Art and Design

Quote: *"Every child is an artist. The problem is how to remain an artist once we grow up."* **– Pablo Picasso**

Intent: At Cannington Primary School, we believe every child is creative and deserves the opportunity to express themselves through art and design. Rooted in our Christian values and village community, our curriculum inspires children to explore their ideas, develop their imagination and find joy in the creative process. Through studying artists, designers and makers from different cultures and periods of history, children deepen their understanding of their own heritage and the wider world.

Using the Access Art approach, children develop the confidence, knowledge and skills to experiment, invent and create. They learn to look closely at the beauty of God's creation, take creative risks, reflect on their work and appreciate the artistic achievements of others. We want every child to leave our school as a curious, open-minded and resilient artist with a lifelong appreciation of creativity and self-expression.

Curriculum Overview						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Ash	Exploring colours and mixing colour Portraits	Shape art, clay and card making	Animation, illustrators and story maps	Natural art	Observational art and still life. Drawing animals and their patterns	Printing and Fruit art
Oak		Spirals		Simple print making		Sculpture: Making birds
Pine		Draw & explore		Expressive painting		Being an architect
Hazel/Beech/Willow Cycle A		Gestural Drawing with Charcoal		Working with shape & colour		Making animated drawings
Hazel/Beech/Willow Cycle B		Story telling through drawing		The art of display		Exploring still life
Hazel/Beech/Willow Cycle C		Typography and Maps		Fashion Design		Architecture Dream Big or Small
Hazel/Beech/Willow Cycle D		2D Drawing to 3D Making		Activism		Shadow puppets

Cycles Explained

Children in Years 3, 4, 5 and 6 follow a four-year rolling programme. This approach ensures that all required knowledge and content from the National Curriculum is taught and revisited, enabling every pupil to experience the full curriculum by the end of Key Stage 2.

While the curriculum content is organised within the rolling programme, skills and learning objectives are carefully planned and delivered according to each year group's expectations. This ensures that lessons provide appropriate challenge and progression, meeting the needs of all learners and supporting children in developing age-related knowledge, understanding and skills.

Art & Design Skills Progression Grid (EYFS–Y6)

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Explore marks, lines and shapes; draw from imagination and observation.	Continuous line drawing, observational drawing, varied mark making.	Careful observational drawing, exploring composition and texture.	Charcoal drawing, tone, texture and dramatic effects.	Storytelling through drawing, character and narrative illustration.	Typography, map-making, architectural sketching.	Advanced drawing for graphic design, packaging and 2D to 3D outcomes.
Painting & Colour	Explore and mix colours.	Make colour choices and experiment with media.	Mix primary and secondary colours; expressive painting.	Use tone and contrast to create mood.	Apply colour purposefully in still-life work.	Use colour to communicate ideas and design concepts.	Use colour strategically within graphical and activist artwork.
Printmaking	Explore simple impressions and patterns.	Hand and foot prints, rubbings, simple relief prints.	Use pattern and repeated imagery within compositions.	Stencils, monoprinting and positive/negative shapes.	Use printmaking techniques within still-life projects.	Combine print with typography and design.	Use printmaking for posters, activism and zines.
Collage & Mixed Media	Combine materials and textures.	Create simple collages using shape and colour.	Explore composition using collected objects and collage.	Layer shape, colour and print to create compositions.	Use collage within storytelling and still-life work.	Develop fashion designs using decorated	Combine drawing, printing and collage to communicate messages.

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						papers and mixed media.	
Sculpture & 3D	Manipulate materials to create forms.	Build simple bird sculptures from paper.	Create architectural models and structures.	Explore moving mechanisms in animation projects.	Explore plinths, galleries and sculptural display.	Design and build architectural models.	Transform 2D designs into 3D forms; create shadow puppets.
Design	Express ideas through making.	Make simple creative choices.	Design through making and experimentation.	Plan animations and compositions.	Design visual stories and displays.	Typography, fashion and architectural design.	Graphic design, packaging and activist communication.
Digital Media	Take simple photographs.	Photograph artwork.	Use photography to document and review work.	Create animations using tablets and stop-motion approaches.	Use digital media to document and present work.	Use photography and digital research to support design development.	Use digital media to record, edit and present outcomes.
Sketchbooks	Explore ideas visually.	Begin using sketchbooks for drawing and reflection.	Record observations and test ideas.	Develop sketchbooks as a planning and experimentation tool.	Gather ideas, refine narratives and evaluate learning.	Research artists, test materials and develop designs.	Independently investigate, refine and document creative journeys.

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artist Study & Evaluation	Talk about own and others' creations.	Say what they like and why.	Explain choices and discoveries.	Discuss influences, successes and challenges.	Compare artists and evaluate artistic choices.	Analyse artists' intentions and influence on own work.	Critically evaluate process, purpose, audience and impact.

End of Key Stage Expectations

Phase	Expected Skills
End of KS1 (Y2)	Observe closely, draw and paint confidently, mix colours, print simple patterns, create basic sculptures, use sketchbooks and discuss artistic choices.
End of Lower KS2 (Y4)	Use a wider range of materials confidently, apply tone and texture, tell stories visually, create animations, understand composition, and evaluate artwork using increasingly sophisticated vocabulary.
End of Upper KS2 (Y6)	Independently generate ideas, research artists, select appropriate materials, create purposeful outcomes across 2D, 3D and digital media, and critically evaluate artistic intentions, processes and outcomes.

National Curriculum Art & Design Expectations Progression

Strand	KS1 (Years 1-2)	KS2 (Years 3-6)
Generating Ideas	Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.	Create sketchbooks to record observations, review and revisit ideas, and develop increasingly independent creative responses.
Drawing	Use drawing to develop and communicate ideas. Develop skills in line, shape, pattern and observation.	Improve mastery of drawing using a range of materials and techniques, showing increasing control, accuracy and creativity.
Painting	Use paint to express ideas and experiences. Explore colour and simple techniques.	Improve mastery of painting through increasing control of colour, tone, texture and application.
Sculpture	Use sculpture to develop and share ideas using a range of materials.	Develop mastery of sculpture through experimentation, refinement and increasing technical skill.
Materials & Techniques	Use a range of materials creatively to design and make products.	Develop control and confidence when selecting and using a wide range of materials and processes.
Formal Elements	Develop techniques using colour, pattern, texture, line, shape, form and space.	Apply and refine understanding of colour, pattern, texture, line, shape, form and space across a variety of media.
Sketchbooks	Begin recording ideas and observations.	Create and use sketchbooks to observe, investigate, experiment, review and revisit ideas.

Strand	KS1 (Years 1-2)	KS2 (Years 3-6)
Artists, Architects & Designers	Learn about a range of artists, craft makers and designers. Describe similarities and differences and make links to their own work.	Study great artists, architects and designers in history and understand their influence on art and design.
Evaluation & Analysis	Discuss and describe artwork, identifying similarities, differences and personal preferences.	Evaluate and analyse creative works using the language of art, craft and design. Reflect on and improve own work.

End of Key Stage Expectations

Key Stage 1

Pupils should be able to:

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.
- Develop a wide range of techniques using colour, pattern, texture, line, shape, form and space.
- Describe differences and similarities between artists, craft makers and designers and make links to their own work.

Key Stage 2

Pupils should be able to:

- Create sketchbooks to record observations and use them to review and revisit ideas.

- Improve their mastery of drawing, painting and sculpture using a range of materials.
- Develop techniques with increasing control, creativity and experimentation.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, architects and designers in history.

National Curriculum Aims

By the end of primary education, all pupils should:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.