

Art & Design

Extended Curriculum Overview 2026-27

At Cleaswell Hill, chronological age determines the Art & Design experiences pupils encounter. Individual starting points determine the level of cognitive demand, communication, support, specialist approaches and independence through which pupils access those experiences. Art & Design gives pupils a broad range of age-respectful opportunities to draw, paint, sculpt, experiment with materials and encounter artists, craft makers, designers, architecture, styles and movements. This approach enables Extended Pathway pupils to encounter the same broad curriculum offer while accessing it through carefully tailored, developmentally appropriate methods that secure meaningful progress for every learner.

Intent

Our Art & Design curriculum is ambitious, creative and age-respectful. It is designed to 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. Pupils develop drawing, painting and sculpture; explore colour, pattern, texture, line, shape, form and space; and encounter artists, craft makers, designers, architecture, styles and movements.

All pupils encounter a broad range of Art & Design experiences. Adaptation is used to remove barriers and enable pupils to work from their individual starting points without reducing the ambition or subject identity of the curriculum.

Implementation

A three-year thematic spine sets out the age-related experiences taught from Key Stage 1 to Key Stage 4. Across the year, pupils repeatedly develop drawing, painting and sculpture, while themes introduce a broad range of materials, techniques, artists, styles and movements.

Skills are built cumulatively. Pupils may begin through sensory exploration, experimenting with marks, colour and materials, before moving towards purposeful choices, increasingly competent use of tools and techniques, recording observations, developing ideas in sketchbooks, improving technical proficiency and analysing and evaluating their own work and that of others. Teachers model new techniques and vocabulary, revisit prior learning and use careful questioning to support creativity and expression.

Impact

Pupils know more, can do more and become increasingly independent from their individual starting points. They explore and select materials purposefully, control marks and colour with increasing intention, record and develop ideas, use drawing, painting and sculpture with greater proficiency, review and revisit their work and make increasingly informed links to artists, styles and movements. Progress is evidenced through sketchbooks, practical outcomes, photographs or video and Earwig-linked assessment statements.

What pupils learn

The curriculum separates the artistic knowledge pupils acquire from the creative practices they use. This keeps the focus on what pupils are learning and how their artistic thinking, technical control and independence develop, rather than simply the activity or final outcome they complete.

Artistic knowledge - what pupils know	Creative practice - what pupils learn to do
Visual elements: colour, pattern, texture, line, shape, form and space.	Explore, select and apply materials, tools and techniques to communicate ideas and create purposeful outcomes.
Materials and techniques: drawing materials; painting techniques and equipment; collage and mixed media; sculpture and construction.	Make marks, mix and choose colours, manipulate and combine materials, draw, paint, construct and sculpt with increasing control.

Artists and visual culture: artists, craft makers, designers and architects; similarities and differences between practices; periods, styles and major movements.	Respond to, describe, compare and make links between the work of others and their own developing ideas and outcomes.
Recording and evaluation: observations, ideas, sketchbooks and journals; how artistic choices affect visual impact.	Record observations, review and revisit ideas, analyse and evaluate their own work and that of others, and refine outcomes.

Age-related curriculum experiences: three-year thematic spine

The three-year spine sets the experiences pupils encounter by chronological age. Within each theme, pupils work at the appropriate point on the cognitive progression below, so that the context remains age-respectful while knowledge, skill, creativity and independence are built from individual starting points.

Stage 1 - Themes and experiences aligned with Key Stage 1			
Term	2026 - 2027	2027 - 2028	2028 - 2029
Autumn - Drawing	Tactile tools Mark making Experimenting with materials	Beautifully bold Collage and drawing Henri Matisse	Making marks Dots, lines and shapes Helen Wells
Spring - Painting	Popping colour Colour theory Pop art Andy Warhol	Mix it Colour theory Collage and painting Kandinsky	Simply shapes Colour and line Mondrian
Summer - Sculpture	Marvellous mammals Human and animal figures Anthony Gormley	Our wonderful world Recycling The environment	The great outdoors Building Andy Goldsworthy

Stage 2 - Themes and experiences aligned with Key Stage 2			
Term	2026 - 2027	2027 - 2028	2028 - 2029
Autumn - Drawing	Contemporary colour Still life Michael Craig Martin	POW art Pop art / still life Roy Lichtenstein	Surreal shapes Line and colour / Surrealism Joan Miro
Spring - Painting	Flowing landscapes Colour theory Hundertwasser	Amazing animals Colour theory and pattern Carolee Clark	Magical lands Landscapes Olha Matushevskaya
Summer - Sculpture	Let's sculpt Construction Jill Townsley	Edges and corners 3D shape Eva Rothschild	Expressionist environments Architecture Hundertwasser

Stage 3 - Themes and experiences aligned with Key Stage 3			
Term	2026 - 2027	2027 - 2028	2028 - 2029

Autumn - Drawing	Strange surroundings Surrealism Salvador Dali	Funny Faces Photomontage / Cubism Picasso	Portraits and posers Portraiture Julian Opie / Andy Warhol
Spring - Painting	Colour splash Pop art / Contemporary Yayoi Kusama	Energetic lines Line art / pointillism Van Gogh	Painting sound Music and art / Expressionism Kandinsky
Summer - Sculpture	Transform Materials and experimenting Sebastian Errazuriz	Junk art Sculpture / Recycling Michelle Reader	Bizarre building Architecture / Famous landscapes Antoni Gaudí

Stage 4 - Themes and experiences aligned with Key Stage 4

Term	2026 - 2027	2027 - 2028	2028 - 2029
Autumn - Drawing	Abstract pattern Lines, shapes and colour Lucienne Day	Striking streets Street art / Pop art Banksy	Tropical scenes Nature and art / Surrealism Frida Kahlo
Spring - Painting	Creative colour Cubism Oil pastel	Marvellous materials Mixed media and portraits Victoria Villasana	Wild wilderness Nature and art / Expressionism Henri Rousseau
Summer - Sculpture	Coiling crafts Paper manipulation Li Hongbo / Gabby O'Connor	3D pop art Sculpture Recycling	3D Design and build Architecture / Famous landscapes Michael Wilford

Cognitive progression: building Art & Design skills from individual starting points

Progression is not tied to chronological age or a fixed pathway. It shows how the same Art & Design skills can build from a pupil's individual starting point. A pupil may be at different points in different aspects of Art & Design, and teaching should move learning forward through reduced prompting, greater control of materials and techniques, deeper artistic understanding, more purposeful creative choices and increased independence.

Explore & develop ideas - Progression moves from sensory exploration and purposeful mark-making towards increasingly independent recording, idea development and personal creative intention.						
Skill thread	Explore & respond	Choose & communicate	Follow & apply	Plan, explain & improve	Create, analyse & generalise	Assessment Framework Anchor(s)
Sensory exploration & response	Explore and experiment with a range of materials through sensory exploration.	Choose or return to a preferred material, texture, colour or mark and show a response.	Intentionally manipulate materials to achieve an effect and make purposeful choices.	Select and combine materials or techniques to explore an idea; record and revisit choices.	Experiment independently with media and techniques, selecting and adapting them to realise an artistic intention.	Prerequisite: • Explores and experiments with a range of materials through sensory exploration • Intentionally manipulates materials to achieve an effect KS1: Has used a range of materials creatively.
Mark-making & drawing	Experiment with shapes, colours and marks.	Make purposeful dots, lines and shapes; choose a simple drawing material or tool.	Use drawing to develop and share ideas, experiences and imagination.	Use a wider range of drawing materials and techniques; record observations and revisit ideas.	Use a range of techniques in sketchbooks, journals and other media as a basis for exploring and developing ideas.	Prerequisite: • Experiments with shapes, colours and marks • Creates simple representations KS1: Has used drawing, painting and sculpture to develop and share ideas. KS2: Has improved mastery of art and design techniques.
Observation & recording	Attend to visual, tactile or material features and show a response.	Create simple representations of familiar events, people or objects.	Record ideas and experiences through drawing, painting, sculpture or other materials.	Create sketchbooks to record observations and use them to review and revisit ideas.	Select appropriate techniques and media to record observations and use them as a basis for developing work.	Prerequisite: • Creates simple representations of events, people and objects KS2: Has created sketch books to record observations and review and revisit ideas.

Imagination & idea development	Participate in creative exploration and respond to an emerging outcome.	Choose colours, marks or materials for a purpose or preference.	Develop and share ideas, experiences and imagination through art.	Explore, review and revisit ideas; make links to artists, craft makers or designers.	Develop ideas through experimentation, reflection and evaluation, drawing on artists, styles or movements where relevant.	Prerequisite: • Chooses colours for a purpose KS1: Makes links between the work of artists, craft makers and designers and their own work.
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Materials, techniques & making - Progression moves from supported exploration of colour and materials towards increasingly controlled, purposeful and proficient use of drawing, painting, mixed media and sculpture.

Skill thread	Explore & respond	Choose & communicate	Follow & apply	Plan, explain & improve	Create, analyse & generalise	Assessment Framework Anchor(s)
Colour	Explore colour through sensory and practical experiences.	Intentionally mix colours to create new colours.	Choose colours for a purpose and use colour alongside pattern, texture, line and shape.	Apply colour knowledge purposefully across drawing, painting and mixed-media work; explain choices.	Use colour deliberately to support artistic intention and evaluate its visual impact.	Prerequisite: • Intentionally mixes colours to create new colours • Chooses colours for a purpose KS1: Has developed techniques in using colour, pattern, texture, line, shape, form and space.
Drawing techniques	Explore drawing materials, tools and the marks they make.	Use simple tools and techniques purposefully with support.	Use drawing materials creatively to communicate ideas and make representations.	Improve mastery through a wider range of materials such as pencil and charcoal; work with greater control.	Use a range of drawing techniques proficiently to record observations, explore ideas and strengthen visual impact.	Prerequisite: • Uses simple tools and techniques competently and appropriately KS1: Has used drawing to develop and share ideas. KS2: Has improved mastery of art and design techniques.
Painting	Explore paint, colour and equipment through supported sensory activity.	Choose familiar colours or tools and repeat a purposeful painting action.	Use painting to develop and share ideas, experiences and imagination.	Use different painting techniques and equipment with increasing control and independence.	Use a range of techniques and media, including painting, with increasing proficiency and deliberate visual effect.	KS1: Has used drawing, painting and sculpture to develop and share ideas. KS2: Has improved mastery of art and design techniques.

Collage & mixed media	Explore texture, shape and materials through touching, arranging and changing them.	Choose and combine familiar shapes or materials for an intended effect.	Combine materials to create simple representations, patterns, textures or images.	Select and combine a wider range of materials and techniques; review and revisit the outcome.	Combine media and techniques purposefully, adapting choices to strengthen the visual impact of work.	Prerequisite: • Intentionally manipulates materials to achieve an effect KS1: Has used a range of materials creatively to design and make products. KS2: Has improved mastery of art and design techniques.
Sculpture, construction & tools	Explore and manipulate malleable, construction or found materials.	Use simple tools and techniques competently and appropriately with support as needed.	Use sculpture and construction to create simple forms and representations.	Improve mastery of sculpture with a range of materials, including clay and construction materials.	Handle different materials with increasing proficiency; make, analyse and refine three-dimensional outcomes.	Prerequisite: • Uses simple tools and techniques competently and appropriately • Intentionally manipulates materials to achieve an effect KS1/KS2: Drawing, painting and sculpture statements.

Evaluate & refine - Progression moves from expressing a response or preference towards reviewing, analysing and refining work using increasingly informed artistic language and judgement.

Skill thread	Explore & respond	Choose & communicate	Follow & apply	Plan, explain & improve	Create, analyse & generalise	Assessment Framework Anchor(s)
Respond to own work	Show enjoyment, interest, preference or rejection in response to an artistic experience or outcome.	Identify a preferred part, colour, material or effect.	Say or communicate what they like about their work and identify a simple change.	Review work in sketchbooks and explain what could be developed or revisited.	Make increasingly independent judgements about effectiveness and visual impact, using these to inform next steps.	Prerequisite: • Can say what they would like to change about their work and why KS2: Reviews and revisits ideas through sketchbooks.
Review & revisit	Return to a familiar artistic action or material with support.	Repeat or alter one aspect of an outcome following a prompt or preference.	Make a purposeful change to an idea or outcome.	Use sketchbooks to review and revisit ideas, testing alternatives before deciding what to do next.	Refine work as ideas develop, selecting changes that strengthen the intended visual effect or application.	KS2: Has created sketch books to record observations and used them to review and revisit ideas.
Analyse & evaluate	Notice differences between materials, marks, images or outcomes.	Describe or communicate a simple similarity, difference or preference.	Compare their own work with an example or the work of an artist and make a simple link.	Discuss strengths and areas for development in their own work and that of others.	Analyse and evaluate their own work and that of others in order to strengthen visual impact or applications.	KS1: Describes differences and similarities between practices and disciplines. KS3: Analyse and evaluate

						their own work and that of others.
Make links & explain choices	Respond to an artist, image, object or artwork.	Choose a colour, material or idea because of a simple preference or example.	Make links between an artist, craft maker or designer and their own work.	Explain how knowledge of artists, architects or designers has influenced a choice or idea.	Connect own work to periods, styles, movements and artistic approaches, explaining and justifying creative choices.	KS1: Knows about artists, craft makers and designers and makes links to own work. KS2: Knows about great artists, architects and designers in history.

Artists, visual language & cultural knowledge - Progression moves from noticing visual features and familiar creative work towards understanding artists, architecture, periods, styles and movements and using this knowledge to inform personal responses.

Skill thread	Explore & respond	Choose & communicate	Follow & apply	Plan, explain & improve	Create, analyse & generalise	Earwig assessment anchor(s)
Elements of art	Notice and explore colour, texture, shape and marks.	Experiment purposefully with shapes, colours and marks.	Use colour, pattern, texture, line, shape, form and space within creative work.	Apply the visual elements more deliberately when recording, designing and making.	Use visual elements purposefully and analyse how they contribute to the impact of an artwork.	Prerequisite: • Experiments with shapes, colours and marks KS1: Has developed techniques in colour, pattern, texture, line, shape, form and space.
Artists, craft makers & designers	Attend to and respond to examples of art, craft or design.	Recognise that different people make different kinds of creative work.	Know about a range of artists, craft makers and designers and identify similarities and differences.	Know about great artists and designers in history and use examples to support developing ideas.	Use knowledge of artists and creative practitioners to compare approaches, interpret work and inform personal practice.	KS1: Knows about the work of a range of artists, craft makers and designers. KS2: Knows about great artists, architects and designers in history.
Architecture & design	Explore forms, buildings, objects or constructed environments through images or sensory experience.	Recognise or choose features of a familiar building, object or design.	Respond to examples of design and make simple links to own constructed or sculptural work.	Know about architects and designers in history and apply ideas within practical work.	Relate architecture and design to periods, styles and movements and evaluate how form and visual choices shape an outcome.	KS2: Knows about great artists, architects and designers in history.
Periods, styles & movements	Experience visually contrasting artworks and styles.	Notice that artworks can look different and be made in different ways.	Describe simple differences and similarities between practices or styles.	Recognise examples of artists or approaches from different points in history.	Develop knowledge of periods, styles and major movements from ancient times to the present day and use this context when discussing work.	KS1: Describes differences and similarities between practices and disciplines.

Visual vocabulary & communication	Communicate a response through gesture, symbol, choice, mark or action.	Use simple words, symbols or AAC to communicate a colour, material, shape or preference.	Use taught art vocabulary to describe materials, techniques and simple features of work.	Use increasingly precise vocabulary to explain observations, techniques, ideas and comparisons.	Use subject vocabulary to analyse, evaluate and communicate increasingly developed artistic ideas and judgements.	
Cultural & environmental contexts	Experience art linked to familiar people, places and the world around them.	Respond to different creative traditions, environments or viewpoints with support.	Explore artists and creative work from different contexts and respond respectfully.	Make connections between artists, architecture, environments and cultural contexts.	Consider how art, craft, design and architecture reflect different cultures, times, places and perspectives.	

SMSC and Fundamental British Values through Art & Design

SMSC and Fundamental British Values are developed naturally through creativity, self-expression, reflection, collaboration and engagement with artists and cultures. The curriculum provides meaningful opportunities for pupils to encounter different viewpoints, make personal choices and respond respectfully to the work and ideas of others.

SMSC / FBV area	What Art & Design develops	Expected Art & Design activities and applications
Spiritual	Enjoyment, fascination, imagination, creativity and reflection on personal experiences, feelings, values and the world around them.	Explore materials and artworks; use imagination to create personal responses; encounter artists and environments; reflect on the creative process and finished work.
Moral	Responsible choices, understanding consequences, respectful responses to sensitive themes and consideration of how materials and creative work affect others and the environment.	Use materials responsibly; discuss recycling and environmental themes; consider how images and artworks may affect others; reflect on choices and consequences.
Social	Communication, cooperation, turn-taking, shared problem-solving and working alongside others in creative settings.	Collaborative art projects; share materials and spaces; discuss ideas; give and receive feedback; contribute to group displays or outcomes.
Cultural	Appreciation of artists, craft, design, architecture, styles, movements and cultural influences from different times, places and communities.	Study and respond to a range of artists and movements; encounter architecture and cultural traditions; participate in artistic and cultural opportunities.
Democracy	Pupil voice, shared choices and respect for the views and creative preferences of others.	Choose themes, colours, materials or approaches; contribute to group decisions; discuss different interpretations; respond to peer viewpoints.
Rule of Law	Understanding that agreed routines, boundaries and safe use of tools and materials protect everyone and support productive creative work.	Follow classroom and tool-safety expectations; use equipment appropriately; care for shared resources; understand consequences of unsafe choices.
Individual Liberty	Self-expression, personal choice, creative risk-taking and increasing independence in artistic decision-making.	Develop personal ideas; select materials and techniques; express preferences and viewpoints; work with increasing independence and confidence.
Mutual Respect & Tolerance	Respect for different people, beliefs, cultures, artistic traditions, interpretations and ways of expressing identity.	Encounter diverse artists and cultural influences; listen to different interpretations; give feedback respectfully; value work that differs from personal preference.

Preparation for Adulthood through Art & Design

Art & Design supports Preparation for Adulthood because pupils make choices, communicate ideas, organise materials, solve creative problems, work collaboratively, reflect on outcomes and develop confidence in self-expression. These links are most powerful when the Art & Design learning remains clear and the activity also connects to authentic adult-life, community or vocational contexts.

PfA outcome	What Art & Design develops	Expected Art & Design activities and applications
Employment	Creativity, communication, attention to detail, project management, critical thinking, problem-solving, collaboration and visual literacy. Careers learning connects these skills to creative industries and a range of accessible roles.	Complete creative projects to a brief; organise materials and workspace; work individually and collaboratively; present or explain outcomes; encounter roles such as Art Studio Assistant, Textiles Assistant, Community Arts Worker, Visual Merchandising Assistant, Photography Assistant, Design Assistant and Stockroom Assistant.
Independent living	Choice-making, organisation, fine and gross motor development, practical independence, perseverance and use of creative activity as a meaningful interest or leisure pursuit.	Select and manage materials; set up and clear a workspace; follow increasingly independent creative sequences; use tools appropriately; plan and complete a personal project; develop hobbies and interests.
Health	Self-expression, reflection, emotional wellbeing, resilience and opportunities to embed fine- and gross-motor, communication and sensory development through integrated therapeutic approaches.	Use art as a structured outlet for expression and reflection; participate in multi-sensory activities; practise fine- and gross-motor skills; manage frustration, make choices and experience success through creative activity.
Community inclusion	Cultural participation, shared creative experiences, communication, collaboration and confidence engaging with art in school and the wider community.	Take part in displays, community or collaborative art; visit or respond to museums, galleries, architecture and public art where appropriate; create work for shared audiences; explore community arts and creative roles.

Progression, accreditation and pathways: Key Stage 4 to Key Stage 5

From Key Stage 4 onwards, pupils continue to develop artistic knowledge, technical control, creativity and independence at a level matched to their individual starting point, interests and intended destination. Progress is recognised through the school curriculum and linked assessment, supported by practical outcomes, sketchbooks and other evidence of learning over time.

Where external accreditation becomes appropriate, the qualification is selected because it reflects the pupil's attainment and supports their next stage rather than determining the curriculum. Careers learning introduces pupils to further study, vocational and technical routes, apprenticeships, supported internships and employment across the creative industries. The supplied careers materials identify routes including Art & Design, creative media, photography, textiles and other creative disciplines.

The qualification levels below therefore provide a progression guide rather than a statement of the school's current accredited Art & Design offer.

Progression point	Expected Art & Design learning	Recognition / possible next step
Pre-Entry Foundation /	Explores materials through sensory experiences; experiments purposefully with marks, shape, colour and texture; manipulates materials to create effects; makes choices; uses simple tools and begins to create representations.	Progress recognised through prerequisite Art & Design statements, practical outcomes, photographs/video, sketchbooks where appropriate and curriculum assessment evidence. Foundation or personalised accreditation could be considered where appropriate.
Entry Level 1	Participates in structured creative processes; selects between familiar materials, colours or tools; repeats taught techniques; creates a purposeful outcome with support and communicates simple preferences about their work.	Curriculum and Earwig-linked evidence. Entry Level 1 Art & Design, creative or relevant vocational units could be considered where an appropriate qualification is available.
Entry Level 2	Uses familiar tools and materials with increasing control; develops ideas from a stimulus or example; combines line, shape, colour, pattern, texture or form purposefully; begins to review what has worked and identify simple improvements.	Portfolio of practical work and curriculum assessment. Entry Level 2 Art & Design, creative or relevant vocational accreditation could support progression where appropriate.
Entry Level 3	Records and develops ideas; selects and combines materials and techniques with growing independence; makes links with artists, designers or artistic styles; explains creative choices and uses reflection or feedback to improve an outcome.	Increasingly sustained portfolio evidence. Entry Level 3 Art & Design, creative or relevant vocational accreditation could be considered in relation to the pupil's next steps.
Level 1	Develops a more sustained creative response to a theme or brief; records observations and ideas; experiments with and selects media and techniques; demonstrates increasing technical control; makes connections with artists and designers; evaluates and refines work.	Level 1 vocational or technical Art & Design/creative qualification where appropriate. GCSE grades 1–3 are also Level 1 qualifications. Progression may include further study, vocational learning or creative work-related experiences.
Level 2	Works with greater independence and creative intention; investigates, develops and refines ideas; selects materials and processes purposefully; demonstrates increasing proficiency; analyses artistic	Level 2 vocational or technical Art & Design/creative qualification where appropriate. GCSE grades 4–9 are Level 2 qualifications. This can support

	influences and evaluates and improves a sustained body of work.	progression towards further education and more specialist creative study.
Post-16 destination pathway /	Builds on individual artistic strengths, interests and preferred media through increasingly purposeful creative study, vocational experiences, enterprise and preparation for employment or further education.	Personalised next-step planning through Preparation for Adulthood and careers guidance. Possible future routes identified in the careers materials include vocational/technical Art & Design study, apprenticeships, supported internships and creative-sector employment.

Personalised progression: pupils do not need to move through these levels at the same rate or in a fixed sequence. Art & Design learning is matched to each pupil's attainment, interests, independence, next steps and intended destination. Pupils who are not working towards an external qualification continue to make and evidence meaningful progress through increasing technical proficiency, creative decision-making, independence, reflection and the ability to develop and refine ideas.