Sandy Lane Primary School

Art Curriculum



Generating Ideas



Drawing/Painting



Sculpture/3D



Collage, Textiles, Printing



Evaluating



Knowledge of Artists

Intent

At Sandy Lane Primary School, we are committed to nurturing and celebrating every child's creativity. We value the importance of artistic expression and dedicate time, resources, and enthusiasm to ensure all children are given the best opportunities to explore and develop their creative potential.

Our unique approach includes 'Magic Monday'—a weekly initiative designed to start the week with positive, hands-on creative experiences. This dedicated time builds a love for the arts and creates a strong foundation for continued creative development.

We ensure that our art curriculum is purposeful and meaningful by forging cross-curricular links, allowing children to apply their skills and knowledge in a wider context. Through carefully planned progression across all key stages, learners build and refine their skills in a range of techniques including drawing, painting, and sculpture.

In addition to practical skills, children develop an understanding of artistic heritage by learning about significant artists, designers, and craft makers from a diverse range of cultures and backgrounds. This supports our commitment to an inclusive and representative curriculum that reflects our school's equality and diversity values.

All children at Sandy Lane will access a broad, balanced, and inspiring art curriculum that not only cultivates creativity but also encourages confidence, critical thinking, and self-expression.

Implementation

'Magic Monday' is the foundation of our creative arts offer, providing dedicated time each week for

pupils to engage in rich and immersive creative experiences from Early Years to Year 6.

Lessons are taught by passionate and knowledgeable staff who use the school's progression grids to plan sequentially and build upon prior learning to ensure progression of skills across year groups.

A wide range of media and techniques are explored, including drawing, painting, sculpture, printing, textiles, and digital media. Children are encouraged to experiment and take creative risks.

Where appropriate, art projects are linked to other areas of the curriculum, such as history, geography, and science, to add context and relevance to learning.

Children are introduced to a diverse range of artists, designers, and craft makers, both historical and contemporary, with an emphasis on inclusivity and global representation.

Sketchbooks are used as a space for exploration, reflection, and development, enabling children to document their artistic journey and celebrate their progress.

Regular CPD opportunities are provided for staff to ensure high-quality teaching and up-to-date knowledge of best practice in art education.

Impact

Children at Sandy Lane develop into confident, imaginative, and reflective artists who take pride in their work and enjoy expressing themselves through a range of creative mediums.

Pupil voice, sketchbook evidence, and high-quality outcomes demonstrate a clear progression of

knowledge and skills across all key stages.

Learners show increased cultural awareness and appreciation of diverse artistic traditions, as well as an understanding of the role art plays in society and personal identity.

Our inclusive approach ensures that all children, regardless of background or ability, have access to meaningful art experiences and opportunities to succeed.

By the end of Key Stage 2, children leave Sandy Lane with a strong foundation in the visual arts and the confidence to continue developing their creativity in secondary school and beyond.

Progression

Progression Overview
The Art curriculum at Sandy Lane Primary School demonstrates a progression that builds from exploration and basic vocabulary in Reception and KS1 to more technical skills and sophisticated language in LKS2 and UKS2, supporting students as they grow both as artists and as critics of their own and others' work. This development ensures that students not only gain practical skills but also the language to express their understanding and appreciation of art.

Detailed Progression Overview EYFS ELG		
Creating with materials	Children at the expected level of development: - Safely use and explore a variety of materials, tools and techniques - Experiment with colour, design, texture, form and function - Share their creations, explaining the process - Make us of props and materials when role-playing	
Progression Overview	In EYFS, children develop the foundations of artistic learning through play, exploration, and sensory experiences. They experiment with a wide range of materials and tools to express ideas and feelings. Children learn to manipulate tools safely, explore colour, texture and form, and begin to talk about their creations. The focus is on process over product, building confidence, curiosity, and enjoyment in making.	
Vocabulary Progression	In EYFS, children begin to develop artistic vocabulary through hands-on experiences, talk, and play. They are introduced to simple, descriptive words to name actions, materials, and visual features, such as mark, line, colour, shape. As they explore different tools and media, children learn to describe textures, size, and appearance using words like soft, rough, big and small. Through adult modelling and discussion, they start to use language to explain what they are doing and notice changes, such as wet and dry or light and dark. The focus is on building confidence in using words to communicate ideas, choices, and observations, supporting both creative expression and early communication skills.	
Strand	Provision	Vocabulary
Generating Ideas	- Explore and experiment with materials and tools freely - Use imagination and real-life experiences in artwork - Respond to stories, objects, nature, and play - Choose materials independently - Express ideas and feelings through making	colour, shape, line, soft, hard, rough, smooth, light, dark
Drawing	- Make marks using a variety of tools (pencils, crayons, chalk, felt	line, mark, shape, draw, scribble, circle, straight, curved

	tips) - Use different pressures and movements - Begin to draw from observation (self, objects) - Represent ideas and experiences - Develop control through repeated practice	
Painting	- Explore paint using hands and tools - Use primary colours - Mix colours to explore change - Apply paint in different ways (brushes, fingers, sponges) - Notice effects such as thick/thin and wet/dry	paint, brush, colour, mix, wet, dry, light, dark
Sculpture and 3D	- Manipulate materials such as clay, dough, junk modelling, natural materials - Roll, pinch, squash, and join - Build simple structures - Explore shape and form - Combine materials	model, build, roll, join, shape, hard, soft
Collage and Textiles	- Tear, cut and stick paper and fabrics - Explore texture through different materials - Layer materials - Use simple weaving or threading - Combine materials to create pictures and models	cut, stick, tear, fabric, paper, soft, rough, pattern
Printing	- Make prints using objects, hands, sponges, leaves and blocks - Explore repetition and pattern - Recognise shapes made by prints - Experiment with pressure and placement	print, press, pattern, shape
Evaluating	- Talk about what they have made - Describe colours and materials used - Share preferences - Begin to listen to others' ideas - Respond to questions about their work	like, colour, make, show, mine
Knowledge of Artists	- Explore images of artists' work - Learn that people create art - Experience art from different cultures	artist, picture, paint, make

	- Use art to respond to stories and celebrations	

Key Stage 1 and 2

Key Stage 1:

In **Key Stage 1**, the focus is on encouraging exploration and creativity with a variety of materials and tools. Children are introduced to basic techniques and processes, allowing them to experiment with colour, texture, shape, and pattern. At this stage, students develop their ability to observe and respond to their surroundings, including objects, nature, and stories, through simple drawings, paintings, and sculptures. The emphasis is on sensory exploration, building confidence in using different media, and fostering an enjoyment of the creative process. This foundational stage allows children to express their thoughts and ideas through art in a way that feels playful and accessible.

Lower Key Stage 2 :

In **Lower Key Stage 2**, pupils build on the skills and concepts they encountered in KS1 by refining their techniques and deepening their understanding of art. There is a greater emphasis on observational drawing, the exploration of tone, texture, and form, and the development of more detailed and accurate work. Our pupils begin to research and gather ideas from various artists, cultures, and contexts, which

informs their own creative responses. At this stage, children are encouraged to work more independently, experiment with different styles and techniques, and begin to refine their own artistic expression. They also start to evaluate and critique their work, gaining an understanding of how art can be shaped by different influences.

Upper Key Stage 2:

In **Upper Key Stage 2**, students are expected to demonstrate more technical proficiency and creativity in their work. The focus shifts towards the application of advanced techniques, such as cross-hatching in drawing, blending and layering in painting, and detailed sculpting. Pupils deepen their engagement with the work of notable artists and art movements, exploring these influences and incorporating them into their own practice. There is a strong emphasis on originality, with students responding to more complex briefs and producing work that reflects a deeper understanding of artistic concepts. Additionally, pupils are encouraged to critique their own work and that of others, using specific art vocabulary, and to understand the cultural and contextual aspects of art. This stage prepares students for more independent and sophisticated artistic expression.

Vocabulary Progression

Key Stage 1:

In **Key Stage 1**, the focus is on introducing children to basic artistic vocabulary related to the materials and techniques they are exploring. Key terms such as "line," "shape," "colour," "texture," and "pattern" form the foundation of their understanding. This early vocabulary supports their ability to describe and discuss their art, and it helps them make connections between what they see and how they can

express those observations through different mediums. Simple terms like "light" and "dark" also encourage early discussions about contrast and tonal differences. The goal at this stage is to familiarize children with the language of art in a way that enhances their confidence in discussing their own creations.

Lower Key Stage 2 :

In **Lower Key Stage 2**, students are introduced to more refined vocabulary that helps them describe the different elements of art with greater specificity. Terms such as "tone," "tint," "shade," "form," "structure," and "layering" support students as they experiment with more complex techniques like shading, mixing colours, and constructing forms. This vocabulary development helps them express their ideas more clearly and understand the technical aspects of their art. The language of evaluation, such as discussing the effectiveness of different techniques, is also introduced. By linking vocabulary to techniques and processes, students gain a deeper understanding of the artistic choices they make and develop the language skills to critique both their own work and that of others.

Upper Key Stage 2:

In **Upper Key Stage 2**, students refine and expand their art vocabulary to include more advanced terms such as "perspective," "proportion," "contrast," and "composition." This level of vocabulary allows students to articulate more complex concepts related to the visual arrangement of their artwork and how different elements work together. Terms related to art history and cultural context, such as names of specific artists, movements, and styles, become important as students draw on their knowledge of influential works to inform their practice. The vocabulary of critique becomes more specific, encouraging students to evaluate their own work and the work of others using more sophisticated language. At this stage, students can discuss not only the technical aspects of art but also the meaning

and impact of their artistic choices.

Progression Map for Art

Strand	KS1	KS1 Key Vocabulary	LKS2	LKS2 Key Vocabulary	UKS2	UKS2 Key Vocabulary
Generating Ideas	- Explore and experiment with materials and tools.	Line, shape, colour, texture, pattern, light, dark	- Research and gather ideas from various sources, including artists and cultural contexts.	Tone, tint, shade, form, structure, layering	- Develop original responses to briefs.	Perspective, proportion, contrast, depth, composition, foreground, background
	- Use ideas from observations,		- Develop ideas from starting points in the		- Begin to refine and adapt work.	

Strand	KS1	KS1 Key Vocabulary	LKS2	LKS2 Key Vocabulary	UKS2	UKS2 Key Vocabulary
	imagination, and stories.		world around them (nature, culture, artists).			
Drawing	- Experiment with marks, lines, shapes, and textures using a variety of tools (e.g., pencils, crayons).	Line, shape, colour, texture, pattern, light, dark	- Use a range of techniques to suggest tone, texture, and form (e.g., shading, hatching).	Tone, tint, shade, form, structure, layering	- Create detailed, accurate drawings that include tone, perspective, and proportion.	Perspective, proportion, contrast, depth, composition, foreground, background
	- Begin to observe and draw from real-life objects.		- Improve observational drawing skills.		- Apply advanced techniques like cross-hatching.	
Painting	- Explore primary and secondary colours.	Line, shape, colour, texture, pattern, light, dark	- Develop complex colour mixing skills, including complementary colours.	Tone, tint, shade, form, structure, layering	- Experiment with different painting styles and effects.	Perspective, proportion, contrast, depth, composition, foreground, background
	- Use a range of tools (e.g., brushes, sponges) to create textures and patterns.		- Experiment with layering and blending techniques.			
	- Mix colours to create tints, tones, and shades.					

Strand	KS1	KS1 Key Vocabulary	LKS2	LKS2 Key Vocabulary	UKS2	UKS2 Key Vocabulary
Sculpture and 3D	- Use simple tools to shape and assemble materials (e.g., clay, paper).	Line, shape, colour, texture, pattern, light, dark	- Create more complex 3D forms using a range of techniques (e.g., carving, joining, layering).	Tone, tint, shade, form, structure, layering	- Incorporate finer details and texture in 3D work (e.g., modelling and sculpting).	Perspective, proportion, contrast, depth, composition, foreground, background
	- Create simple 3D forms and structures.		- Work confidently on a larger scale.			
Collage and Textiles	- Cut, arrange, and stick materials to create patterns and images.	Line, shape, colour, texture, pattern, light, dark	- Experiment with mixed media, combining fabric, collage, and other materials.	Tone, tint, shade, form, structure, layering	- Create intricate designs with stitching or appliqué.	Perspective, proportion, contrast, depth, composition, foreground, background
	- Explore texture and fabric through weaving or simple stitching.		- Combine materials for different effects (e.g., layering, tearing).			
			- Use stitching techniques to create detail.			
Printing	- Make simple prints using objects, stencils, or blocks.	Line, shape, colour, texture, pattern, light, dark	- Create layered prints using different tools and materials.	Tone, tint, shade, form, structure, layering	- Develop and refine printing techniques for specific effects.	Perspective, proportion, contrast, depth, composition, foreground, background

Strand	KS1	KS1 Key Vocabulary	LKS2	LKS2 Key Vocabulary	UKS2	UKS2 Key Vocabulary
	- Create patterns through repetition and arrangement.		- Explore symmetry and repeating patterns.		- Design and create multi-layered prints with precision.	
Evaluating	- Talk about their artwork and that of others.	Line, shape, colour, texture, pattern, light, dark	- Compare their work to that of artists or peers.	Tone, tint, shade, form, structure, layering	- Critique their own work and others' using specific vocabulary.	Perspective, proportion, contrast, depth, composition, foreground, background
	- Express simple preferences and feelings about art.		- Reflect on and adapt their own work in response to feedback.		- Understand how context influences the interpretation of art.	
Knowledge of Artists	- Learn about the work of a few artists, craft makers, and designers.	Line, shape, colour, texture, pattern, light, dark	- Study a wider range of artists, including local and global influences	Tone, tint, shade, form, structure, layering	- Explore the lives, styles, and movements of notable artists and link their methods to personal work.	Perspective, proportion, contrast, depth, composition, foreground, background

Assessments

KS1 Art Assessment grid

Strand	WTS (Working Towards)	%	EXS (Expected Standard)	%	GDS (Greater Depth)	%
Generating Ideas	Explores materials with guidance but needs support to develop ideas.		Explores and experiments with materials independently, developing ideas from observation or stories.		Confidently generates a range of ideas and explains choices.	
Drawing	Makes simple marks but struggles to control tools.		Uses basic lines, shapes, and textures with increasing confidence.		Uses line and shape effectively to represent objects with some detail.	
Painting	Recognises primary colours but mixes inconsistently.		Names and mixes primary and secondary colours correctly, experimenting		Confidently mixes colours and creates patterns or textures purposefully.	

Strand	WTS (Working Towards)	%	EXS (Expected Standard)	%	GDS (Greater Depth)	%
			with tools.			
Sculpture and 3D	Uses materials but needs guidance to shape and assemble forms.		Shapes and assembles simple 3D forms independently.		Experiments with 3D materials to create imaginative structures.	
Collage and Textiles	Arranges materials with support but struggles with precision.		Cuts and arranges materials independently, describing textures.		Uses fine motor skills to create detailed patterns or textures.	
Printing	Creates basic prints but needs support with repetition.		Creates simple prints and arranges patterns with some consistency.		Creates complex patterns using layering or varied techniques.	
Evaluating	Gives simple opinions about artwork.		Describes features and shares likes/dislikes about work.		Gives thoughtful comments and suggests improvements.	
Knowledge of Artists	Names an artist with support.		Names and recognises features of well-known artists' work.		Makes comparisons between artists and their styles.	

LKS2 Art Assessment grid

Strand	WTS (Working Towards)	%	EXS (Expected Standard)	%	GDS (Greater Depth)	%
Generating Ideas	Needs some guidance to experiment with materials and generate ideas.		Independently explores a variety of materials, developing ideas from observation or stories.		Consistently generates multiple ideas and can explain the reasoning behind choices.	

Strand	WTS (Working Towards)	%	EXS (Expected Standard)	%	GDS (Greater Depth)	%
Drawing	Struggles with control of tools and shapes but attempts to develop basic forms.		Demonstrates control of line and shape to represent objects with clear detail.		Uses line and shape purposefully, adding detail and texture to create more realistic forms.	
Painting	Can name and mix primary colours but is still inconsistent with secondary colours.		Shows confidence in mixing a range of colours and experimenting with tools and techniques.		Uses colour mixing skillfully to create more complex tones, textures, and patterns.	
Sculpture and 3D	Needs guidance to combine different materials into 3D shapes.		Shapes and assembles 3D forms with increasing independence, demonstrating understanding of structure.		Explores new 3D materials and techniques, creating more complex and imaginative sculptures.	
Collage and Textiles	Can cut and arrange materials but lacks fine motor precision.		Cuts and arranges materials with precision, describing textures and patterns effectively.		Uses textiles and collage techniques to create detailed and purposeful designs.	
Printing	Struggles with repeating patterns but shows understanding of printing basics.		Can create simple prints and patterns, showing consistency and experimenting with methods.		Uses advanced printing techniques such as layering, creating intricate patterns.	

Strand	WTS (Working Towards)	%	EXS (Expected Standard)	%	GDS (Greater Depth)	%
Evaluating	Describes art with some basic evaluation but may not offer suggestions for improvement.		Provides clear evaluations of artwork, offering likes, dislikes, and suggestions.		Evaluates artwork with depth, considering features, techniques, and offering constructive feedback.	
Knowledge of Artists	Names a few artists with some guidance, recognising key features of their work.		Recognises a range of artists and their distinct styles, offering comparisons.		Can analyse and compare various artists and their techniques in depth.	

UKS2 Art Assessment Map

Strand	WTS (Working Towards)	%	EXS (Expected Standard)	%	GDS (Greater Depth)	%
Generating	Needs some support		Shows strong		Generates a wide range of	

Strand	WTS (Working Towards)	%	EXS (Expected Standard)	%	GDS (Greater Depth)	%
Ideas	to experiment and generate ideas, based on exploration of materials.		independence in generating ideas from observation, stories, or own experiences.		creative ideas and explains artistic choices with confidence.	
Drawing	May struggle with proportions and control of lines, but attempts to create structure.		Draws confidently, using varied techniques to represent a range of objects and settings.		Draws with precision and detail, experimenting with various techniques for texture and depth.	
Painting	May still mix colours inconsistently but understands the concept of primary/secondary colours.		Mixes colours effectively to create desired results and explores pattern-making.		Uses a wide range of colour mixing techniques with intent to create texture and depth.	
Sculpture and 3D	Needs help to explore and assemble 3D shapes, often following simple instructions.		Works independently to shape and assemble a range of 3D forms, experimenting with materials.		Creates complex 3D structures using varied techniques and materials.	
Collage and Textiles	Needs some support arranging materials or cutting accurately, but can describe textures.		Cuts, arranges, and assembles materials with precision, creating detailed designs.		Creates detailed and expressive patterns using advanced textile and collage techniques.	
Printing	Needs help with repetition and pattern consistency in printing.		Can create prints consistently, experimenting with different techniques and methods.		Creates layered prints and complex patterns, experimenting with multiple techniques.	

Strand	WTS (Working Towards)	%	EXS (Expected Standard)	%	GDS (Greater Depth)	%
Evaluating	Provides basic opinions but lacks deeper analysis of art and improvement suggestions.		Describes artwork with detail, considering elements such as technique, style, and meaning.		Thoughtfully evaluates artwork, offering insights and suggesting possible improvements.	
Knowledge of Artists	Can name a few artists but may need help recognising their distinct styles.		Recognises key features of various artists' work and can compare their styles.		Makes insightful comparisons between different artists and their unique approaches.	

Sandy Lane Primary School Art Overview

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	**Andy Warhol-** Printing with shapes- **Toy Art** 		**A Wonderful World-Cold and Hot Places-** Drawing Igloo building- chalk and blending.		**Rosie Lee Tompkins-** Sewing-  **Artist: J.M.W. Turner**	

						
LKS 2	**<u>Stone Age</u>** Cave Drawings Past el Drawings **Artist- Picasso- Pastel portraits**			**<u>Greeks</u>** Sketch and Sculpt  Greek Vases with clay ***Artist- Eleni Vernadaki- modern Greek* vases**	**<u>Artist- Quentin Blake</u>**  Line Drawings BFG inspired self-portraits	
UKS 2	**Mountains - Caspar David Friedrich** *Collage/watercolour/ dip dye*		**Alberto Giacometti** *Anatomy Sculpture*	**Lubaina Himid** *Reinterpreting Viking women* *Printing – Viking runic alphabet*	**Shirin Neshat** *Geometric and arabesque patterns and calligraphy.*	**Banksy** *Graffiti and modern art*

							
YEAR B							
KS1	**Paul Klee – Burg Und Somme**  Collage & Textiles with shapes		**Art- Sculpture & 3D** **Making dinosaur clay eyes** – Using clay, sculpting  Artist- Nick		**Painting** **Thomas Kinkadey-** - 		

			Mackman			
LKS 2	**<u>Julia Tanner</u>** Drawing and painting perspective 		**Clay Chocolate Monster** **Artist- Anthony Gormley- figure sculptures** 			**<u>Caroline Jariwala</u>** Printing  Repeated mosaic patterns

UKS 2	**Peter Thorpe**  *Space art*	**CRW Nevinson** *Silhouette sketching, overlaying* 	**Frida Kahlo** *Portraits, collage* 		**Darrell Wakelam Junk sculptures** 	