence of Learning:


Convergent = mastering specific skills or knowledge. **Divergent** = expressing individual creativity and ideas.

	Explore, Design and Develop	Skills of Drawing, Colour, Sculpture, Printing & Textiles/Collage	Evaluation	Knowledge and Understanding	Convergent and Divergent outcomes
Foundation for growth EYFS: Pre-School 	<p>Experiment with different media and tools (e.g. sponges, brushes).</p> <p>Combine different media and materials with purpose.</p> <p>Plan and create using a variety of materials and techniques.</p> <p>Begin to show some control when holding a drawing or printing implement</p> <p>Begin to use tools like crayons and glue sticks with some control.</p> <p>Use ribbons, brushes and rollers etc. to mark make.</p>	<p><u>Drawing</u></p> <p>Use drawing and painting to express ideas and emotions</p> <p>Begin to use a tripod grip when drawing</p> <p>Attempt to form shapes and lines in drawings</p> <p><u>Colour</u></p> <p>Explore how colours can be mixed and used for a purpose</p> <p><u>Printing</u></p> <p>Using sponges, shaped printing tools and hands to print</p> <p><u>Sculpture</u></p> <p>Manipulate malleable resources for a purpose</p>	<p>Talk about their pictures and creations, such as, what they have represented and how</p> <p>Name the resources they have used to create their artwork</p>	<p>Knowledge of artists: What their art work looks like and what materials they used</p> <p>Know that artists create different types of art and that they can be artists.</p> <p><u>Understanding through activities:</u></p> <p>Artwork using autumn leaves and natural resources</p> <p>Painting and collage of farm animals</p> <p>Collage flowers</p> <p>Colour mixing to create paintings</p> <p>Paintings of different weather types using interpretation of colours and styles</p> <p>Art work linked to festivals Diwali, fireworks night, Christmas.</p> <p>Creations using recycled resources to represent different transport types</p>	<p>Convergent Outcomes</p> <p>Know the names of the primary colours and some secondary colours</p> <p>Hold a brush or pencil in the preferred hand and make lines, circles and crosses.</p> <p>Holds scissors safely and cut snips, lines and around a drawn shape</p>


	<p>Use large resources such as mops and paintbrushes to paint outside.</p> <p>Begin to experiment with holding scissors, brushes and drawing resources.</p>	<p><u>Textiles/Collage</u></p> <p>Uses various tools and techniques with intention (e.g. cutting, gluing).</p>		<p>Artwork using natural resources outside (placing and arranging)</p> <p><u>Artists</u> Yayoi Kusama looking at her polka dot art and recreating style (her textile work is visited in Year 2) Lorna Simpson: Collage mixed with photos of people art (children’s photographs with their added artwork)</p>	<p>Divergent Outcomes</p> <p>Explore mark making through the use of various resources such as, chalks, crayons, pens, pencils</p> <p>Experiment with texture, form and shape using malleable resources, such as, playdough.</p> <p>Develop personal interpretations of polka dot art inspired by Yayoi Kusama using stickers, printing and paints.</p> <p>Create collaborate artwork outside on large scales using paint, chalk and natural resources and know what they are representing in their art.</p>
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<p>Foundation for growth EYFS: Year R</p> 	<p>Enjoy exploring using paint, drawing and sculpture</p> <p>Work purposefully responding to colours, shapes, materials etc.</p> <p>Using particular colours for a purpose including naming them</p> <p>Develop the language of colour to mix two colours to make new colours.</p> <p>Hold a paintbrush correctly with control.</p> <p>Create simple representations of people and other things, with paints and recycled resources.</p> <p>Printing to make patterns and images.</p> <p>Observational drawings and paintings.</p> <p>Opportunities to design and create in 'Root</p>	<p>Give meaning through creating with a purpose</p> <p>Work spontaneously and enjoy the act of making/creating</p> <p><u>Drawing</u></p> <p>Draw enclosed lines to create objects with control</p> <p><u>Colour</u></p> <p>Mix paint and materials at random.</p> <p>Use and explore a variety of materials, experimenting with colour, design, texture, shape, and form.</p> <p>Painting and mark marking on a large scale outdoors. Collaborative work on group paintings, exploring colour, texture, movement and design</p> <p><u>Printing</u></p> <p>Use parts of the body, fruits, materials to print.</p>	<p>Talk about what they have done and how they have represented their ideas through art.</p> <p>Recognise and describe key features of their own and others' work</p> <p>Adapt and refine ideas (going back to make changes or add to their pictures.)</p>	<p>Knowledge of artists studied: give simple opinions about the work of a chosen artist/craft maker/designer.</p> <p>Show control or refinement drawing with precision around shapes</p> <p>Know that art is made by artists exhibiting care and skill and is valued for its qualities</p> <p><u>Understanding through activities:</u></p> <p>Andy Goldsworthy – Nature Art – Forest schools</p> <p>Creation of crafts linked to festivals (I wonder how people celebrate theme) Rangoli fireworks</p> <p>Art from recycled materials linked to sustainability.</p> <p>Marks have meaning through 'Once Upon' art work</p> <p>Outside beach art linked to Ann Palmer</p>	<p>Convergent Outcomes</p> <p>Use specific colours for a purpose (e.g. mixing two colours to make a new one).</p> <p>Create simple representations of people and objects using paint and recycled materials.</p> <p>Demonstrate control in holding and using a paintbrush.</p> <p>Divergent Outcomes</p> <p>Explore and express ideas through spontaneous mark-making and outdoor</p>

	<p>Learning' time.</p>	<p>Use natural materials to experiment with pressing and leaving marks.</p> <p><u>Sculpture</u></p> <p>Making dens outdoors to provide the children with excellent opportunities to explore working with resistant materials such as wood, thick card and ridged plastic.</p> <p>In 'Root Learning' time to have the available resources to create models and artwork using their skills and prior knowledge of art techniques.</p> <p><u>Textiles/Collage</u></p> <p>Create simple collages by cutting and joining materials, decision making - how to decide if different materials are fit for their purpose.</p>			<p>collaborative painting.</p> <p>Create unique collages using natural materials, showing decision-making in material selection.</p> <p>Develop personal interpretations of nature through forest school-inspired art (e.g. Andy Goldsworthy).</p>
	<p>Explore, Design and Develop</p>	<p>Skills of Drawing, Colour, Sculpture, Printing, Textiles/Collage & Digital Media</p>	<p>Evaluation</p>	<p>Knowledge and Understanding</p>	<p>Convergent and Divergent outcomes</p>


<p>Seed Year 1</p> 	<p>Explore, record and respond to ideas through painting, drawing and sculpture</p> <p>Explore different drawing and painting tools including: pencils, rubbers, crayons, pastels, felt-tips, charcoal and chalk.</p> <p>Explore simple pattern, line and use of colour.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Talk about their ideas and choices.</p> <p>Design and make images / artefacts</p>	<p><u>Drawing</u></p> <p>Use a variety of drawing tools – crayon, chalk, pencil, felt tips, poster paints to make marks.</p> <p>Draw light and dark lines (tone)</p> <p>Create rubbings (texture)</p> <p>Observe and draw shapes.</p> <p>Observe and draw patterns.</p> <p><u>Colour</u></p> <p>Experiment with colours</p> <p>Mix primary colours to make secondary colours (poster paint)</p> <p>Name primary and secondary colours Apply colour (poster paint) with different tools – brushes, rollers, fingers etc</p> <p>Create repeating patterns with poster paint, crayon, chalk or felt tips.</p> <p><u>Printing</u></p> <p>Create repeating patterns</p>	<p>Talk about drawings and paintings and say what they feel</p> <p>Talk about what they might change in their own work</p> <p>Show interest in and describe what they think about the work of others and the techniques they have used in their work.</p>	<p>Knowledge of artists studied: describe what they think and feel about the work of the artist/craft maker/designer. Begin to talk about the style of the artist/craft maker/designer.</p> <p>Use increasing control when drawing and painting</p> <p>Know the names of the tools, techniques, (such as printing, mixing, sketch, collage, model and shape) and the formal elements (colours, both Primary and Secondary, shapes, tones etc.) Specifically: paintbrush, pallet, modelling tool.</p> <p>Name the primary and secondary colours</p> <p><u>Understanding through activities:</u></p> <p>Georgia O’Keefe – linked to plants in T6 and digital media</p> <p>Edith Meurnier – outdoor weaving</p> <p>Kazuhito Takadoi – weaving</p> <p>Yinka Shonibare – printing</p>	<p>Convergent Outcomes</p> <p>Identify and name primary and secondary colours.</p> <p>Create repeating patterns using various tools and materials.</p> <p>Use sketchbooks to collect and record ideas.</p> <p>Divergent Outcomes</p> <p>Design imaginative artefacts inspired by artists like Georgia O’Keefe or Yinka Shonibare.</p> <p>Experiment with weaving and printing using natural materials.</p> <p>Create digital images using basic tools and effects.</p>
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		<p>using a range of man made and natural objects (fingers, sponges, food, leaves, etc)</p> <p>Observe and recognise patterns in the environment</p> <p><u>Sculpture</u></p> <p>Use and investigate a variety of visual and tactile materials e.g. clay or fabric.</p> <p>Manipulate malleable materials in a variety of ways including rolling and kneading and shaping</p> <p><u>Textiles/Collage</u></p> <p>Use and investigate a variety of visual and tactile materials e.g. clay or fabric.</p> <p>Cut and shape fabrics. Create fabrics by weaving materials e.g. grass through twigs</p> <p>Cut, glue and trim materials</p> <p>Create images from imagination, experience or observation</p>			
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		<p><u>Digital Media</u></p> <p>Create images and effects</p>			
	<p>Explore, Design and Develop</p>	<p>Skills of Drawing, Colour, Sculpture, Printing, Textiles/Collage & Digital Media</p>	<p>Evaluation</p>	<p>Knowledge and Understanding</p>	<p>Convergent and Divergent outcomes</p>
<p>Sprouting seed Year 2</p> 	<p>Communicate ideas and meanings through art</p> <p>Investigate pattern and shape in the environment</p> <p>Talk about and answer questions about their starting point</p> <p>Explore ideas and collect information in a sketch book, understanding the idea of one by drawing self-portraits and still life</p> <p>Use a range of pens, pencils, pastels and charcoal</p>	<p><u>Drawing</u></p> <p>Experiment with tools and surfaces i.e. – using soft pastels, chalks, pencil, colouring pencils, poster paint - on the playground, on card, fabrics, pastel paper and wood (look at texture and pattern)</p> <p>Draw lines for effect</p> <p>Make a variety of lines, using different sizes and thicknesses</p> <p>Create texture using dots and lines</p> <p>Draw lines from observations</p> <p>Draw the gaps (draw shapes in between objects)</p> <p><u>Colour</u></p> <p>Describe colours using the</p>	<p>Talk about their work and explain it, expressing clear preferences and give some reasons for these.</p> <p>Describe what they think or feel about their own and others’ work</p> <p>Think of ways to adapt and improve own work</p> <p>Begin to use ways to improve work Explore ideas and change what they have done to give a better result</p>	<p>Knowledge of artists studied: recognise the styles of artists/craft makers/designers and use this to inform their own work. Talk about similarities and differences between different artists.</p> <p>Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</p> <p>Describe what they like about their work and the work of others</p> <p><u>Understanding through activities:</u></p> <p>Apply colour with Brusho when creating Great fire of London pictures</p> <p>Use lines for effect when sketching using charcoal for the Great Fire of London pictures</p> <p>Make fabric sails and masts linked to Van Gogh and textiles</p>	<p>Convergent Outcomes</p> <p>Mix tints and shades using poster paint.</p> <p>Create simple printing blocks and repeat patterns.</p> <p>Use sketchbooks to explore self-portraits and still life.</p> <p>Divergent Outcomes</p> <p>Develop expressive collages inspired by Yayoi Kusama or William Morris.</p>

	<p>Reproduce from memory, observation or imagination</p> <p>Identify different ways to express ideas</p> <p>Try out different activities and make sensible choices.</p> <p>Show confidence in working creatively</p> <p>Use a range of materials / processes to show ideas / meanings</p>	<p>terminology tint and shade</p> <p>Make as many tints as possible using poster paint mixed with white poster paint</p> <p>Darken colours using black poster paint to create shades.</p> <p>Mix secondary colours to make a wide range of new colours</p> <p>Deliberately choose to use particular techniques for a given purpose</p> <p><u>Printing</u></p> <p>Build repeating patterns, create simple printing blocks with press print and with the use of fruit and veg</p> <p><u>Sculpture</u></p> <p>Explore sculpture of malleable materials and manipulate malleable materials for a purpose - mod rock and pipe cleaner sculptures and papier mâché</p> <p>Change the surface of a malleable material, pipe cleaner sculpture of the tree of life- Klimt.</p>		<p>Collage gallery themed on the Tin Forest</p> <p>Artists</p> <p>Klimt - Clay tile linked to Klimt Tree William Morris - printing and outdoors</p> <p>Craft maker</p> <p>Yayoi Kusama - obliteration room (Textiles/designer/sculpture/fruit/veg/still life)</p>	<p>Create sculptures using mod rock and pipe cleaners, reflecting personal or thematic ideas.</p> <p>Use digital media to manipulate photographs linked to science topics (e.g. plants).</p>
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		<p><u>Textiles/Collage</u></p> <p>Create collage with range of materials and textures</p> <p>Deliberately choose to use particular techniques for a given purpose and select the best materials for the job</p> <p>Collect, sort and match colours to create an image (collages)</p> <p>Cut and shape fabrics. Apply decoration using beads etc. Yayoi Kusama – obliteration room</p> <p><u>Digital media</u></p> <p>Explore ideas using digital sources. Linked to Science and our Plants learning. Photographs taken with the IPad and images manipulated using computing program/app</p>			
	Explore, Design and Develop	Skills of Drawing, Colour, Sculpture, Printing, Textiles/Collage & Digital Media	Evaluation	Knowledge and Understanding	Convergent and Divergent outcomes
Sprout	<p>Make their own choices for their starting point</p> <p>Begin to work more</p>	<p><u>Drawing</u></p> <p>Make marks using different drawing implements – oil pastels,</p>	<p>Make comments on the work of others, including both ideas and techniques</p> <p>Explain reasons for their</p>	<p>Knowledge of artists studied: discuss the styles of artists and use this to inform their own work. Begin to understand the historical and or cultural significance of a</p>	<p>Convergent Outcomes</p> <p>Create colour wheels and</p>


<p>Year 3</p> 	<p>abstractly</p> <p>Collect visual and other information</p> <p>Use a digital camera to collect ideas</p> <p>Experiment in many different ways using different media to achieve variations in line, colour, texture, tone, shape and pattern</p> <p>Use a sketchbook to make notes about artists, skills and techniques</p> <p>Annotate a sketch book and collect and record visual information</p> <p>Experiment with mood using colour and shading to show light and shadow effects</p> <p>Create artwork following an idea or towards a specific</p>	<p>charcoal, poster paint, pencils</p> <p>Experiment with different grades of pencil, cross hatching, blending</p> <p>Use different grades of pencil to apply tone to 2 dimensional drawings to show form</p> <p>Create textures with different drawing implements, pencil, oil pastels, charcoal, wax crayons, acrylic paint</p> <p><u>Colour</u></p> <p>Recap primary colours and secondary colours and create a colour wash</p> <p>Make tertiary colours – create colour wheels using acrylic paint</p> <p>Experiment with paint and oil pastels.</p> <p>Experiment with effects and textures – dotting, scratching, splashing, using acrylic paint, wax crayons, oil pastels</p> <p>Revisit background and foreground through colour mixing - Stone Henge mood paintings</p>	<p>ideas and discuss and answer questions about their ideas</p> <p>Take the time to reflect upon what they like and dislike about their work in order to improve it</p> <p>Apply previous knowledge to improve work</p> <p>show confidence and independence when working creatively</p> <p>compare their ideas, methods and approaches in their own and others’ work</p> <p>Use their sketch books to develop, adapt and refine their work.</p>	<p>chosen artists or art form.</p> <p>Describe the work of some artists, craftspeople, architects and designers ensuring pupils understand the role architects play in art and design history.</p> <p>Use art to illustrate in other subjects</p> <p>Practice to improve skills</p> <p>Use pencils of different grades and at different angles to create different effects</p> <p>Use brushes in different ways to create shape, textures, patterns and lines</p> <p>Use repeat pattern in design Indicate movement using lines</p> <p><u>Understanding through activities:</u></p> <p>Stone Age moog pictures</p> <p>Stone Age tools in clay</p> <p>Egyptian bookmarks in textiles</p> <p>Artist Miro (Spanish artist) Mary Webb (British abstract artist) to be compared and contrasted with Cath Kidston</p>	<p>experiment with tertiary colours.</p> <p>Use sketchbooks to annotate and reflect on techniques and artists.</p> <p>Apply tone and texture using different drawing implements.</p> <p>Divergent Outcomes</p> <p>Design abstract art inspired by Miro or Mary Webb.</p> <p>Create stop-motion animations using digital photography.</p> <p>Develop Egyptian-themed bookmarks using textiles and collage.</p>
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	<p>purpose</p> <p>Plan refine and alter drawings as necessary</p>	<p>Make different tones of colour using black and white</p> <p><u>Printing</u></p> <p>Experiment with mono printing. Create repeating patterns using impressed print – press print tiles</p> <p>Create blocks using a relief or impressed method and create repeating patterns including layering</p> <p>Explore pattern and shape creating designs for printing using stones or flowers.</p> <p><u>Sculpture</u></p> <p>Use a range of materials and techniques in 3D work</p> <p>Design and make models from observation or imagination. Join pieces adequately so that they are suitable for the model (e.g. clay should be scored before attaching)</p> <p><u>Textiles/Collage</u></p> <p>Use mosaic, montage and other effects.</p> <p>Develop skills in stitching, cutting</p>		<p>Designer</p> <p>Cath Kidston (designer)</p> <p>Egyptian craftspeople – Egyptian wall designs</p> <p>Egyptian digital media</p> <p>Photographer</p> <p>Benjamin Von Wong</p>	
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		<p>and joining by making an Egyptian bookmark.</p> <p>Digital media</p> <p>Use an ICT paint program with edit. Use a digital camera/Ipad to produce art work – Stop motion.</p>			
	Explore, Design and Develop	Skills of Drawing, Colour, Sculpture, Printing, Textiles/Collage & Digital Media	Evaluation	Knowledge and Understanding	Convergent and Divergent outcomes
<p>Sapling Year 4</p> 	<p>Plan work carefully before beginning, investigating different starting points for their work and choosing which idea to develop further</p> <p>Use sketchbook, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome.</p> <p>Explain how they are developing</p>	<p>Drawing</p> <p>Alter and refine drawing to describe the changes made using art vocabulary</p> <p>Show tone and texture using hatching and cross hatching</p> <p>Show shadow or reflection by shading</p> <p>To make marks and lines with a wide range of drawing implements, chalk pastels, pencils, fine liners, felt tips, watercolour paint and watercolour pencils</p> <p>Apply and use simple pattern and</p>	<p>Regularly reflect upon their own work, and use comparison with the work of others to identify how to improve</p> <p>Appraise the ideas, methods and approaches used in others' work, using a critical approach</p> <p>Use sketch books to adapt work as it develops to improve it further</p>	<p>Knowledge of artists studied: discuss and analyse the styles of artists and use this to inform their won work. Understand the historical and or cultural significance of the work of the chosen artist/art form.</p> <p>Describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied, ensuring pupils understand the role architects play in art and design history, including how design principles, materials, structure and purpose influence architectural style</p> <p>Use a program to create mood within digital photography</p>	<p>Convergent Outcomes</p> <p>Use hatching and cross-hatching to show tone and texture.</p> <p>Create layered prints with two colour overlays.</p> <p>Apply tints, tones, and shades systematically in painting.</p> <p>Divergent Outcomes</p>

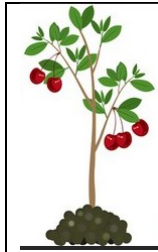
	<p>their ideas as they work.</p> <p>Use creative thinking to select and use relevant resources and references to develop their ideas.</p> <p>Use other cultures and times as a stimulus.</p> <p>Experiment with the styles of different artists.</p> <p>Apply the technical skills they are learning to improve the quality of their work, making informed choices.</p>	<p>texture to a drawing</p> <p>Show an awareness of space and objects that have a third dimension by applying tone using soft pastels, watercolour, pencil</p> <p>Explore relationships between line and tone, pattern and shape and line and texture</p> <p><u>Colour</u></p> <p>Revisit colour mixing from previous years</p> <p>Make, tints, tones and shades on colour strips using acrylic paint and watercolour.</p> <p>Compare watercolour and acrylic tints, tones and shades.</p> <p>Use tints, tones and shades in their work.</p> <p>Choose paints and implements appropriately systematically</p> <p>Mixed media painting – using self silhouettes with a water colour wash background</p> <p><u>Printing</u></p>		<p>Select appropriate drawing materials</p> <p><u>Understanding through activities:</u></p> <p>Walter Tull models inspired by Giacometti.</p> <p>Artist Giacometti - sculptor Augustin Edouart – silhouette artist – mixed media art with colour wash backgrounds Rachel Sussman – earth Art linked to Geography</p> <p>Designer JMW Turner</p> <p>Sarah Spencer – Coastal art</p> <p>Henri Matisse</p> <p>Mosaic portraits</p> <p>Compare a roman artist with a modern mosaic artist to create a portrait</p>	<p>Create silhouette mixed media art inspired by Augustin Edouart.</p> <p>Design mosaic portraits comparing Roman and modern artists.</p> <p>Develop earth art linked to geography and Rachel Sussman.</p>
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		<p>Research, create and refine print using a variety of techniques</p> <p>Select materials to print</p> <p>Print with two colour overlays</p> <p><u>Sculpture</u></p> <p>Shape, form, model and construct malleable and rigid materials – clay tiles</p> <p>make informed choices about the 3D technique chosen and make models from observation or imagination.</p> <p>Join clay adequately</p> <p>Create surface patterns and textures in malleable material</p> <p>Use a variety of materials and add materials to sculptures.</p> <p><u>Textiles/Collage</u></p> <p>Experiment with weaving and stitching to create different textural effects – weaving with paper.</p> <p>Combine materials in different ways and match tools to materials</p> <p>Investigate the nature and qualities</p>			
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		<p>of different materials and processes</p> <p>Digital media</p> <p>Present recorded visual images using software. Use a graphics package to create images and effects.</p>			
	Explore, Design and Develop	Skills of Drawing, Colour, Sculpture, Printing, Textiles/Collage & Digital Media	Evaluation	Knowledge and Understanding	Convergent and Divergent outcomes
<p>Small tree Year 5</p> 	<p>Investigate a range of starting points for their work, and choose which idea to develop further.</p> <p>Record their thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of their ideas.</p> <p>Explain how they are developing their ideas as they work, and use</p>	<p>Drawing</p> <p>Use different media to make marks and lines in dry media – digital mark making, pencil, charcoal, oil pastels, chalks, wax crayons, marbling</p> <p>Explore colour mixing and blending with acrylic paint, coloured pencils</p> <p>Apply the effect of light on objects from different directions to show light and shadow</p> <p>Develop an awareness of composition, scale, proportion, foreground, middle ground, back ground.</p>	<p>Use appropriate language when comparing ideas, methods and approaches in their own and others' work.</p> <p>Describe what they think and feel about their own and others' work and how this might influence their designs.</p> <p>Use sketch book / 'ideas journal' to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work</p>	<p>Knowledge of artists studied: critically analyse the styles of artists, craft makers and designers and use this to inform their own work.</p> <p>Understand how a chosen artist or art form has contributed to the culture and/or the history of a nation.</p> <p>Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</p> <p>Understanding through activities:</p> <p>Afrogallonism sculpture – Windrush and Serge Clottey</p>	<p>Convergent Outcomes</p> <p>Use sketchbooks to annotate and evaluate ideas.</p> <p>Apply light and shadow effects in drawings.</p> <p>Create puppets using stitching and fabric techniques.</p> <p>Divergent Outcomes</p> <p>Design sculptures inspired by</p>

	<p>language appropriate to the chosen art form.</p> <p>Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.</p> <p>Compare ideas, methods and approaches used by themselves and others.</p> <p>Adapt work accordingly.</p> <p>Question, discuss and make observations about starting points/artists and artworks.</p> <p>Develop and improve their own style</p>	<p>Use drawings to show movement</p> <p><u>Colour</u></p> <p>Combine a range of colours, tints, tones and shades</p> <p>Identify and use complementary and contrasting colours using different media – acrylic paint, oil pastels etc</p> <p>Use a variety of tools to create texture, wax resist, glue, sand etc</p> <p><u>Printing</u></p> <p>Print with two overlays using an impressed print – polystyrene tiles</p> <p>Experiment with relief prints using string</p> <p><u>Sculpture</u></p> <p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p><u>Textiles/Collage</u></p>	<p>further.</p> <p>Consider the end point when adapting and improving their work</p>	<p>Portraits in the style of Serge Clottey’s suits – pattern development with bright colours - links to Windrush</p> <p>Explore Jackson Pollock techniques to create space backgrounds - applying paint using brushes in different ways Puppets linked to animals/lifecycles</p> <p>Rich McCor - Paper boyo cut outs in digital media Jason de Caires, Tylor (Greek myths ocean atlas)</p> <p>Architect Christopher Wren Zahah Hadid (‘Queen of the Curve – Aquatic Centre London) History links</p> <p>Designer Orla Kiely – stem print /nature shaped printing linked to Science</p>	<p>Afrogallonism and Windrush themes.</p> <p>Create digital cut-outs in the style of Rich McCor using local landmarks.</p> <p>Explore expressive painting techniques inspired by Jackson Pollock.</p>
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		<p>Join fabrics in different ways, including stitching to make puppets.</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specified technique.</p> <p>Use a range of media to create collage.</p> <p>Digital media Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p> <p>Import an image into a graphics package in the style of Rich McCor - Paper Boyo using landmarks around Blean</p>			
	Explore, Design and Develop	Skills of Drawing, Colour, Sculpture, Printing, Textiles/Collage & Digital Media	Evaluation	Knowledge and Understanding	Convergent and Divergent outcomes
Mature tree with fruit Year 6	Use a full range of design, experimentation, exploration alongside the work of others to develop their own	<p>Drawing</p> <p>Experiment with wet media to make marks, lines, patterns, textures, shapes – ink, dye, marbling, acrylic and watercolour paint, chalk pastels</p> <p>Produce accurate drawings from</p>	<p>Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work.</p> <p>Use sketch book / 'ideas</p>	<p>Knowledge of artists studied: critically analyse the styles of a range of artists, craft makers and designers and use this to inform their own work.</p> <p>Explain how a chosen artist or art form has contributed to the culture and/or the</p>	<p>Convergent Outcomes</p> <p>Use perspective and scale in drawings.</p>








<p>work</p> <p>Independently develop a range of ideas which show curiosity, imagination and originality</p> <p>Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches</p> <p>To create sketch books to record their observations, annotate and use them to review and revisit ideas.</p> <p>Compare ideas, methods and approaches used by themselves and others.</p> <p>Discuss how they feel about their own and others work. What might</p>	<p>observation and use tonal contrast in drawings</p> <p>Use mixed media in artworks using a combination of areas taught – print, ink, paint, etc use pattern and texture</p> <p>To use perspective in work using a single foci point and horizon</p> <p>Scale up and down images.</p> <p><u>Colour</u></p> <p>Mix and match colours to create light, thinking about direction of light and its effect on images</p> <p>Use different media to create tints, tones, shade mood and atmosphere – ink, acrylic and watercolour paint, soft chalk pastels and chalk</p> <p>Identify how colour can portray emotion and use this in their own artwork</p> <p>Choose to use a limited range of colour to produce a chosen effect</p> <p><u>Printing</u></p>	<p>journal’ to adapt and critically evaluate their work as their ideas develop.</p> <p>Annotations reflect their critical evaluations and development of ideas.</p> <p>Reflect on the ways in which their imaginative work has developed from a range of starting points.</p> <p>Provide a reasoned evaluation of both their own and professionals’ work which takes account of the starting points, intentions and context behind the work.</p> <p>Make on-going revisions</p> <p>Refine their work, often with several adaptations, to move towards an end point</p>	<p>history of a nation.</p> <p>Begin to use perspective in both abstract and real-life art (Lowry)</p> <p>Work with care and precision towards an end point, but make adaptations following their own reflections and the comments of others</p> <p><u>Understanding through activities:</u></p> <p>Artists Lowry – perspective sketching painting and pastels Clarice Cliff – explore style and colour emotions/use different colour John Dyer – rainforest artsit</p> <p>Architects Art Deco (reaction to austerity of WW1) Charles Rennie Mackintosh</p> <p>Designers WW2 Evacuation Teddy Bear in textiles 3D sculpture with lizards linked to Holes</p> <p>Create printing blocks using line cutting – print using 3 overlays., e.g Mackintosh style patterns</p> <p>Nicholas Cobb 3D models Vanessa Hogge – clay models</p>	<p>Create prints with three overlays using lino or other media.</p> <p>Use sketchbooks for critical evaluation and refinement.</p> <p>Divergent Outcomes</p> <p>Design expressive clay sculptures inspired by Vanessa Hogge or Nicholas Cobb.</p> <p>Create emotionally driven colour compositions inspired by Clarice Cliff or John Dyer.</p> <p>Develop digital layered artworks linked to computing and local themes.</p>
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<p>they change?</p> <p>Adapt work accordingly.</p> <p>Question, discuss and make observations about starting points/artists and artworks.</p> <p>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques</p> <p>Independently select and effectively use relevant processes in order to create successful and finished work</p> <p>Make specific decisions about using different visual and tactile effects towards an</p>	<p>Create prints with 3 overlays. Create printing blocks by simplifying an initial sketch book idea. Use a range of media with prints. (e.g. Lino)</p> <p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper.</p> <p>Alter and modify work.</p> <p>Work relatively independently.</p> <p><u>Sculpture</u></p> <p>Shape, form, model and join using malleable and rigid materials – wire/junk modelling, paper, card and model magic.</p> <p>Plan a sculpture through drawing specific step by step recording and other preparatory work.</p> <p>Produce intricate patterns and textures in a malleable media. (e.g. lizards)</p> <p><u>Textiles/Collage</u></p> <p>Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours</p>				
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	end point	<p>and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p> <p>Use fabrics to create 3D toys.</p> <p>Use different grades of threads and needles. (Teddy bears and clothing)</p> <p><u>Digital media</u></p> <p>Present recorded visual images using software. Understand that a digital image is created by layering. (linked to Computing.)</p> <p>Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>			
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The Blean Values: Art

Curiosity	Resourcefulness	Responsibility	Resilience	Collaboration
				
Creating – using art skills to experiment with new and varied ideas and range of media	Inspiration: looking to others to help us improve.	Respect – respecting and celebrating both our work and that of our peers.	Persevering – keep trying and practising to perfect skills in all areas of art and design. No skill is achievable instantly.	Team work – working together to develop art and design skills to create an interesting result
Expanding horizons – developing appreciation and understanding of other cultures and art history	Generalisation - spotting patterns and adapting them to develop art skills.	Open mindedness – being open to appreciating the work of others and the similarities and differences in techniques.	Making mistakes – enjoy things that go wrong and learn from them.	Community links – participate in local events to support and showcase art and design projects.
Imagination – look at things in unusual ways.	Cross curricular links – using art to support learning in other curriculum areas.	Tolerance – understanding and respect for others.	Self-confidence – mastering and celebrating an art skill, by showcasing work increases your self-belief and growth mind-set.	Patterns – spotting and using similarities
Patience – to practise and experiment with a variety of ideas to identify a solution	Algorithms – making ordered steps for completing a task	Self motivation – exploring different resources to take responsibility for our own learning and development.	Challenge – Art and design challenges the brain to recognise, communicate and negotiate meaning through visual representations.	Communication – talk together to solve a problem
	Composing – the ability to choose from a variety of resources and select the most appropriate	Evaluation – making judgements	Practice – practising regularly is what helps you to grow and improve in art.	Developing – share ideas and use other people’s ideas.

SMSC in Art & Design

Spiritual	Social
<p>Children:</p> <ul style="list-style-type: none"> • Demonstrate they are reflecting on their experiences and learning from reflection. They express their opinions about their own and their peer’s work. • Show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment, feelings of ‘awe’ and ‘wonder’ in their own and others’ artwork. • develop aesthetic appreciation – through theme, style and resources • Respect others e.g. feedback from peers, or teachers is listened to and considered sensibly. Children are able to accept that in art often by making mistakes that learning begins. • Accommodate differences and enable others to succeed – children are supportive of each other when working either individually or collaboratively on a project, such as a hall display. • Ask questions, offer ideas and make connections for example observational drawings of Tudor/Stuart houses and The Great Fire of London (Houses were built out of wood, so burned very quickly) or Joan Miro’s vibrant use of primary colours – linked to Spanish vocabulary colours. • Display creativity and imagination in developing a design. • Ask and answer questions about the starting points for their work, and develop their ideas. • Review what they and others have done and say what they think and feel about it. • Identify what they might change in their current work or develop in their future work. 	<p>Children:</p> <ul style="list-style-type: none"> • Work cooperatively with partners and in structured and unstructured groups to produce meaningful pieces of artwork. • Take part in corporate experiences e.g. workshops organised in school, an art workshop to support a theme • Demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence • Participate in school events and local competitions in the wider community e.g gardening society, Whitefriars Christmas card competition. • Demonstrate leadership skills by acting as an “art expert” in class • Investigate the possibilities of a range of materials and processes e.g in printing with a variety of materials, marbling using different surfaces, painting using different brushes and textures of paint • Investigate different kinds of art, craft and design (for example, in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet)
Moral	Cultural
<p>Children</p> <ul style="list-style-type: none"> • Model positive relationships and interactions e.g. fairness, integrity, respect for people, resolution of differences of opinion/ideas– e.g. sharing equipment and ideas. 	<p>Children:</p> <ul style="list-style-type: none"> • Engage with a range of images and artefacts from different contexts, e.g. religious artefacts – Hindu murti, statues and images of Ganesh, Jewish artefacts – Torah, Star of David

- Recognise and respect rules and codes of good practice when using equipment. (for example observing each other's work, together with how to use sharp objects such as scissors appropriately, how to clean and store paintbrushes)
- Demonstrate self discipline – for example children will follow success criteria identified for a particular task.
- Show an interest in investigating and offering reasoned views about moral and ethical issues. E.g. Studying artists with spiritual or religious themes, such as War paintings or “The Great Wave off Kanagawa” (Japanese print), industrial paintings by L S Lowry.

- Recognise the varied characteristics of different cultures and use them to inform their creating and making –such as Rangoli patterns and Mendi from the Hindu religion, African tinga tinga art, Aboriginal art patterns
- Understand the role of the artist, craftsperson and designer in a range of cultures, times and contexts.
- Will investigate visual, tactile and other sensory qualities of their own and others work., e.g.
- Students will develop their knowledge and understanding of artists' ideas and concepts identifying how meanings are conveyed, for example the economic struggle between East and Western culture in Katsushika Hokusai's “The Great Wave off Kanagawa”, Joan Miro's surrealist paintings and statues.
- Cultural art forms such as Rangoli, African print, Aboriginal dot painting, and global craft traditions will continue to be taught with meaningful cultural and historical context. Lessons will explore the origins, symbolism and purpose behind these art forms so that pupils understand them as significant cultural expressions rather than decorative patterns alone. This approach supports respectful, informed appreciation of global artistic traditions.

British Values

The Art and Design Curriculum at Blean Primary school delivers British values through having a sense of enjoyment and fascination in learning about the world around us and participating actively in artistic and creative activities.

- Tolerance is promoted through listening to each other's ideas, creative responses and understanding of different cultures and styles within art.
- Children are encouraged to question and explore whilst maintaining tolerance and respect for the views of others.
- Children discuss and work in the style of a wide variety of artists and designers.
- British art is promoted throughout the school– for example Cath Kidston, Yinka Shonibare , John Tenniel and Turner are studied in KS2. This extends beyond the classroom with a wide range of visits and experiences to art galleries, and local events (Whitefriars art competitions, Inspire Art project and the Kent Big Picture project, Scarecrow and Christmas Tree exhibitions in the local community.
- Children have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, (paint, pastels, clay, textiles)
- Peer-assessment is embedded in the Art and Design curriculum which encourages pupils to support each other.

Last updated Feb 2026

Art & Design Key Vocabulary – builds year on year

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Observation Different	Differences	Foreground	Creative process	Fine	Comparison	Purpose
Similar	Similarities	Annotate	Plan	Dull	Contrast	Manipulate
Compare	Background	develop	Design	Patterned	Media	Dry media
Artist	Shade	Sketchbook	Make	Crowded	Study	Wet media
Draw	Change	Layer	Adapt	Flat	Experiences	Digital media
Pattern	Portrait	Smudge	Sources	Natural	Imagination	Independent
Repeating	self-portrait	Blend	Variation	Opaque	Properties	Research
Thick	Detail	Figure	Plain	Translucent	Reflecting	Range
Thin	Building	Object	Busy	Focus	Distance	Sources
Line	Pastels	Single	Rough	Paper types	Symbolic	Test
Shape	Bold	Group	Smooth	Shadow	Subtle	Atmosphere
Colour	Size	Pattern	Swirling	Outline	Complex	Representation
Primary Colours	Space	Landscape	Uneven	Tint	Complimentary	Engaging
Brush	Brush size	City scape	Realistic	Tone	Contrasting	Consistent
Materials	Paint (poster, powder, watercolour)	neutral colours	Unrealistic	Hue	Mark	Inconsistent
Tools	secondary colours,	Shade	Simple	Marbling	Hard Soft Light Heavy	Delicate
Technique	sweep	Colourful	Boring	Foreground	Colour match	Flowing
match	Dab	Bright	Grades of pencil	Middle ground	Colour mix	Vibrant
Collage	Brushstroke	Dark	Scale	Background	Complementary colours	Form
Textiles	Mix	Acrylic paint	Symmetry	Blend line	Contrasting colours	Harmony
Texture	Printing (block)	Water colour paint	Refine	Surface	Poly bricks	Composition
Construct	Rubbings	Brush mark	Alter	Tactile	Relief	Mood
Join	Pattern	Artefact	Visual Sources	Tessellation	Resist	Abstract
Natural	Printmaking	Object	Texture	Mosaic	Layers	Collagraph
Man-made	Weaving	Layering	Light /dark Tone	Montage	Repetition	Slabs
Model	Manipulate	Scraping	Colour-scheme	Carving	Inks	Coils
Rolling	Shaping	Tints	Colour spectrum	Brim/peak	Overlay	Mould
Kneading	Slip	Scales (small, large)	Tertiary colours	Buckle	Absorb	Plaster
Shaping	Form	Fabric crayons	Colour washing	Edging	Impressionism/ impressionists	Tonal contrast
Construct	Gaps	Mosaic	Properties	Trimmings	Warm colours	Mixed media
Work of art	Recycled	Care	Application	Pattern	Cold colour	Composition
3D/2D	Sculpture	Malleable	Opacity	Texture	Complementary colours	Scale
	Sculptor	Land art carving	Water resistant	Three dimensional	Contrasting colours	Proportion
	Tone	Abstract	Warm/cool colours	Malleable	Poly bricks	Foreground
	Texture	Geometric	Tertiary colours	Rigid materials	Overlay	Middle ground
	Pattern	Installation	Thickened paint		Tapestry	Back ground
	Secondary colours	Malleable	Water resistant		Soft	
	Repeating pattern		Polystyrene printing tiles		Tram	
			Inking rollers		Cast	
			Quilting		Dry media	
			Embroidery		Light and shadow	
			Papier mache		Perspective	
			Two dimensional Form		Foci/focal point	