



Sledmere and Wetwang Federation

SLEDMERE

ART & DESIGN CURRICULUM JOURNEY

Knowledge, Skills and Vocabulary Progression

Governor and Leadership Handbook

Drawing	Painting	Sculpture	Printing	Textiles	Artist Study
Class 1 FS2 / Year 1 Explore & Create	Class 2 Year 2 / Year 3 Develop & Refine	Class 3 Year 4 / Year 5 / Year 6 Master & Express			

"Learning and growing in the love of God" (1 John 4:16)

Built around Sledmere's mixed-age class structure and the progression in the Art curriculum maps.

1. Our Vision for Art and Design

Drawing	Painting	Sculpture	Printing	Textiles	Artist Study
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At Sledmere and Wetwang Federation, Art and Design engages, inspires and challenges pupils. Children learn to experiment, invent and create their own works of art, craft and design, while becoming increasingly confident in drawing, painting, sculpture, printmaking, textiles, digital media, artist study and evaluation.

INTENT	IMPLEMENTATION	IMPACT
Children produce creative work, explore ideas, record experiences, become proficient in techniques, evaluate art and learn about artists, craft makers and designers.	Lessons follow Explore, Practise, Create and Reflect. Sketchbooks are used to practise, test, record, annotate and refine ideas over time.	Children enjoy expressing themselves, use ambitious vocabulary, take pride in outcomes and can explain how their skills and ideas have developed.

The Sledmere teaching sequence

Explore Artists, materials, vocabulary and visual sources	Practise Modelled techniques, experimentation and skill rehearsal	Create Purposeful individual or collaborative outcomes	Reflect Evaluate, improve, annotate and celebrate
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Why this works in a small mixed-age school

- Progression is organised by Sledmere's real class structure, not by an artificial single-age model.
- Key artistic concepts are revisited across cycles so pupils consolidate before extending knowledge.
- Older pupils encounter increased challenge through independence, refinement, evaluation and personal response.
- Class end points make it clear what pupils should know, practise and be able to explain by the end of each phase.

2. The Sledmere Art Journey

CLASS 1 FS2 / Year 1 Explore & Create colour, line, shape, texture, pattern, materials	CLASS 2 Year 2 / Year 3 Develop & Refine tone, detail, clay, textiles, washes, composition	CLASS 3 Year 4 / Year 5 / Year 6 Master & Express perspective, proportion, viewpoint, mood, evaluation
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Big Ideas: revisited, consolidated and extended

Big Idea	Class 1: Explore	Class 2: Develop	Class 3: Master
Line	straight, curved, zigzag marks	varied thickness, pressure, movement	gesture, rhythm, profile, refinement
Colour	primary and secondary colour exploration	secondary, tertiary, washes and choices	tints, tones, shades, mood and atmosphere
Shape	simple 2D shapes and pattern	observed shape, natural form, repeated forms	composition, proportion and symbolic choices
Texture	smooth, rough, bumpy, soft, hard	collage, clay, fabric, dots and marks	surface texture, layered, stippled, scraped effects
Form	stack, balance, model and build	assemble, attach, mould, sculpture	scale, structure, relief and independent refinement
Space	near/far, picture space, simple arrangement	foreground, background, layout	perspective, viewpoint, horizon, depth
Pattern	print, rubbing, stamping and repeat	rotate, reverse, motif and decoration	geometric, stylised, symbolic and textile pattern

3. Class 1: FS2 and Year 1

Explore & Create

Children investigate materials, colour, pattern, line and shape. They begin to talk about artists and their own choices using simple artistic vocabulary.

Drawing	Painting	Sculpture	Printing	Textiles	Artist Study
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Taught knowledge	- Colours can be mixed and changed; primary colours can create secondary colours. - Different tools and materials create different marks, textures and effects. - Artists create work in different ways and art can communicate ideas, memories and feelings. - Sketchbooks and learning journeys can be used to try things out and revisit ideas.
Skill progression	- Use and explore a variety of materials, tools and techniques safely. - Create controlled marks, simple lines, patterns and shapes from observation, imagination and memory. - Explore colour mixing, printing, rubbing, collage, simple weaving and joining methods. - Talk about own and others' work, saying what is liked and using simple art vocabulary.
Vocabulary ladder	- colour, pattern, line, shape, texture, smooth, rough, soft, hard, spiral, wave, straight, curved, zigzag - primary, secondary, bright, dark, light, shade, stamp, rubbing, print, collage, sketch, model, fold, bend
Artist / stimulus progression	- Andy Goldsworthy and woodland/transient art as a stimulus for natural materials, pattern and sculpture. - Pop Art and bold colour/shape to support drawing, painting and use of materials. - Local buildings and places to support observation, memory and simple architectural drawing.
Class end point	By the end of Class 1, children can explore materials with confidence, mix colours, make simple observational work, construct and join materials, and explain simple choices using appropriate vocabulary.

4. Class 2: Year 2 and Year 3

Develop & Refine

Children build on exploratory skills by using sketchbooks more deliberately, developing drawing accuracy, using tone and texture, and making more purposeful choices in painting, sculpture, collage and textiles.

Drawing	Painting	Sculpture	Printing	Textiles	Artist Study
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Taught knowledge	• Artwork can be inspired by observation, memory, imagination, local places and significant artists. • Tone, shade, texture and detail change the effect and meaning of a drawing or painting. • Secondary and tertiary colours, colour washes and material choices can be used deliberately. • Artists, designers and sculptors use form, space, composition and texture for different purposes.
Skill progression	• Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. • Make a variety of lines with different sizes, thicknesses and pressure; use shading to create effects. • Mix secondary and tertiary colours; use watercolours to produce washes and create texture with marks. • Use sketchbooks to make notes about artists and techniques, annotate work and refine ideas. • Model, assemble, attach, weave, stitch, collage and use clay with increasing control.
Vocabulary ladder	• tone, shade, detail, surface, structure, sculpture, assemble, attach, form, space, collage, layers, clay, weave • tertiary, colour wash, pressure, shading, still-life, reverse, repeat, rotate, two-tone print, observation, composition
Artist / stimulus progression	• David Hockney and local landscape work, including Garrowby Hill, to support colour, line and place. • Barbara Hepworth and Alexander Calder to develop understanding of form, balance, sculpture and abstraction. • Bell Beaker pottery, minibeast observation, local landscapes, graffiti/digital artwork and coastal art as curriculum stimuli.
Class end point	• By the end of Class 2, children can use sketchbooks to develop ideas, create tone and texture, make deliberate colour and material choices, and explain how artists and techniques have influenced their work.

5. Class 3: Year 4, Year 5 and Year 6

Master & Express

Children refine technical control and make increasingly independent artistic decisions. They use artist study, experimentation, perspective, proportion, photography, sculpture and textiles to develop personal outcomes.

Drawing	Painting	Sculpture	Printing	Textiles	Artist Study
Taught knowledge	• Artists make deliberate choices about style, viewpoint, symbolism, medium, scale and composition. • Tints, tones, shades, shadow, reflection and texture can create mood and atmosphere. • Perspective, proportion, foreground, background and viewpoint affect how artwork is interpreted. • Evaluation, feedback and repeated refinement improve the quality and intention of final outcomes.				
Skill progression	• Improve mastery of drawing, painting, sculpture and other art, craft and design techniques. • Use hatching, cross-hatching, shading, shadow, reflection, perspective and proportion with increasing accuracy. • Combine colours, tints, tones and shades; use photography and digital approaches to create mood. • Prepare materials, experiment with styles and refine work through feedback and several adaptations. • Use sketchbooks to record observations, revisit ideas and make purposeful decisions towards an end point.				
Vocabulary ladder	• abstract, natural, foreground, background, viewpoint, perspective, proportion, composition, profile, symbolic • horizon, middle-ground, realistic, surface texture, scale, balance, transform, panoramic, aesthetic, dynamic, rhythm • smocking, ruching, embroidery, cross stitch, etching, engraving, calligraphy, reflection, arrangement, complementary, tonal				
Artist / stimulus progression	• Impressionism, Post-Impressionism and Expressionism to compare movement, colour, mood and style. • Anthony Gormley and sculpture to develop form, scale, structure and relationship to place. • Hans Holbein and portraiture to develop profile, proportion, symbolism and historical interpretation. • Inuit art, African mask art, propaganda art, urban art and weaving provide local, national and global breadth.				
Class end point	• By the end of Class 3, children can create ambitious personal outcomes, justify choices using technical vocabulary, evaluate artists and their own work critically, and refine ideas independently towards a high-quality end point.				

Governor summary: what leaders should expect to see

Progression is visible	Pupils revisit line, colour, shape, texture, form, space and pattern with increasing challenge.
Sketchbooks are purposeful	Sketchbooks show experimentation, annotation, practise, evaluation and refinement.
Vocabulary is ambitious	Children use increasingly precise language from simple colour and texture words to perspective, composition and aesthetic.
Mixed-age delivery is coherent	Class 1, Class 2 and Class 3 end points show how pupils move from exploration to refinement to mastery.