



Learn to Live, Live to Learn

Curriculum Overview: Art 2025-2026

Intent -

'Every child is an artist. The problem is how to remain an artist once we grow up" Picasso.

'Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.'

(National Curriculum 2014)

Intent

At the Loriners MAT, we aim to inspire children to think innovatively and develop a creative procedural understanding by planning and delivering high-quality Art lessons. Our Art and Design curriculum intends to give all children the opportunities to develop and extend their skills using a range of media and materials. Across the curriculum, children are introduced to a range of works and develop their knowledge of the styles and vocabulary used by artists. They are encouraged to engage with their own creativity, which inspires them and equips them with the understanding and skills needed to explore, create and evaluate artwork. Art contributes to children's personal development in originality, independence, judgement and self-reflection, which links to our school ethos. By following the National Curriculum guidelines, children will learn about a diverse range of artists and their techniques; they will use and apply this knowledge in their own artwork and continue to develop their skills throughout their academic career.

Purpose

The purpose of Art and Design is to:

- develop creativity, imagination and confidence in various areas of Art through a range of experiences
- improve children's ability to control materials, and increase their critical awareness
- encourage appreciation and enjoyment of the Arts.

We aim to increase pupils' confidence and creativity while at our school.

Our Vision for Art and Design and SEND:

We set high expectations for all pupils at Park Hall and quickly identify any areas of difficulty that pupils may have, removing barriers to allow pupils to achieve those expectations through accessible resources, differentiation and reasonable adjustments.

We believe that:

- Art helps us thrive.
- Art education can help us build a better world.

- Every child and young person is entitled to a high-quality art education.
- Children deserve the opportunity to explore how art can help them find their voice.

Ambition

We maintain high expectations for all SEND pupils in Art and Design. This means:

- Setting challenging but achievable creative goals tailored to individual starting points
- Celebrating progress at all levels, from small steps to significant achievements
- Ensuring SEND pupils access the same breadth of artistic experiences as their peers
- Planning for pupils to work towards age-related expectations where possible, with appropriate scaffolding

Inclusion

We remove barriers to allow pupils to achieve expectations through accessible resources, differentiation and reasonable adjustments. We value diversity and recognise that art provides a unique opportunity for all pupils to express themselves.

Adaptive Teaching

We use responsive and reflective approaches, scaffolding opportunities based on observation and feedback to support reflective teaching and learning.

Our Approach to Teaching Art and Design for SEND Pupils:

Flexibility is Key

We recognise that art is a diverse landscape where pupils can journey in a multitude of ways with wide-ranging destinations. There is no single "right" way to create art.

Motivation Through Sensory Exploration

We provide exploratory and experimental sensory-based activities that engage all learners.

Co-construction and Pupil Choice

Pupils make their own choices about their art, facilitated through teachers to make learning more meaningful.

Anticipating and Removing Barriers

We anticipate barriers and use formative assessment to plan next steps. Teachers evaluate pupils' successes and make reasonable adjustments for individual pupils to ensure all progress towards individual goals.

Reflective Self-Assessment

We encourage pupils to reflect on their own work and progress. In all lessons, pupils have the opportunity to discuss their successes and create their next steps.

Celebrating Diversity in Art and Design

We celebrate a diverse and exciting world of art and the artists that create it, advocating the differences and wonderful uniqueness of everyone's art in school.

| | Block 1 – Art | Block 3 – Art | Block 5 – Art |
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| Nursery | <p>Creating with materials</p> <ul style="list-style-type: none"> To begin to explore media such as colours and paint to make marks. | <p>Creating with materials</p> <ul style="list-style-type: none"> To experiment with colours exploring their change by mixing. To explore different materials and talk about their texture. To use continuous lines to create shapes and begin to give meaning to shapes they have created. To draw more detailed pictures using shapes and lines and give meanings to their marks. To create a 'small world' using construction resources. To select material for the desired result to express their ideas. <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> To use drawing to represent ideas. To begin to show different emotions in their drawings and paintings, such as happiness and sadness. | <p>Creating with material</p> <ul style="list-style-type: none"> To join construction pieces together to build and balance. To join together different materials and explore different textures. To begin to know tools can be used for a purpose. |
| Reception | <p>Creating with materials</p> <ul style="list-style-type: none"> To name colours. To experiment with mixing colours. To create simple representations of people and objects. To draw and colour with pencils and crayons. To use colours for a particular purpose. To share their creations. | <p>Creating with materials</p> <ul style="list-style-type: none"> To experiment with different mark making tools such as art pencils, pastels, chalk. To explore different techniques for joining materials. To use tools for a desired effect. To use natural objects to make a piece of art. To share creations and talk about the process. | <p>Creating with materials</p> <ul style="list-style-type: none"> To know which primary colours are mixed together to make secondary colours. To plan what they are going to make. To draw more detailed pictures of people and objects. To manipulate materials. To create observational drawings. To know some similarities and differences between materials. To explore use and refine a variety of artistic effects to express their ideas and feelings. To share creations, talk about process and evaluate their work. To adapt work where necessary. |

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| Year 1 | Drawing: Spirals | Surface and colour: Exploring Watercolour | Working in three dimensions: Birds |
| Year 2 | Drawing: Explore and Draw | Surface and colour: Expressive Painting | Working in three dimensions: Stick Transformation Project |
| Year 3 | Drawing: Gestural drawing | Surface and colour: Cloth, Thread, Paint | Working in three dimensions: Telling Stories Through Drawing & Making |
| Year 4 | Drawing: Storytelling through drawing | Surface and colour: Exploring Still Life | Working in three dimensions: The Art of Display |
| Year 5 | Drawing: Typography and Maps | Surface and colour: Mixed Media Land And Cityscapes | Working in three dimensions: Architecture: Dream Big or Small? |
| Year 6 | Drawing: 2D Drawing to 3D Making | Surface and colour: Making Monotypes | Working in three dimensions: Brave colour |

Intended Impact –

By the end of KS1 and KS2, children will demonstrate excellent understanding of key art skills (drawing, painting and sculpture) and significant artists. They will be able to experiment with different materials and techniques and choose a media to convey their own creativity and ideas.

Children will recognise the context of prior learning and will clearly understand the next stage of their learning through individual feedback and classroom discussions.

At the end of each topic, children will celebrate their artwork and evaluate their skills ready for their next topic.

Children will have the opportunities to progress their skills across KS1 and KS2 and prepare them for life after Park Hall.

