



Art

Art Curriculum

At Benson we know that developing children's artistic skills is crucial to their wider educational development. Art provides a means of expression that is accessible to all. We aim to inspire, challenge and support children to express and develop their ideas, using a wide range of media and drawing upon their own sensory experiences and careful observations. Children are involved in whole school projects to contribute to their sense of belonging to the school community and to develop their collaborative and communication skills.

Scheme Used

At Benson we follow the AccessArt scheme. AccessArt is a holistic curriculum nurturing creative thinking skills and helps pupils to learn through art, as well as about art. The aim of AccessArt is that by the time every child leaves primary school they can feel as if they have found an area of the visual arts that is relevant and engaging to them. AccessArt promotes open-ended creative learning where the emphasis is on the journey. AccessArt curriculum meets the needs of the National Curriculum for Art.

Teaching of Art

Art is taught using AccessArt for three terms of the year. These units are planned to link in with other subject areas, where possible. Visits out of school may be planned to support learning for some units.

Support and Adaptions for Children with SEND

Art lends itself to being inclusive to all children, regardless of any Special Educational Needs. Using the Access Art scheme allows teachers to nurture and encourage exploration and experimentation, as the focus for learning is the creative journey which artists undertake for each unit, rather than their outcomes. However, practical revisions and adaptations can also be made by teachers to support children with SEND. This might be in terms of tools (for example spring assisted scissors or broad handled brushes for those with fine motor difficulties, language support for children to reflect on their own and others work or templates and prompts which help children to focus on a particular skill or help them initiate their creative process.

Recording of Work and Assessment

WALTS are displayed in the classroom during an art topic, so that teachers and pupils can refer to this during their learning. Sketchbooks are used to record the pupils' creative journeys, but these are not marked as they are personal to the child and should not be written on. Assessment happens throughout the lesson and feedback is instant so that children can consider and reflect on the experiences they are having. Plenty of time and space is given for children to succeed and make mistakes. Teachers assess children's skills in the observation and representation of line, tone, form, shape and pattern, as well as their expression of ideas and emotions. They also assess children's identification of these elements in other artists' work. Evidence is recorded in sketchbooks, in photographs of creative processes in action, and displayed work.

Structure of the Art Curriculum

Due to our class structures, topics in Art are being taught on a two-year cycle for 2024-2025 and 2025-2026. This will be reviewed during 2026 to ensure the most appropriate curriculum is in place once the school is at full capacity with 45 children in every year group. The creation of the two-year cycle for 2024-2025 and 2025-2026 has been created after reviewing and reflecting the knowledge and skills children in each year group have learnt previously. We ensure learning in EYFS meets the needs of the EYFS curriculum and provides a strong foundation for learning as children transition into Year 1 by ensuring children are able to explore different materials freely and develop ideas about how to use them and what to make. Children will develop their own ideas and choose materials to use to express them, combining different materials and exploring different textures. Children draw representative shapes with increasing complexity and detail, such as representing a face with a circle and including details, and show different emotions in their drawings – happiness, sadness, fear, etc. They use drawing to represent ideas like movement or loud noises. Children will also explore colour and colour mixing alongside a variety of artistic effects. Children build a foundation of creating collaboratively, sharing ideas, resources and skills.

Knowledge & Skills Progression 2024-2025

R&Y1	Term 1	Term 4	Term 5
Units	Spirals	Simple Printmaking	Playful making
Skills	Develop experimentation and exploration, drawing in different ways. Explore mark making Explore lines made by a variety of drawing tools, and made by moving fingers, wrist, elbow, shoulder. Work on a small and large scale Use colour (pastel and chalk) to develop drawings Practise observational drawing Discuss own and other's workshare responses verbally ("I liked...I enjoyed..."). Draw from first hand observation, observing detail	Test out printmaking ideas in sketchbook Use hands and feet to make simple prints. Explore mark making Collect textured objects- make rubbings and create relief prints (with plasticine) Practise observational drawing Discuss own and other's workshare responses verbally ("I liked...I enjoyed...").	Use a combination of 2 or more materials to make a sculpture Use construction methods to build Work in an exploratory way to respond to a simple design brief. Discuss own and other's workshare responses verbally ("I liked...I enjoyed...").
Knowledge	Drawing is a physical activity which can use different parts of the body (eg drawing from wrist elbow etc) Introduction of sketchbooks, what they are for and how to use them. Develop understanding of primary and secondary colours	Prints are made by transferring images from one surface to another Relief prints are made from raised images (plates) Further experience of primary and secondary colours	Understand what the term sculpture and 3D mean Understand the meaning of 'Design through making' - that it is viable to work with materials intuitively and respond to how they work. Learn the artists intention behind the work
Key Vocabulary	Spiral, Movement, Pressure, Continuous Line, Slow, Faster, Careful Graphite, Chalk, Pen Oil Pastel, Dark, Light, Blending Mark Making Primary/ Secondary Colour, Pattern Observation, Careful Looking, Object, Reflect, Discuss, Share, Think	Print, Press, Paint, Wax, crayon, Primary/ Secondary colours Shape, Line, Arrangement Rubbing, Texture, Explore, Try, Test, Printmaker, Relief print, Plasticine, Plate, Impression, Pattern, Sequence, repeat, Image Reflect, Discuss, Share, Think	Sculpture, 3D, Sculptor, Respond Design Through Making, Construction, Materials, Invent, Imagine Tools, Structure, Balance

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Y2&3	Term 1	Term 2	Term 5
Units	Expressive Painting	Gestural Drawing	Stick transformation
Skills	Explore colour and colour mixing -mix colours by layering on the painting. Explore different ways to use paint and how this affects mark making. Create an arrangement of objects or elements Paint an expressive still life Talk about intention and reflect on processes and outcomes	Build on understanding that sketchbooks are places for personal experimentation. Explore drawing on a larger scale Make marks with charcoal using hands as tools Explore the qualities of and mark making with charcoal Make charcoal drawings which explore light and dark Talk about intention and reflect on processes and outcomes	Use 'design through making' philosophy to construct towards a brief Transform found objects into sculpture. using imagination and construction techniques including cutting, tying, sticking. Think about shape (2D) form (3D) texture, colour and structure. Document work using photography. Talk about intention and reflect on processes and outcomes
Knowledge	Understand that the way their sketchbook looks is personal to them Understand the term expressive painting and that artists use expressive marks to represent what they see Understand which primary colours can be mixed to create varying hues of secondary colours Understand what a 'still life' is.	Understand that your medium can determine how you work, or that you can choose your medium to suit your work Know that charcoal and earth pigments were the first human drawing tools Learn the term 'Chiaroscuro' to describe light and dark/ tone in drawings	Understand that when we make sculpture by adding materials it is called construction. Use the 'Design through Making' philosophy to construct Understand what tools and materials can be used for construction and joining.
Key Vocabulary	Personal, Expression Colour, Shape, Form, Texture, Line Hues, Medium, Surface, Texture, Impasto Brush, mark making tools Abstract, Detail,	Charcoal, Gestural, Loose, Expressive, Mark Making, Sweeping, Fast, Slow, Gentle, Energetic. Chiaroscuro, Tone, Dark, Light, Shadow, Hands, Handprints, Tools, Silhouette, Present, Share, Reflect, Respond, Feedback	Design Through Making, Test, Explore, Experiment, Fasten, Construct, Respond, Imagine, Select, Discard, Transform, Create Form, Personality, Character, Material, Object, Sculpture Line, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Colour, materials, Texture Present, Share, Reflect, Respond, Feedback Photograph, Film, Lighting, Focus, Composition

Y4&5	Term 1	Term 3	Term 5
Units	Typography and maps	Mixed Media Land/ cityscapes	Architecture- Dream Big or Small?
Skills	Create fonts inspired by objects/elements around you. Develop close observational drawing with pen. Draw over maps/existing marks to explore ways of making them more visually powerful. Combine drawing with making to create pictorial / 3D maps to explore a theme. Explore line weight, rhythm, grip, mark making and shape, Explore how 2d can become 3d through manipulation of paper. Make visual notes to capture, consolidate and reflect upon the artists studied.	Explore how you can paint and draw to express your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Explore colour, composition and mark making. light and dark, movement and energy.	Use Design through Making Use measuring skills to make scale models Use a combination of materials, construction methods and tools Develop understanding how your intention relates to the reality of what you are building. Reflect and refine as part of the building process.
Knowledge	Understand that designers create fonts and work with Typography. Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.	Understand that there is a tradition of artists working from land, sea or cityscapes, That artists can use a variety of media to capture the energy of a place, and that artists often work outdoors to do this.	Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better and develop knowledge of architecture which does this
Key Vocabulary	Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Visual Impact Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Feedback, Similarities, Differences.	Landscape, Cityscape, Seascape, Mixed Media, Senses, Energy, Capture, Composition, Present, Share, Reflect, Respond, Feedback, Similarities, Differences,	Architecture, Aspirational, Visionary, Environmental,, Movement, Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location Design through Making, Model, Maquette, Present, Share, Reflect, Respond, Feedback, Similarities, Differences,

Y6	Term 2	Term 3	Term 6
Units	2D drawing to 3D making	Activism	Take a seat- furniture design
Skills	Explore using negative and positive space to “see” and draw a simple object Use the grid system to scale up the image above, transferring the image onto card. Use collage to add tonal marks to the “flat image”.	Practise seeing negative and positive shapes Explore topics/ themes you care about Express ideas verbally and visually about passions, hopes, dreams and fears-. What makes you you?. Explore creative ideas (possibly working collaboratively) to share voice and passion Explore colour: make colours, collect colours, experiment with how colours work together.	Use a variety of materials to design (through making) and construct a scaled piece of furniture. Express personality and character through design Use nature as inspiration to inform inform the choice of materials and shapes

	Make visual notes to capture, consolidate and reflect upon the artists studied	Explore combinations and layering of media. Make visual notes- capture, consolidate and reflect on artists Use screenprinting and/or monoprinting over collaged and painted sheets to create a piece of activist art. .	
Knowledge	Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects Understand that graphic designers use typography and image to create inspiring packaging Understand there are technical processes we can use to help see, draw and scale up our work.	Understand that artists can use skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.	Understand that designers & makers sometimes work towards briefs, but always bring their own experience into the project. Understand that artists and designers add colour, texture, meaning and richness to our life. Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future.
Key Vocabulary	2D Drawing. 3D Object Packaging Net, Structure, Typography, Graphic Design Negative space Grid method, Scaling up Collage Present, Share, Reflect, Respond, Articulate, Feedback, Critique, Similarities, Differences,	Activism, Voice, Message Community, Poster Screenprinting Present, Share, Reflect, Respond, Articulate, Feedback, Critique, Similarities, Differences,	Chair Design, Designer, Craftsperson, Maker Design through Making, Expression, Personality, Character, Materials, Form, Function, Present, Share, Reflect, Respond, Articulate, Feedback, Critique. Similarities, Differences,
Across Y6	Knowledge: Look at the work of designers, artists, art activists, installation artists and craftspeople Understand that artists use art to explore their own experience, and as viewers we use 'visual literacy' skills to learn more about the artist and ourselves. Understand we may have similarities and differences in the way we respond to art.. Understand all responses are valid. Skills: Reflect upon artists' work, and share responses verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography), considering lighting and focus.		

Knowledge & Skills Progression 2025-2026

R	Term 1	Term 3	Term 5
Units	Spirals	Simple Printmaking	Playful Making
Skills	Develop experimentation and exploration, drawing in different ways. Explore mark making Explore lines made by a variety of drawing tools, and made by moving fingers, wrist, elbow, shoulder. Work on a small and large scale Use colour (pastel and chalk) to develop drawings Practise observational drawing Discuss own and other's work-share responses verbally ("I liked...I enjoyed...). Draw from first hand observation, observing detail	Use hands and feet to make simple prints and other tools to make simple prints in primary colours Explore mark making Collect textured objects- make rubbings and create relief prints (with plasticine) Practise observational drawing Discuss own and other's work-share responses verbally ("I liked...I enjoyed...). Use printing to create repeated patterns Reflect upon artists' work, and own artwork- share responses verbally ("I liked...I enjoyed...).	Use a combination of two or more materials to make sculpture. Use construction methods to build. Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy Discuss own and other's work-share responses verbally ("I liked...I enjoyed...). Reflect upon artists' work, and own artwork- share responses verbally ("I liked...I enjoyed...).
Knowledge	Understand drawing is a physical activity which can use different parts of the body (eg drawing from wrist elbow etc) Develop understanding of primary and secondary colours	Prints are made by transferring images from one surface to another Relief prints are made from raised images (plates) Further experience of primary and secondary colours	Understand what the term sculpture and 3D mean Understand how we can 'Design through making' - using materials and making changes as we need to.
Key Vocabulary	Spiral, Movement, Line, Continuous Line, Small, Slow, Larger, Faster, Careful. Hard, Soft Hand, Wrist, Elbow, Shoulder Oil Pastel, Dark, Light, Blending Mark Making Colour, Pattern Observation, Careful Looking, Object, Drawing, Colour Share, Think	Print, Press, Paint Primary/ Secondary colours Shape, Line, Arrangement Rubbing, Texture, Wax, crayon, Explore, Try, Test, Reflect Printmaker Relief print, Plasticine, Plate, Impression, Pattern, Sequence, repeat, Image Reflect.	Sculpture, 3D, Sculptor, Design Through Making, Construction, Materials, Invent, Imagine Tools, Structure,

Y1&2	Term 1	Term 3	Term 5
Units	Explore and Draw	Expressive painting	Stick transformation
Skills	Explore composition of natural objects (including from local environment) through arranging, sorting, representing and taking photos.	Explore colour and colour mixing -mix colours by layering on the painting. Explore different ways to use paint and how this affects mark making.	Use 'design through making' philosophy to construct towards a brief Transform found objects into sculpture. using imagination and

	Make a new sketchbook (Elastic Band or Hole Punch) OR make Spaces and Places inside sketchbook. Practise drawing exercises which support observational drawing eg continuous line, blind drawing, using graphite, soft pencil, handwriting pen. Explore line, texture and shape. Work carefully and slowly. Draw to scale Make visual notes about artists studied and develop mark making Share and discuss own and others work	Create an arrangement of objects or elements Paint an expressive still life Share and discuss own and others work	construction techniques including cutting, tying, sticking. Think about shape (2D) form (3D) texture, colour and structure. Document work using photography. Share and discuss own and others work
Knowledge	Introduction to sketchbooks and how they are used to experiment, document processes and personal expression. Understand that they will all be different Know that we can use different media (sometimes combined in one drawing) to represent what we see. Understand how to hold drawing tools in a variety of ways, experimenting with pressure, grip and speed Learn about artists who collect and create, eg Andy Goldsworthy.	Understand that the way their sketchbook looks is personal to them Understand the term expressive painting and that artists use expressive marks to represent what they see Understand which primary colours can be mixed to create varying hues of secondary colours Understand what a 'still life' is.	Understand that when we make sculpture by adding materials it is called construction. Use the 'Design through Making' philosophy to construct Understand what tools and materials can be used for construction and joining.
Key Vocabulary	Explore, Collect, Arrange, composition, Photograph, Focus, Light, Shade, Colour, Pattern Observational Drawing, Pressure, Line, Mark, Wax resist, Graphite, Watercolour, Brush, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback	Personal, Expression Colour, Shape, Form, Texture, Line Hues, Medium, Surface, Texture, Impasto Brush, mark making tools Abstract, Detail, Reflect, Present, Share, Discuss, Feedback	Design Through Making, Test, Explore, Experiment, Fasten, Construct, Respond, Imagine, Select, Create Form, Personality, Character, Material, Object, Sculpture Line, Shape, Form, Angle, Scale, Structure, Balance, Colour, materials, Texture Present, Share, Reflect, Respond, Feedback Photograph, Film, Lighting, Focus, Composition

Y3&4	Term 1	Term 3	Term 5
Units	Storytelling through drawing-comics and graphic novels	Working with Shape and Colour-Matisse	Telling stories through Drawing and Making- sculpture
Skills	Create narratives by arranging toys in staged scenes - use to make observational drawings using charcoal and chalk, portraying light/shadow. Create sequenced images in either an accordion or comic format from poetry or prose. Use various media to experiment, then with intention, eg handwriting pen, graphite, ink, wax resist and watercolour. If possible, collaborate with peers. Make visual notes to record ideas and processes discovered through looking at other artists. Reflect upon own and other artists' work, and share response verbally ("I liked... I didn't understand... it reminded me of... It links to..."I was inspired by. This went well, next time i might try... Listen and respond to feedback Document work with photography, consider lighting and focus.	Make visual notes using "Show Me What You See" technique from other artists work Develop mark making Brainstorm animation ideas Cut shapes from paper for collage, Use mono print or screen print over collaged work Explore positive and negative shapes, line, colour and composition Reflect upon own and other artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of..."). Reflect on process, talk about intention- What went well.. Next time I might.... Respond to feedback Document work using (photography) consider lighting and focus.	Make visual notes using "Show Me What You See" technique from other artists work Develop mark making Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Use paint, mixing colours, to complete a sculpture inspired by literature Make an armature to support the sculpture.
Knowledge	Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Look at the work of illustrators and graphic artists, Learn about the processes, intentions and outcomes of different artists, respond and record using visual notes in a sketchbook. Continue to develop understanding of how sketchbooks are used, and that they may all have differences and similarities Understand artists often collaborate on projects, bringing different skills together.	Know that we can combine collage with other disciplines such as drawing, printmaking and making. Understand that screen prints are made by pushing ink over a stencil. Understand that: mono print is effective to create prints which use line, Screen prints can be used to create prints with thicker lines and / or shapes. Continue to develop understanding of how sketchbooks are used, and that they may all have differences and similarities Learn about the artist Henri Matisse and his work	Continue to develop understanding of how sketchbooks are used, and that they may all have differences and similarities Understand that we can create images using natural pigments and light Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Know that making sculpture by moulding with our fingers is called modelling - Understand that modelling is an additive process Know that clay and Modroc are soft materials which finally dry/set hard. Know that an armature is an interior framework which supports sculpture.
Key Vocabulary	Illustration, Inspiration, Interpretation, Respond, Response Graphic Novel, Illustrator,	"Show Me What You See", Response, Sketch, Note, Capture, Try, Explore, Test,	Sketchbooks: Brainstorm, Explore, Experiment, Test, Try Intention, Respond /Response

	Poetry, Prose, Stage, Arrange Line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble, Composition, Sequencing, Narrative Present, Share, Reflect, Respond, Feedback, Similarities, Differences	Colour, Layer, Line, Shape, Elements, Composition, Arrange, Negative, Positive, Photograph, Composition, Lighting, Focus, Present, Share, Reflect, Respond, Feedback	Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality Present, Share, Reflect, Respond, Feedback, Photograph, Lighting, Composition, Focus,
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Y5&6	Term 1	Term 3	Term 5
Units	2D-3D Making	Exploring Identity- Self Portraits	Shadow Puppets
Skills	Explore using negative and positive space to “see” and draw a simple object Use the grid system to scale up the image above, transferring the image onto card. Use collage to add tonal marks to the “flat image”. Make visual notes to capture, consolidate and reflect upon the artists studied	Explore combinations and layering of media. Explore topics/ themes you care about Express ideas verbally and visually about passions, hopes, dreams and fears-. What makes you you? Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. Exploring Identity Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore	Develop mark making Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Work collaboratively to perform a simple show with personal meaning. Make visual notes to capture, consolidate and reflect upon the artists studied Reflect upon own and other artists’ work, and share your response verbally and/or in writing (“I liked... I didn’t understand... it reminded me of... It links to...”I was inspired by.This went well, next time i might try... Listen and respond to feedback Document work using still image (photography), considering lighting and focus.
Knowledge	Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects Understand that graphic designers use typography and image to create inspiring packaging Know some technical processes which help us see, draw and scale up our work.	Learn about the work of artists, and art activists and their causes Understand that artists use art to explore their own experience, and that we use ‘visual literacy’ skills to learn more about the artist and ourselves. Understand we may have similarities and differences in the way we respond to art.. Understand all responses are valid.	Understand that artists reinvent -that we can be inspired by the past and make things for the future. Understand that artists use art to explore their own experience, and that we use ‘visual literacy’ skills to learn more about the artist and ourselves. Understand we may have similarities and differences in the way we respond to art.. Understand all responses are valid
Key Vocabulary	2D Drawing. 3D Object Packaging Net, Structure, Typography, Graphic Design, Collage Negative space, Grid method, Scaling up	Identity, Layer,Constructed,Portrait/ Portraiture Digital Art, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences	Paper cutting, Cut Outs, Shadow puppets, Performance, Narrative, Character

	Present, Share, Reflect, Respond, Articulate, Feedback, Critique, Similarities, Differences,		Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
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