



Art Overview

Sequencing of Learning

Our Art curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge to build on prior learning and prepare pupils for their next steps. Through the curriculum area of Art, we aim to provide a range of stimulating and multi-sensory experiences and activities, which will engage each individual child, promoting the development of their skills, knowledge and understanding.

The key skills and knowledge we want to develop are:

- Freedom to explore and create
- Collage: Pattern, Texture & Form
- Drawing: Line, Shape & Tone
- Painting: Colour Exploration, Tone, Tonal Exploration, Pattern & Space
- Print making: Explorative Mark Making Using Pattern and Texture
- Sculpture: Form, Space, Shape, Pattern
- Digital Media: Line Colour and Pattern Photography, Photomontage – Surrealism, Animation
- Textiles: Weaving, Pattern
- Discussion
- Questioning
- Reflection

The school promotes British Values through our spiritual, moral, social and cultural learning that permeates through the school's curriculum and supports the holistic development of the child. Art supports pupils' ability to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. Pupils are exposed to cultural diversity through

Art based activities which celebrate different beliefs, religions, traditions, and ways of living.

Art utilises a multi-sensory approach to engage pupils, at all stages, the curriculum links to previous content and concepts and identifies later links. The Art curriculum is carefully planned to ensure concepts are taught in optimal order to support children's understanding. Plans are tailored to the needs of each class, adapting the learning areas and opportunities to the interests, needs and level of learning of the individuals in the class. They consist of basic mapping of concepts, resources, activities and content link to the termly curriculum topic. This is actioned at a pupil level through the use of a highly personalised planning to set very small, stepped targets across a range of areas (including communication, interaction, emotional development and social skills) so that pupils make consistent progress towards their aspirational targets outlined in their Education Health and Care Plan (EHCP).

At the earliest stages, the sequence of learning begins within the Informal Pathway through person-centred and holistic learning opportunities, during which pupils have the freedom to respond; explore and create using a wide range of multi-sensory stimuli. At this stage, learning opportunities are repeatedly delivered over time. Art experiences and activities at this early stage include Exploratory Play and Sensory Exploration of a wide range of media and materials through sight, touch, sound, taste and smell.

Learners within the Semi-Formal Pathway also engage through similar multi-sensory learning opportunities as outlined above. However, at this stage the learning opportunities are presented within a 'low demand' environment and are planned to incorporate the personal preferences of individuals, to capture their interest and enthusiasm, to develop their engagement in Art based activities and experiences.

As Art becomes more developed pupils continue to learn through the process of doing, and the more they are given the opportunity to do, the more they will learn, extending their understanding, knowledge, and skills. Pupils are consolidating, and building on their previous learning in Art. Pupils are encouraged to explore, take risks, play, express, persist and appreciate across all areas of Art, in order to develop their confidence and skills.

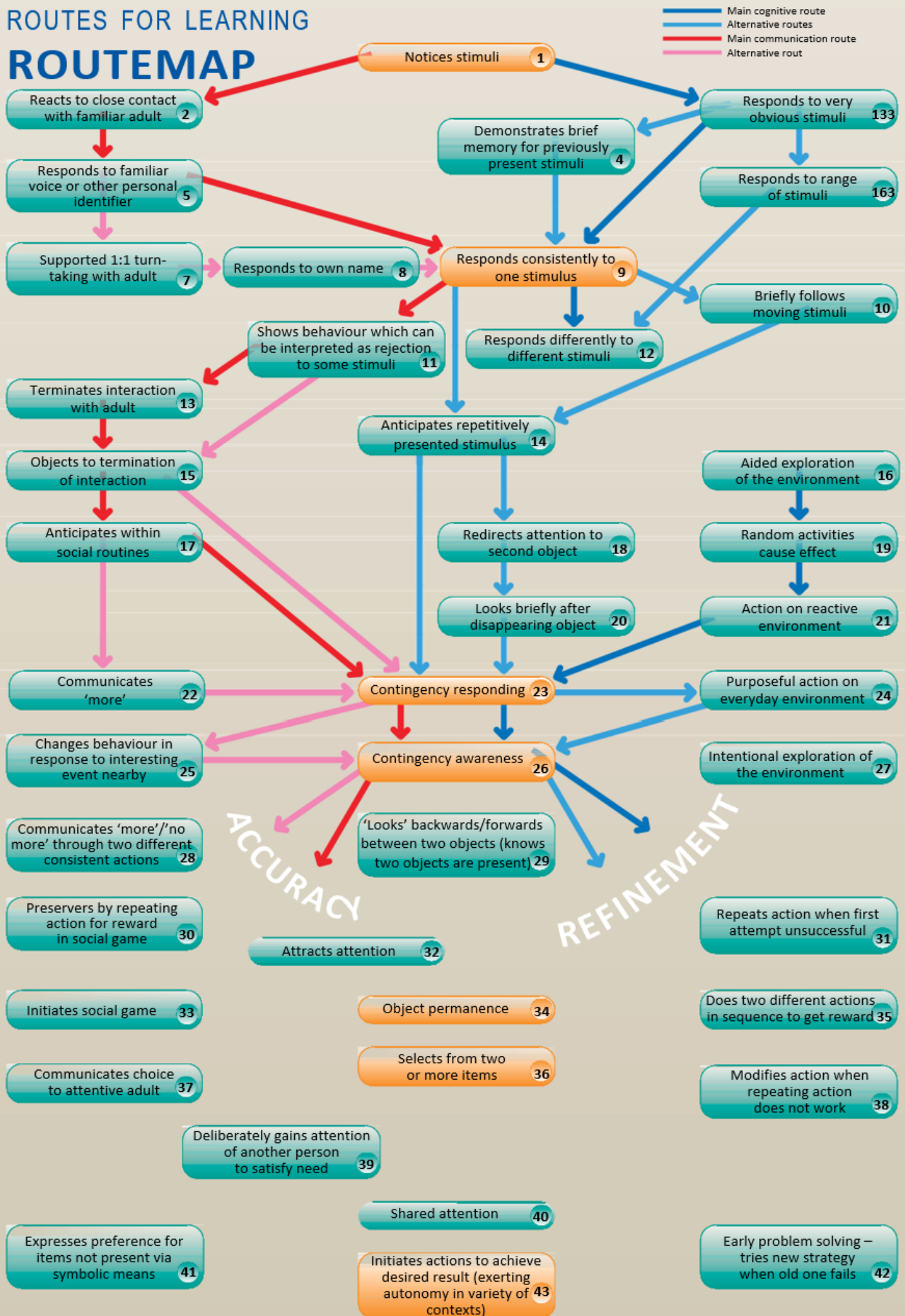
Art prepares pupils for future learning and transition to Key Stage 3 by providing opportunities to:

- Take risks, make a mess, and make mistakes
- Explore the world around us
- Promote individual expression and realisation
- Explore issues, themes, and possibilities
- Practise life skills in cross-curricular tasks
- Stimulate creativity and imagination
- Work independently and collaboratively
- Practise, rehearse and refine

Sequence of Learning for Learners on our Informal Pathway

The Routes for Learning Routemap (diagram on next page) focuses on learners' early cognitive development, their communication and social interaction skills, and their interaction with the environment. The most important milestones are shown in orange boxes. The learning descriptors are numbered for ease of reference and do not show an expected sequence of learning. Likely next steps are, instead, indicated with arrows. Some of our learners on the informal pathway also demonstrate learning at Band 1.

ROUTES FOR LEARNING ROUTEMAP



Sequencing of learning for Semi Formal learners

Band 1

- I explore a variety of mark-making products through tactile approaches/using tools such as a paint brush, sponge etc.
- I explore an array of materials, using all my senses to investigate them.

Band 2

- I explore paint, using my fingers and other parts of my body as well as with brushes and other tools.
- I can hold onto an object to print with, moving the object across the paper.
- I am beginning to make marks intentionally
- I use a range of senses to investigate, play and manipulate a variety of materials.

Band 3

- I can create representations of buildings/objects with support when playing with continuous small world provision e.g., Duplo/Lego, farm set up, doll's house etc.
- I can use glue to stick items together
- I enjoy playing with colour in a variety of ways, for example combining colours and sticking.
- I can express imagination when considering what can be done with different materials (use an object to represent something not similar).
- I am beginning to give meaning to my mark making
- I can print with objects using an up and down motion using a variety of materials.
- I can use my index finger to draw purposeful marks accurately in a range of materials

Band 4

- I can draw/paint basic shapes and objects with increasing detail such as a spider with legs, sunshine with rays, face with features.
- I can use my imagination to create models of interest, following an idea, with different materials.
- I am beginning to use a variety of tools as joining methods for the materials offered (tape/ glue stick/PVA).

Band 5

- I can talk about the differences between colours and am beginning to understand how to mix colours to create more colours with accuracy.
- I can use drawing to represent ideas like movement or loud noises.
- I am beginning to draw/paint with increased small details i.e., representing a face as a circle, including facial features which demonstrate emotions, using shapes to represent objects.
- I can demonstrate a range of techniques; rubbing, rolling, pressing and stamping using play-dough.
- I can create a representation of both imaginary and real-life ideas; events, people and objects
- I can pick out particular colours and materials for my own imaginative purpose.