



**Miers Court  
Primary School**

# Art & Design

Art in primary education is not just about creativity—it's a vital part of a child's development. Through art, children learn to express themselves, explore their ideas, and build confidence in their individuality. Art provides an inclusive space where every child, regardless of background or ability, can succeed and feel valued.

## Shining Bright, Aiming High

Our Miers Court curriculum underpins our school values in the following way:

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|---------------------|--|
| <b>Self-belief</b>  | Art encourages children to take creative risks and trust their own ideas. As they see their skills develop and their work celebrated, they build confidence in their abilities and develop a strong sense of personal achievement.                 |
| <b>Togetherness</b> | Art often involves collaboration—whether through group projects, shared resources, or peer feedback. It teaches children to listen, respect others' ideas, and work as a team, fostering a sense of community and shared purpose.                  |
| <b>Aspiration</b>   | Art opens up a world of possibilities and inspires children to dream big. By exploring the work of diverse artists and experimenting with new techniques, pupils are encouraged to aim high and see themselves as capable creators and innovators. |
| <b>Resilience</b>   | Art teaches perseverance. Children learn that mistakes are part of the creative process and that improvement comes through practice and reflection.  |
| <b>Success</b>      | Success in art is inclusive and personal—it's not about being the best, but about expressing yourself and making progress. Every child can experience success in art, which boosts self-esteem and reinforces a positive attitude toward learning. |

## How Do We Teach **Art & Design**?

The teaching of Art & Design needs to follow the careful progression of knowledge. Art is taught weekly and alternates termly with DT.



### **Art** Route map

#### **1. Reactivating prior learning**

The pupil's need to be reminded of what they have previously learnt, especially when the learning is linked to a previous unit. This needs to be explicitly linked to the children and the first part of the unit will be recap and review to help them remember. Where they have their sketchbooks, they can look back and practice the skill which they have used.

#### **2. Exploring Artists' Work**

Each unit will have a linked artist which fits with the unit for the children. The children will explore the Artists work and at an age-appropriate level, they will evaluate and analysis their work - looking at the knowledge; techniques; materials and media used.

This should be recorded in their sketchbooks so they can use this in later stages.

### **3. Developing Knowledge**

The teacher will explicitly teach the substantive and disciplinary knowledge. There will be clear modelling of the approaches which the children aim to develop. This needs to be very clearly targeted with specific 'sticky knowledge' so the children know what they are learning and why. Where adult may not be confident in modelling, the use of videos; other adults and children can be used to support teachers modelling. The sketch-book will record these elements of knowledge development.

### **4. Exploring and Investigating**

The pupils have the opportunities to explore and make choices about using the knowledge they have been developing. They will be allowed to express the knowledge learnt in their own way, exploring and expanding the techniques they have in their own unique way. Their sketchbooks need to be seen as their own creative space and for them to develop their own style and approach.

### **5. Design & Make Activity**

Following the development and experimentation, the children are given a design & make activity for them to create their own piece of art-work linked to the design brief of the unit. Using their learning and sketch book, they will be able to plan and develop their own ideas which meet this brief and create their own final piece of art. The final piece does not need to be in the sketchbook as it may vary in size and form.

### **6. Evaluation**

As part of the process, the final stage is for the children to evaluate their own and others' art work through verbal and written critique. This obviously can be carrying out throughout the process and not just left until the final piece.

## How Do We Support Pupils in **Art**?

### Cognition and Learning

#### Subject Challenges

Age appropriate content for all children in the class

Gaps in knowledge and understanding (Covid19)

Accessing learning due to poor literacy skills

Children may struggle to remember information/facts/previous learning

#### Provision for SEND

Language key words displayed which uses dual coding to support understanding. Appropriate use of subject materials such as video's, songs used to enhance understanding of different languages and cultures.

Ensure previous terms learning objectives are revisited in language lessons

Use of shorter/less complex sentences in resources given  
Writing frames where possible  
Dual coding on display

Lots of retrieval opportunities and reinforcement  
Clear differentiation  
Apply new vocab into lots of different contexts - pre teaching vocab

### Communication and Interaction

#### Subject Challenges

Expressing themselves - opinions using verbal communication

Language difficulties may make children unable to access learning

#### Provision for SEND

Providing flashcards (dual coded) for the children to point to., IT resources to support accessibility/alternative ways for children to record their ideas and opinions

Use of simple instructions - small steps  
Careful and appropriate modelling to support understanding  
Visual aids and dual coding  
Video's of examples and practice

## Physical and sensory

### Subject Challenges

Fine motor skills/physical difficulties

Tactile quality of materials

### Provision for SEND

Choosing appropriate resources and manipulatives for each individual child's need.

Provide additional ways to record info(video/ICT etc)

Ensure any sensory difficulties are considered at the point of planning

## Social Emotional and Mental Health

### Subject Challenges

Low self-esteem in art abilities

Social difficulties - may struggle with group work

### Provision for SEND

Showcase different artists' work and a focus on the creation process rather than on the end result.

Teachers languages - that we are all artists.

Open ended learning objectives - the skill not the artwork.  
Pre-teach key information so they feel prepared for the lesson and can be an 'expert'

Carefully consider seating/buddy system, ensure those who need additional adult support have access to this particularly at the start  
Provide clear, specific instructions and outline expectations

## How Is **Art & Design** Sequenced Throughout the School?

The Art & Design knowledge for the pupil is sequenced to build up not only in the year but also in three key themes over each year.



**Drawing & Sketching**



**Painting & Printing**



**3-D Sculpture**

**Key Theme 1**  
Drawing & Sketching

**Key Theme 2**  
Painting & Printing

**Key Theme 3**  
3-D Sculpture

R	Experiment with form	Experiment with colour and colour mixing	Choosing materials for a purpose
1	Street Art Graffiti	Archimboldo (Printing with natural objects)	Collage - seaside
2	European City (sketching)	Monet (Painting)	Greek Sculpture (Recycled Material Sculpture)
3	River landscapes	Hand & natural materials painting and printing (Cave Art)	Coil ceramics (Canopic Jars)
4	Portraits	Underwater Seascape	Slab ceramics (Mayan Mask)
5	The Rainforest	Indian Patterns (Painting)	Wire and Mixed Materials sculpture (Terracotta Army)
6	Drawings (Shelter Drawings)	Screen printing (Wallpaper)	Prop design (Relief carving)

## How is **Art & Design** Sequenced Over the Year?

These are delivered in the following Terms.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 5
<b>R</b>	A range of art activities are available to access across all terms. Skills are taught, developed and built upon throughout each term. Skills include but are not exhaustive of; Mix colours and experiment with different painting tools and techniques. Use tools with control to cut, tear, assemble, and layer materials in 2D and 3D work. Select and join materials (e.g., glue, tape, string) with increasing accuracy. Manipulate clay, playdough, and construction materials to create and adapt models. Talk about their artwork, respond to others' work, and make simple creative decisions.					
<b>1</b>	Street Art Graffiti	Archimboldo (Printing with natural objects)				Collage
<b>2</b>	Sketching (European City)		Painting (Monet)			Greek Statues (Recycled materials Sculpture)
<b>3</b>	River landscapes	Hand & natural materials painting and printing (Cave Art)		Coil ceramics (Canopic Jars)		
<b>4</b>			Slab ceramics (Mayan Mask)	Underwater Seascape	Portraits	
<b>5</b>		Indian pattern painting	Wire and Mixed Materials sculpture (Terracotta Army)			Sketching (The Great Barrier Reef)
<b>6</b>		Screen printing (Wallpaper)		Drawings (Shelter Drawings)		Relief carving (Props)

## What Are The End Points For Each Year In **Art & Design**?

	Knowledge of Artists, Designers & Architects	Drawing	Painting	3-D	Evaluation
<b>R</b>	<p>Can look and talk about their own art, craft and design work.</p> <p>Can say what they like or what they think about the artwork of artists, crafts people and designers.</p>	<p>Can explore mark-making with a number of different media (pencils, crayons, pastels, felt tips, pen, chalk).</p> <p>Can draw large scale by moving the body and smaller drawing by moving fingers, hands and arms.</p> <p>Can draw lines and notice that different tones can be made with one pencil.</p> <p>Can work from observation and imagination.</p> <p>Can experiment with drawing dots, lines and patterns.</p>	<p>Can identify blue, red and yellow and primary colours.</p> <p>Can experiment with colour by mixing primary colours, white and black.</p> <p>Can pick from a range of brushes and tools for painting (natural objects, fingers, card etc.)</p>	<p>Understand that 2D drawings can be transformed into 3D objects.</p> <p>Know that the process of making with 3D materials (eg. card/clay/packaging) can result in structures and sculptures.</p> <p>Can experiment with materials such as plasticine, straw, card, plastic</p>	<p>Can share their ideas and the artwork they make.</p> <p>Can use and respond to materials/media.</p> <p>Can respond to what they see and share similarities.</p>



1	<p>Can look at and talk about their own art, craft and design work - saying how they have been inspired by others.</p> <p>Can express an opinion on the work of artists, crafts people and designers.</p>	<p>Can experiment with a variety of media (pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk)</p> <p>Can explore lines made by using the fingers, wrist, elbow, shoulder and body - experiment with both large and scale drawings.</p> <p>Begin to produce lines in a range of different tones using the same pencil.</p> <p>Can work from observation and imagination.</p> <p>Can begin to use dots and lines to demonstrate pattern and texture.</p>	<p>Can name the primary colours and start to mix a range of secondary colours.</p> <p>Can use a range of paint (powder paint, block paints, poster paints) to experiment with.</p> <p>Can experiment with different brushes and tools for painting (natural objects, fingers, card etc.)</p>	<p>Can use natural, recycled and manufactured materials for sculpting (e.g. clay, straw, card).</p> <p>Know that 2D drawings can be transformed into 3D objects called sculptures.</p> <p>Can use a variety of 3D techniques (e.g. rolling, cutting or folding, joining). Can use joins and understand how to make a structure/sculpture more stable.</p>	<p>Can respond, share ideas and collect information using a sketchbook.</p> <p>Can try different materials/media and comment on their use.</p> <p>Can describe differences and similarities in pieces of work.</p>
	<p>Can discuss their own art, craft and design work - express how they are inspired by artists/designers.</p> <p>Can express an opinion and can make comparisons between their own work or the</p>	<p>Can use a variety of media to draw (sometimes combined in one drawing) e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Can hold drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect</p>	<p>Can mix all the secondary colours using primary colours. Can use a range of paint (water colours, block paint, powder paint, poster paints).</p> <p>Can understand how to make tints using white and tones by adding black to</p>	<p>Can use a variety of materials: natural, recycled, manufactured for crafting and sculpting.</p> <p>Can use a variety of 3D techniques (e.g. rolling, cutting, pinching or</p>	<p>Can explore ideas from observation or experience and collect information using a sketchbook.</p> <p>Can test different media and methods to improve a piece of work.</p>

	<p>work of artists/designers - describe some differences and similarities.</p>	<p>line. Can explore large scale and small-scale drawings.</p> <p>Can demonstrate control with mark-making using graphite, soft pencil, and pens to produce drawings using different tones with care and focus.</p> <p>Can work from directed observation and imagination exploring composition.</p> <p>Can create a range of tones, patterns and textures: shading, lines (hatching), cross-hatching, stippling.</p>	<p>make darker and lighter shades.</p> <p>Can experiment with different brushstrokes when painting by using different brushes and tools.</p>	<p>folding, joining) to make structures/sculptures.</p> <p>Can use joins and understand how to make a structure/sculpture more stable and refine it.</p>	<p>Can describe differences and similarities, making links to their own work.</p>
3	<p>Can discuss their own art, craft and design work - making links by describing the differences and similarities about what they see.</p> <p>Can explore the work of a range of artists, craft makers and designers - describing the differences and</p>	<p>Can use a variety of media and explore their qualities to draw (sometimes combined in one drawing) e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Can experiment with different types of line - thick, thin, wavy, curved. Use of large gestural marks for large scale or different grips/pressure for detailed drawing.</p>	<p>Can mix secondary colours and experiment with colour mixing results. Know how to mix colour, shades, tints and tones.</p> <p>Can use and select paint for purpose e.g. colour washes or for blocking in colour. Can use a range of paint (water colours, powder paint, poster</p>	<p>Can cut, make and combine shapes to create recognisable forms</p> <p>Can use clay and other malleable materials (paper/card/cloth), practise joining techniques and create detail.</p> <p>Can use a variety of joins and understand how to</p>	<p>Can record, plan, develop ideas and collect information using a sketchbook.</p> <p>Can use a sketchbook to record media explorations and experimentations, test ideas, and methods.</p>

	<p>similarities between them and their own work.</p>	<p>Can experiment with different grades of pencil, graphite, pens and other implements to produce drawings using a range of tones and with different forms/shapes.</p> <p>Can work from imagination and work with increasing confidence from observation to create a considered composition.</p> <p>Can understand new art concepts (e.g. Chiaroscuro means light/dark) and use knowledge to explore a range of tones and patterns. Can experiment with hatching, cross-hatching, stippling and blending.</p>	<p>paints) to create visually interesting pieces.</p> <p>Can demonstrate increasing control of brushstrokes. Can use a range of brushes/tools when using paint or ink.</p>	<p>make a structure/sculpture more stable and refine it.</p>	<p>Can begin to compare, adapt and review ideas where necessary.</p>
4	<p>Can explore a range of artists, craft makers and designers - describing the differences and similarities between different practices and disciplines, and making links to their own artwork.</p>	<p>Can experiment with, select and use a variety of media. Can show a range of qualities within own work to show line, tone and texture with different grade pencils.</p> <p>Can hold drawing tools in multiple ways, adapting pressure and body movements to develop both large scale and detailed drawing skills.</p>	<p>Can mix secondary colours, tints and shades and predict colour mixing results using the colour wheel. Can explore different shades of the same colour palette.</p> <p>Can use and select a range of paint (powder paint, water colours, poster paint) for purpose: colour</p>	<p>Can use malleable materials (paper/card/textiles/clay) to create sculptures including recognisable forms.</p> <p>Can make a stable structure and join materials together or use 3D techniques with more confidence.</p>	<p>Can use sketchbooks to collect and record visual information from different sources, plan, test, and develop ideas for future work.</p> <p>Can use a sketchbook to record media explorations and experimentations, test ideas, and methods</p>

	<p>Can compare works of art and artist styles from past and present. Be inspired by a range of artists, craft makers and designers.</p>	<p>Can experiment with different grades of pencil, graphite, pens and other implements to produce drawings with care. Can select and use a range of tones with different forms/shapes with increasing control.</p> <p>Can work from imagination and work with increasing confidence from observation. Can plan out a composition.</p> <p>Can understand art concepts (eg Chiaroscuro means light/dark) use knowledge to show light and shadow effects, explore a range of tones, colours, patterns, textures. Can include hatching, cross-hatching, stippling, scribbling, and blending into own work.</p>	<p>washes, blocking in colour, thicker application to add texture/effects.</p> <p>Can use a range of brushes to demonstrate increasing control with the types of marks made by experimenting with shape, texture, patterns and lines.</p>	<p>Can make choices, add detail to refine the sculpture by considering shape, pattern and texture with more confidence.</p>	<p>annotating their thoughts.</p> <p>Can compare, adapt and refine ideas commenting on the process and make links.</p>
5	<p>Can discuss and explore a range of artists, craft makers and designers - comparing the differences and similarities between different practices</p>	<p>Can experiment with and use a variety of media to draw with - selected based on their qualities. Can use a range of pencil grades to add drawing techniques for effect. Begin to select techniques appropriate to the purpose (hatching, cross-hatching, shadows).</p>	<p>Can mix and match colours to create shades, tints and tones with increasing confidence, building on previous knowledge of the colour wheel. Can create different shades of the same colour palette and</p>	<p>Can manipulate materials such as paper, card, textiles, clay into a sculpture - considering the structure and its stability.</p>	<p>Can use sketchbooks to collect and record visual information from different sources, plan, test, and develop ideas/skills for future work which they can revisit.</p>

<p>and disciplines, analysing media used and making choices that link to their own artwork.</p> <p>Can compare works of art and artist styles from past and present. Be inspired by a range of artists, craft makers and designers to make their own work.</p>	<p>Can make informed decisions about how to hold drawing tools, change grips and alter body movements to produce both large scale and detailed drawings.</p> <p>Can select different grades of pencil, graphite, pens and other implements to produce drawings showing consideration and control.</p> <p>Can select and use a range of tones with different forms/shapes with control.</p> <p>Can work from imagination and observation to plan and create interesting compositions taking into consideration scale and proportion.</p> <p>Can understand art concepts and use knowledge to show light/shadow, explore a range of tones, colours, patterns, textures with purpose and control. Can select and include hatching, cross-hatching, stippling, scribbling, blending, contouring into own work.</p>	<p>consider atmosphere or light effects.</p> <p>Can select and use a range of paint (acrylic, water colours, powder paint, poster paint) to create visually interesting paintings developed in stages/layers.</p> <p>Can select and control a range of brushes to demonstrate painting techniques with the types of marks made.</p> <p>Consideration given to shape, texture, patterns and lines.</p>	<p>Can use tools to carve/craft and add shapes, texture and pattern with confidence and purpose.</p> <p>Can consider proportions, select materials and make purposeful decisions about pattern, texture, shape and colour.</p>	<p>Can use a sketchbook to record a range of media explorations and experimentations, test skills, and methods annotating their thoughts to revisit ideas.</p> <p>Can compare, adapt and refine ideas commenting on the process and make links to decide their next steps.</p>
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<p>6</p> <p>Can discuss and explore a range of artists, craft makers and designers - comparing different practices and disciplines, analysing media and techniques, and making choices that link to their own artwork. Can share their thoughts and feelings confidently about their own artwork.</p> <p>Can give detailed observations about notable artists' and designers' work (past and present) - comparing, contrasting and using knowledge to make links across disciplines.</p>	<p>Can experiment with and use a variety of media to draw with - selected based on their qualities. Can select techniques appropriate to the purpose (shading, smudging, hatching, cross-hatching etc.)</p> <p>Can make informed decisions about how to hold drawing tools, change grips and alter body movements to produce both large scale and detailed drawings fit for purpose/style.</p> <p>Can use a range of drawing media, selecting different grades of pencil, graphite, pens, charcoal etc.) Can use mixed media in their work, showing control over tone and form/shape.</p> <p>Can work from imagination and observation to plan and create strong compositions which demonstrate an awareness of composition, scale and proportion.</p> <p>Can understand art concepts and use knowledge to show light/shadow, explore a range of tones, colours, patterns, textures with purpose and</p>	<p>Can own mix colours, shades and tones with confidence, building on previous knowledge of the colour wheel. Can select and create different shades of the same colour palette with confidence to enhance the mood of a piece.</p> <p>Can select an appropriate range of paint to use (acrylic, water colours, powder paint, poster paint) to create visually interesting art pieces developed in stages (painting in layers, planning washes, brush techniques and detail).</p> <p>Can select and control a range of brushes/tools to demonstrate painting techniques with the types of marks made. Consideration given to layering, effects, shape,</p>	<p>Can use frameworks (such as card, wire, wood or moulds) to provide stability and consider its overall form.</p> <p>Can select appropriate tools to carve/craft and add shapes, texture and pattern - refining as they go and with a range of techniques.</p> <p>Can show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Can combine visual and tactile qualities.</p>	<p>Can use sketchbooks to collect and record visual information from different sources, plan, test, and develop ideas/skills for future work which they can revisit.</p> <p>Can use a sketchbook to record a range of media explorations and experimentations, test mixed media ideas, and methods annotating their thoughts to review and revisit ideas.</p> <p>Can compare, adapt and refine ideas commenting on the process. Can make links to artists/designers to decide their next steps.</p>
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		control. Can select and use a variety of hatching, cross-hatching, stippling, scribbling, blending, contouring within own work.	texture, patterns and lines.		
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