

ART

Oakridge School & Nursery





Art Lead

- **Ms Kumari leads Art and Design at Oakridge with creativity, expertise and a strong commitment to inclusion.** She ensures that every child – including those with **EAL and SEN** – can access high-quality art experiences and feel confident as an artist.
- She oversees the progression of skills from Nursery to Year 6, supports staff with modelling and subject knowledge, and ensures our curriculum reflects **diverse artists, cultures and identities**. Under her leadership, sketchbooks are used as safe spaces for exploration, and lessons are adapted so all pupils can participate meaningfully.
- **Through her vision and guidance, Art at Oakridge is vibrant, inclusive and empowering for every child.**

Vision

Inclusive. Accessible. Empowering for Every Child

- Art and Design at our school is an inclusive and empowering subject where every child is recognised as an artist. Our curriculum ensures that all pupils, including those with diverse learning needs, can participate fully, express themselves confidently and see their identity valued.
- Children explore drawing, painting, sculpture, design, digital media and sketchbook practice. They learn that artists draw on culture, environment, experience and imagination, and that their own ideas matter. By studying a diverse range of artists, designers and craftspeople, pupils see that creativity belongs to everyone and reflects many voices and perspectives.
- Sketchbooks provide a safe space for all learners to explore, experiment and reflect. We encourage curiosity, risk-taking and resilience, valuing mistakes and unexpected outcomes as part of the creative process. Materials, tools, language and approaches are adapted so every child can access learning meaningfully and succeed.
- By the end of Year 6, pupils will have:
 - Confidence in their creativity
 - Secure technical and expressive skills
 - The ability to talk about art clearly, supported by inclusive vocabulary teaching
 - An appreciation of diversity and identity
 - A willingness to explore and innovate
- **Our vision is for every child, whatever their language, need or starting point, to feel included, inspired and empowered through Art and Design, leaving primary school with the curiosity and confidence to continue their creative journey.**

Intent

- Our Art and Design curriculum enables every child to think, work and feel like an artist. It is inclusive, ambitious and carefully sequenced so that all pupils—whatever their background, ability or starting point—can participate fully, express themselves confidently and see their identity valued. Through drawing, making, painting, sculpture, design, digital media and sketchbook practice, children learn to explore ideas, communicate visually and understand the world around them.
- The curriculum is built around clear threads that run from Year 1 to Year 6:
 - **Drawing** – developing observation, expression, accuracy and imagination.
 - **Making** – exploring materials, structures and hands-on problem-solving.
 - **Materials** – understanding how media behave and using them creatively and safely.
 - **Identity & Culture** – recognising that art reflects diverse voices, experiences and communities.
 - **Creative Risk-Taking** – embracing experimentation, mistakes and discovery.
 - **Sketchbooks** – using personal journals to explore, reflect and develop ideas.
 - **Language & Vocabulary** – talking confidently about art using precise, inclusive vocabulary.
- These threads are woven through every unit—from spirals and watercolour in Year 1 to identity, architecture and design in Year 6—ensuring pupils revisit and deepen key concepts. Big Questions linked to themes such as **Democracy, Culture & Society, Technology & Progress, Equality & Diversity, Environment, and Social Mobility** help children understand how art connects to wider issues and their own lives.
- Our intent is for all pupils to leave primary school with creative confidence, strong technical and expressive skills, an appreciation of diversity, and the curiosity and independence to continue their artistic journey into secondary school and beyond.

How do we teach art?

- Our approach to teaching Art and Design is practical, inclusive and rooted in the belief that every child is an artist. Teaching is structured so that all pupils, including those with **EAL, SEN and diverse learning needs**, can access learning, develop skills and express themselves confidently.
- **Practical, hands-on learning** Children learn through doing: drawing, painting, making, sculpting, printing and digital media.
- **Modelling and demonstration** Teachers model techniques, processes and vocabulary clearly, using visual scaffolds to support EAL and SEN learners.
- **Sketchbook-led exploration** Sketchbooks are used to explore ideas, practise skills, reflect and take creative risks.
- **Explicit vocabulary teaching** Key terms are introduced, revisited and displayed; pupils communicate using precise, inclusive language.
- **Adapted materials and approaches** Tools, resources and tasks are adjusted so every child can participate meaningfully and succeed.
- **Artist-inspired learning** Children study diverse artists, designers and craftspeople, learning how creative choices communicate ideas.
- **Creative risk-taking** Pupils are encouraged to experiment, make mistakes and discover new possibilities.
- **Progressive skill-building** Concepts such as drawing, making, materials, identity and composition are revisited from Year 1 to Year 6, deepening understanding over time.
- **Discussion and reflection**



How we measure Progress?

- **Ongoing formative assessment** happens in every lesson through observation, discussion, questioning and review of sketchbooks. Teachers notice how pupils use materials, develop ideas, make choices and respond to feedback.
- **Sketchbooks act as evidence of progression**, showing experimentation, risk-taking, reflection and refinement over time. They capture the journey, not just the outcome.
- **Golden Nuggets and curriculum threads** guide what we look for: drawing behaviours, making skills, material understanding, identity and cultural awareness, creative risk-taking, and use of vocabulary.
- **Final outcomes are considered**, but they are not graded for neatness or comparison. Instead, teachers look for how well pupils have applied the knowledge and skills explored in the unit.
- **Pupil voice** is used to understand how children see themselves as artists, how they talk about their work, and how they make connections to the Big Questions.
- **Assessment informs next steps**, helping teachers adapt teaching, identify gaps, and ensure all pupils—including those with SEND—are supported to progress confidently.



Overview

Democracy	Culture & Society	Technology & Progress	Equality & Diversity (Role of women)	Environment	Social Mobility and Aspirations
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Art Curriculum Overview and Big Questions 2025–2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Spirals Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	Exploring Watercolour Exploring watercolour and discovering we can use accidental marks to help us make art.				Making Birds Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.
Year 2	Explore & Draw Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.		Expressive Painting Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still <i>lives</i> .	Be An Architect Exploring architecture and creating architectural models.		
Year 3		Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance.	Working with Shape and Colour “Painting with Scissors”: Collage and stencil in response to looking at artwork.		Telling Stories Through Drawing & Making Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.	
Year 4		Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create <u>accordian</u> books or comic strips to retell poetry or prose through drawing.		Exploring Pattern Exploring how we can use colour, line and shape to create patterns, including repeating patterns.	Festival Feasts How might we use food and art to bring us together?	
Year 5		Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create <u>accordian</u> books or comic strips to retell poetry or prose through drawing		Making Monotypes Combine the monotype process with painting and collage to make visual poetry zines.	Architecture: Dream Big or Small? Explore the responsibilities architects have to design us a better world. Make your own architectural model.	
Year 6	2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.			Exploring Identity Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.	Take a Seat Explore how craftspeople and designers bring personality to their work.	



Pupil Voice

"I like art because I can try things out. I like mixing colours and making marks in my sketchbook. It makes me feel happy." – EYFS

Topic: Spirals
Oakridge Thread: Environment

"I liked drawing spirals because they look like things in nature. I used different pencils to make light and dark lines in my sketchbook." – Y1

Topic: Watercolour & Pattern
Oakridge Thread: Equality & Diversity

"I enjoyed painting patterns because everyone's looked different. My colours showed my ideas, and it was okay to try things out even if they didn't work." – Y2

Topic: Festival Feasts
Oakridge Thread: Culture & Society

"I liked our Festival Feasts project because we used food to show our cultures. When we drew and made dishes from different celebrations, it felt like we were sharing our stories. Art helped us feel connected, even though our families celebrate different things." – Y4

Topic: Monotypes
Oakridge Thread: Technology & Progress

"I liked making monotypes because every print came out different. I used my sketchbook to test ideas first, then I printed them to see how the marks changed. It felt exciting, like discovering a new technique artists used before digital art existed." – Y5

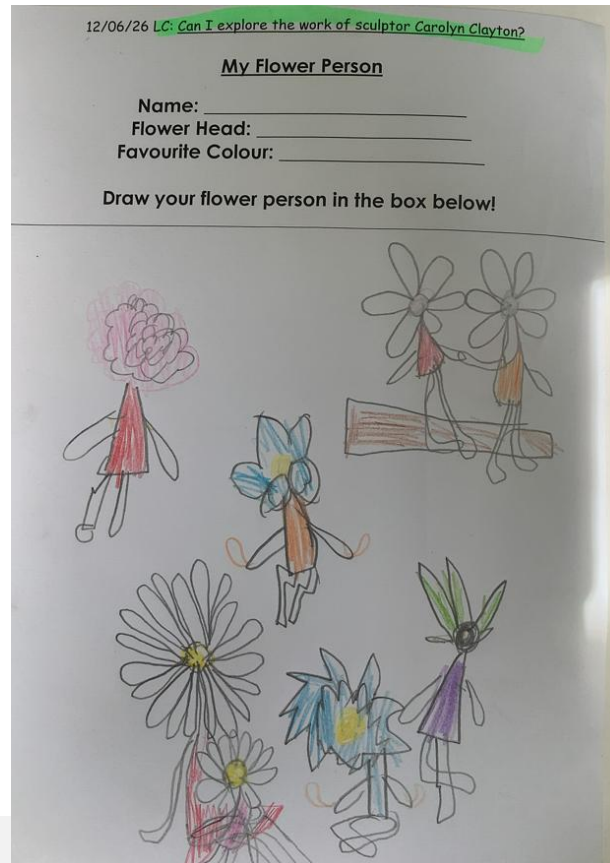
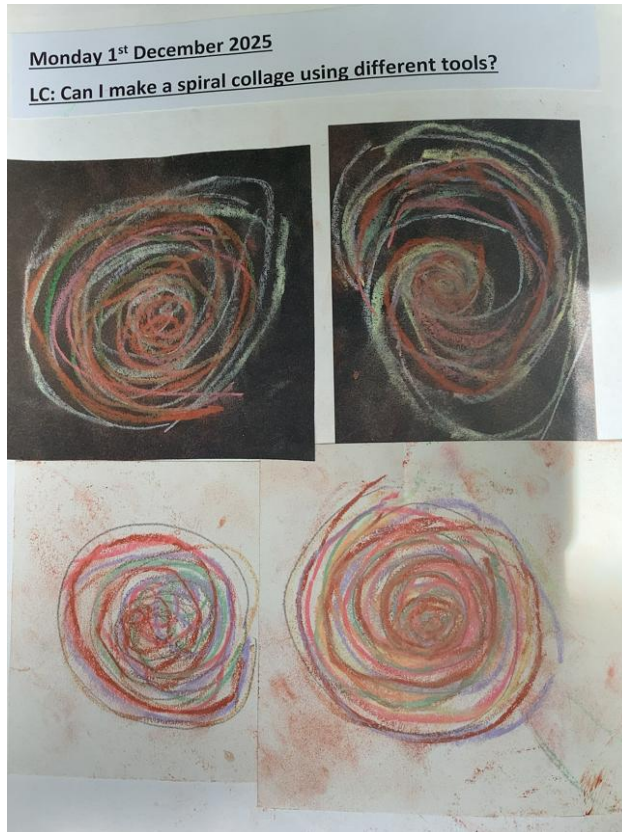
Exploring Identity & 2D to 3D
Oakridge Thread: Equality & Diversity

"I liked turning my drawings into 3D designs because it helped me show parts of my identity in a new way. Everyone's piece looked different, and it made me realise that our stories and backgrounds all matter in art." – Y6

Topic: Charcoal & Chiaroscuro
Oakridge Thread: Technology and Progress

"I liked using charcoal because I could feel the texture in my hands. The dark and light marks helped me understand my drawing even when I couldn't see all the details. Art makes me feel included because I can explore it in my own way." – Y3 (VI)

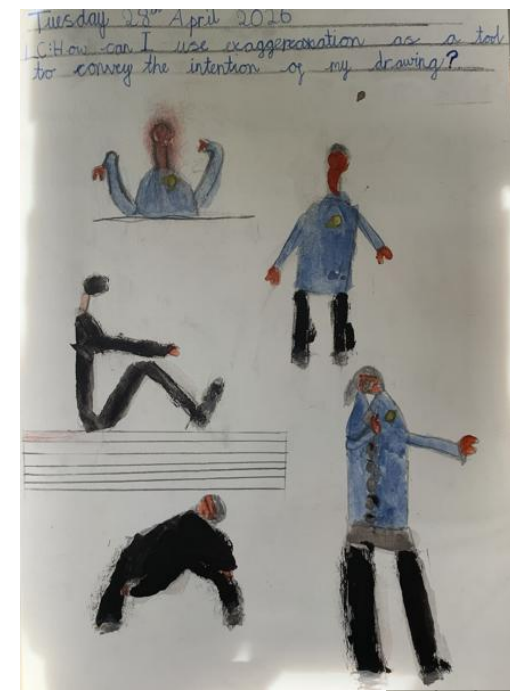
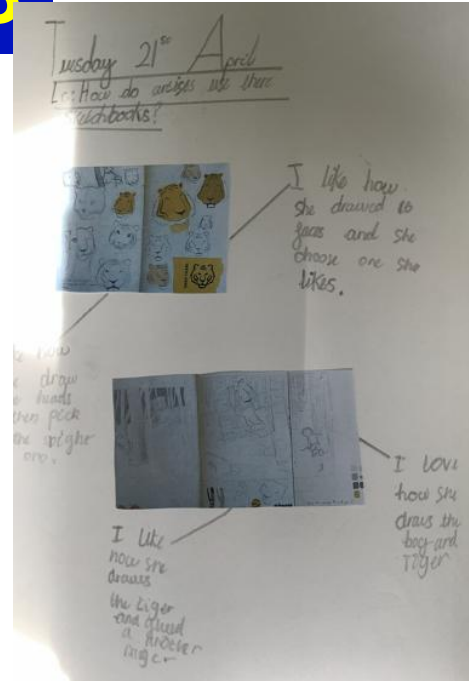
Examples of work – Year 1



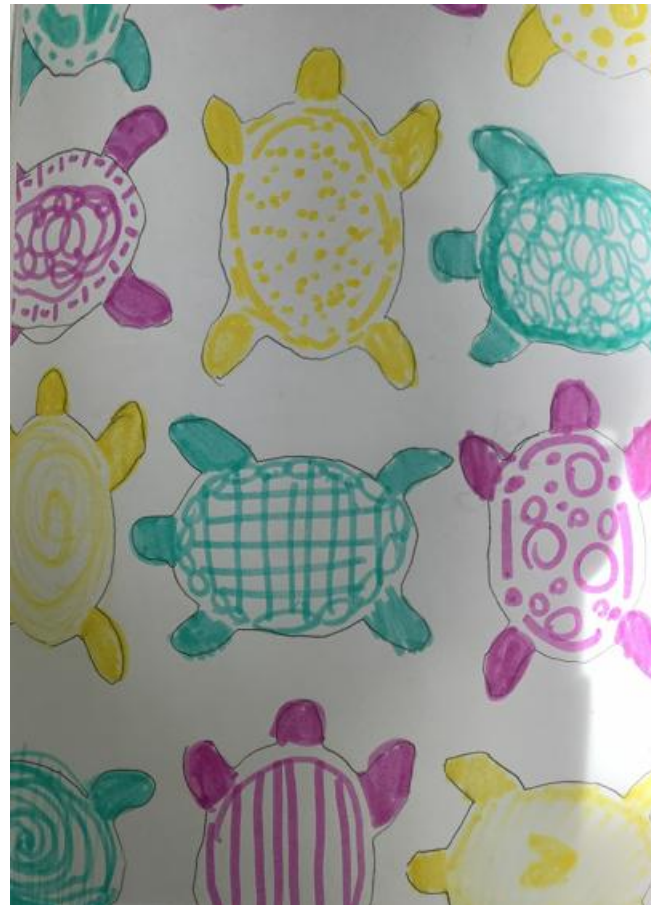
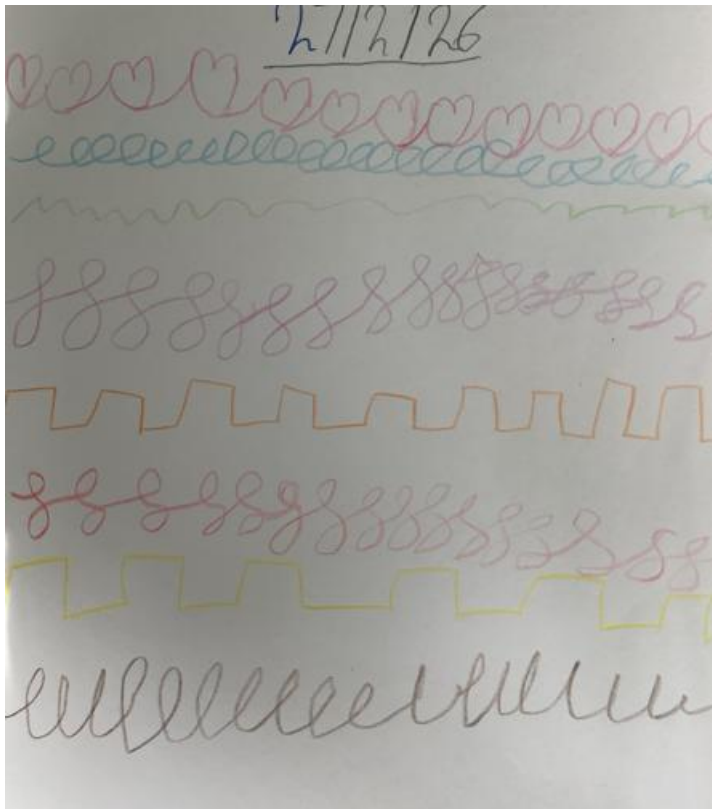
Examples of work – Year 2



Examples of work – Year 3



Examples of work – Year 4



Examples of work – Year 5

