ART

SUBJECT OVERVIEW

Process-led. Sketchbook-driven. Every child an artist.

CHESHIRE ACADEMIES TRUST

Curriculum Intent & Implementation

OUR INTENT

- Sketchbooks are the engine of every unit, not an add-on
- Five disciplines build year on year: drawing, painting, sculpture, textiles, printing
- A wide range of media and techniques, taught explicitly
- Pupils study artists, designers and craft makers from different cultures and periods
- Regular discussion and evaluation using subject-specific vocabulary
- Every unit ends in a purposeful outcome, shared beyond the classroom

IMPLEMENTATION

Curriculum structure & sequencing

Four or five projects a year in every class, taught through weekly lessons or blocked sessions. Every project moves from sketchbook exploration to a final outcome, with art taught each term.

Content & concepts

Sketchbook work, artist study, evaluation and a final outcome are non-negotiable in every unit. Cross-curricular links are used where they strengthen learning, without diluting the subject.

Enrichment & personal development

Visiting artists, Art Club, Photography Club and Big Art projects sit alongside community work for Tatton Flower Show, Knutsford in Bloom and the Cheshire Show.

Assessment & next steps

Ongoing formative assessment through observation, questioning and sketchbook review. Judgements are recorded in Whole Class Feedback Books and Insight against year-group end points.

Art and The Pathway

Every Art unit incorporates elements of the five Pathway Trails, connecting subject learning to the wider Bexton experience.



PERFORMANCE

Resilience and pride through practice, not perfection (refining technique to create high-quality outcomes).



SOCIAL

Appreciating different cultures and viewpoints through discussion and peer evaluation.



COMMUNITY

Real audiences through Tatton Flower Show, Knutsford in Bloom, the Cheshire Show and the CAT Art Exhibition.



TEAM

Collaborating on shared pieces, including whole-school Big Art projects.



COMMUNICATION

Explaining artistic choices and discussing artists' work using subject-specific vocabulary.

Art in the Early Years Foundation Stage

Art in Reception sits within Expressive Arts and Design. Children take part in adult-led sessions where techniques are modelled, alongside continuous provision where they choose materials and create independently, building the confidence that carries into Year 1.

BY THE END OF RECEPTION, CHILDREN CAN...

- Draw self-portraits and draw from observation using pencils, crayons and pastels
- Mix and talk about colour with growing control, and paint with watercolours
- Join materials, print with vegetables and explore different textures
- Build, balance and shape using construction materials

EXPRESSIVE ARTS AND DESIGN

Early Learning Goal: Creating with 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
- Make use of props and materials when role playing characters in narratives and stories

Reception studies Kandinsky and Arcimboldo, so artist study begins before Year 1. Art is not taught discretely in Nursery, where children explore materials, mark making, printing and transient art through provision.

Inclusion within Art

Every child at Bexton is an artist. The curriculum intent stays the same for every pupil. What changes is how staff scaffold the journey there for children with additional needs.

SAME AMBITION.
ADAPTED APPROACH.

Tools	Larger brushes, thicker pencils, adapted scissors and pre-cut materials where needed
Modelling	Techniques broken into clear, sequenced steps with visual examples
Recording	Verbal annotation, adult scribing, photographs or templates instead of written text
Support	Additional adult input to build skills and independence over time
Challenge	Greater depth through independence (researching artists, justifying choices, leading others)

Curriculum Journey: Year 1 & Year 2

Year 1	**AUTUMN 2** Self-Portraits — We Are All Different! (Watercolour)	**SPRING 1** Houses & Homes — My Dream Home	**SPRING 2** Piet Mondrian — Artist Study	**SUMMER 2** Andy Goldsworthy — Nature Collages
Year 2	**AUTUMN 1** Charcoal Cityscapes — Lowry	**AUTUMN 2** 3D Tudor Houses	**SPRING 1** Matisse Artist Study (Oceans / Blue Planet trip)	**SUMMER 2** Self-Portraits — Ink and Wax

Autumn · Spring · Summer

Curriculum Journey: Year 3 & Year 4

Year 3

AUTUMN 1
Stone Age — Charcoal Drawings & Clay Pots

AUTUMN 2
Giacometti Sculptures (Hunter Gatherers)

SPRING 2
Andy Warhol — Volcano Picture

SUMMER 2
Jungle Printing

Year 4

AUTUMN 1
Drawing Portraits

AUTUMN 2
Anglo-Saxon Crosses

SPRING 1
Mountain Collages

SPRING 2
Viking Longboats

SUMMER 1
Viking Weaving (Conway Residential)

Autumn Spring Summer

Curriculum Journey: Year 5 & Year 6

Year 5

AUTUMN 1
Frida Kahlo — Artist Study

AUTUMN 2
Ancient Maya — Celebration Masks

SPRING 2
Ancient Egypt

SUMMER 1
London Bridges Collages

Year 6

AUTUMN 1
Zentangle Animals (RE link)

AUTUMN 2
William Morris — Block Prints

SPRING 2
Ancient Greek Pottery

SUMMER 1
Liz Atkin — Perspective Work

SUMMER 2
Landscapes (Hockney Colour Study)

Autumn Spring Summer

Progression of Skills: Reception – Year 3

DISCIPLINE	RECEPTION	YEAR 1	YEAR 2	YEAR 3
Drawing	Mark-making with a range of tools; simple shapes and figures	Lines, tone and pattern to add detail	Draw from imagination; show tone with pencils	Correct proportions; tone through pencil grade
Painting	Colour mixing and brush control	Brush control; mix primary into secondary colours	Tints, tones and secondary colour mixing	Thick and thin brush techniques; mix secondary colours accurately
Collage / Print / Textiles	Explore texture and join materials	Cut, tear, glue and join; simple prints	Press, roll and stamp to create prints	Coiling, tessellation, montage and printing blocks
3D	Build, balance and shape with construction materials	Shape malleable materials into familiar forms	Combine shapes; use rolling, cutting and carving	Independent sculpture with a wider range of materials

For full progression and skills detail by year group, see the Art Progression Document.

Progression of Skills: Year 4 – Year 6

DISCIPLINE	YEAR 4	YEAR 5	YEAR 6
Drawing	Annotate ideas; hatching and cross-hatching for tone	Depth and movement through mark-making choices	Sustained, independent personal style
Painting	Watercolour washes; personal colour wheels	Watercolour and acrylic for mood and depth	Personal style, drawing on other artists
Collage / Print / Textiles	Weaving and plaiting	Layered colour, texture and depth in collage	Combined techniques with visual and tactile qualities
3D	Large-scale sculpture in mouldable materials and card	Carve and add texture; composition and proportion	Frameworks for stability; intricate detail in malleable materials

For full progression and skills detail by year group, see the Art Progression Document.

Assessment within Art

DAY TO DAY

- Observing practical work in progress
- Questioning and discussion during lessons
- Reviewing sketchbooks for development over time
- Checking use of subject-specific vocabulary

ONGOING

- Teacher judgement on the whole learning journey, not just the final piece
- Measured against year-group end points in the Art Progression document
- Recorded in Whole Class Feedback Books and Insight (annually)
- Identifies pupils working towards, at the expected standard, or working at greater depth

Every child at Bexton leaves able to talk about their art: the choices they made, the artists who shaped their thinking, and how their ideas developed.