Cedar Park School

Be kind ★ Be inspired ★ Believe

Subject Curriculum Overview 2026-27

Rationale	At Cedar Park school our holistic curriculum is designed around the idea that art is far more than a series of technical skills. It nurtures creative thinking skills and helps ensure our pupils learn through art, as well as about art. A key question underpinning our curriculum asks: "What is the purpose of art?" This is answered through creating opportunities for pupils to explore many different aspects of making and a breadth of diverse artists. Through a range of activities, both product and process based, pupils are supported to understand the ways art connects us with our past, helps us embrace the present, and empowers us to shape our future. By exploring why art is relevant to all our lives, we aim to make certain that pupils feel entitled and able to develop their creativity, and understand their place in the world as creative, confident beings.
Approach	We use the Access Art curriculum where the emphasis is on 'journeyful' teaching and learning to empower pupils to become confident creative decision makers. It balances declarative kn owledge with experiential knowledge, building self-knowledge and nurturing traits in learners which will hold them in good stead whichever direction their learning takes them. Learning is built through a weaving and layering and revisiting of experiences. From the Early Years to Year 6, pupils are given many kinds of opportunities and experiences (media, techniques, approaches, artists) which are all underpinned by creative use of drawing and sketchbooks. Each term pupils follow a 'pathway' which builds understanding in addition to providing progressive projects. These pathways aim to connect Pedagogy-based resources and activity-based resources, together with external links to websites which explore chosen artists/themes. There is a repeated rhythm to these, providing time to balance repeated practice with new experiences, quiet approaches with active and dynamic activities, time to work alone with collaborative and community-based activities, aiming to create energy and momentum throughout each school year. There are no national standards in Primary Art and Design, however each pathway contains suggested "I Can…" statements to check understanding and ongoing assessment is based upon conversation, to discover intention and understanding, as well as looking at outcomes of the journey and final products. Key emphasis is placed on expressive recording of pupils' explorations, responses, and skill development, as well as a record of any artwork created in individual sketchbooks. We ensure that at least one pathway is taught a term with added opportunities to develop drawing skills. These are - Drawing & Sketchbooks Surface & Colour Working in Three Dimensions The pathways in each year are not sequential, and staff can choose which term to use each pathway, especially if effective links and connections can be made to support other s ubjects. Where possible within the timetable further pathways can continue to develop aspects of Print, Collage, Paint, Texture, Collaboration & Community. Each pathway includes – Warm-up and explorative activities Critique and Reflection of Artists Introduction of skill, process, or material techniques Activity – a challenge, product, or a given brief. Opportunity for final shared reflection of pathway. All the pathways offer a series of "Talking Points" resources, that introduce pupils to a wide variety of artists, designers, and craftspeople from across the world. Contemporary artists are juxtaposed with more traditional artists and the resources bank available is frequently added to, ensuring our art sessions are up to date and inspired. Artists, designers, and craftspeople are studied not simply to make copies or pastiches of their style, but so pupils can learn from the way they see the world.

Year Group	Autumn	Spring	Summer
EYFS	***The EYFS resources are grouped around 7 areas of exploration:*** • What Can We See? • How Can We Explore Colour? • How Can We Build Worlds? • How Can We Explore Materials & Marks? • How Can We Explore 3d Materials? • How Can We Use Our Bodies to Make Art? • How Can We Use Our Imaginations? Within each area there are activities which enable an open-ended, playful exploration of materials, processes, and ideas, which in turn nurture dexterity skills, promote an early understanding of visual literacy skills, and begin to build the child's confidence in their ability to make a personal, creative response to a stimulus. Together these opportunities provide a foundation for pupils to develop skills further through our Primary Art curriculum.		
Year 1	**Spirals** Using drawing, collage, and mark-making to explore spirals. Introducing sketchbooks.	**Simple Printmaking** Explore simple ways to make a print. Use line, shape, colour, and texture to explore pattern, sequencing and symmetry.	**Playful Making** Exploring materials and intention through a playful approach
Year 2	**Explore & Draw** Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	**Exploring Watercolour** Exploring watercolour and discovering we can use accidental marks to help us make art.	**Stick Transformation Project** Explore how you can transform a familiar object into new and fun forms.
Year 3	**Gestural Drawing with Charcoal** Making loose, gestural drawings with charcoal, and exploring drama and performance.	**Cloth, Thread, Paint** Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.	**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 accordion books or comic strips to retell poetry or prose through drawing.	**Exploring Still Life** Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired artwork.	**Sculpture, Structure, Inventiveness & Determination** What can artists learn from nature?
Year 5	**Typography & Maps** Exploring how we can create typography through drawing and design and use our skills to create personal and highly visual maps.	**Mixed Media Land & Cityscapes** Explore how artists use a variety of media to capture spirit of the place.	**Set Design** Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.
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.	**Using Art to Explore Global Issues** Explore how art can help us explore important issues that affect us all. Use Modroc to create a sculptural form.