

B- Bravery

E- Empathy

A- Aspirations

C- Communication

O- Opportunity

N- Nurture

## Overview KS1-KS4

Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
<b>Big Ideas</b> <ul style="list-style-type: none"> <li>Art is for exploring materials and expressing ideas and feelings</li> <li>Making art connects senses, emotion and action</li> </ul>	<b>Big Ideas</b> <ul style="list-style-type: none"> <li>Art as <i>communication and meaning-making</i></li> <li>More refined skill-building in making</li> </ul>	<b>Big Ideas</b> <ul style="list-style-type: none"> <li>Making art with purpose and voice</li> <li>Cultural, historical and conceptual context</li> </ul>	<b>Big Ideas</b> <ul style="list-style-type: none"> <li>Art as career pathway and form of self-expression with autonomy</li> <li>Advanced conceptual, technical and evaluative expertise</li> </ul>
<b>Practical Knowledge</b> <ul style="list-style-type: none"> <li>Introduction to basic materials (pencil, paint, clay)</li> <li>Safe tool use (scissors, brushes)</li> </ul> <p><b>Core Skills:</b> mark-making, colour application, simple sculpting</p> <p><b>Progression:</b> exploration → controlled use → purposeful creation</p>	<b>Practical Knowledge</b> <ul style="list-style-type: none"> <li>Drawing, painting, printing, collage and basic sculpture</li> <li>Using materials with intent (mixing, layering, joining)</li> </ul> <p><b>Core Skills:</b> control of media, variation in technique</p>	<b>Practical Knowledge</b> <ul style="list-style-type: none"> <li>Developing technique in at least 3 areas (e.g., painting, sculpture, digital media)</li> <li>Experimenting with mixed media</li> </ul> <p><b>Core Skills:</b> technical control, creative problem-solving</p>	<b>Practical Knowledge</b> <ul style="list-style-type: none"> <li>Refining chosen media and personal creative direction</li> <li>Complex problem-solving in projects</li> </ul> <p><b>Core Skills:</b> sequencing multi-stage works, portfolio development</p>
<b>Theoretical Knowledge</b> <ul style="list-style-type: none"> <li>What is art? observation and personal response</li> <li>Learning vocabulary: line, colour, shape, texture</li> </ul> <p><b>Core Skills:</b> vocabulary application, describing personal work</p>	<b>Theoretical Knowledge</b> <ul style="list-style-type: none"> <li>Stories behind artwork (artists, cultures, periods)</li> <li>Vocabulary expands (composition, contrast, balance)</li> </ul> <p><b>Core Skills:</b> using context to describe artworks</p>	<b>Theoretical Knowledge</b> <ul style="list-style-type: none"> <li>Contextualising art across history and cultures</li> <li>Understanding intention, symbolism, meaning in artists' work</li> </ul> <p><b>Core Skills:</b> research and synthesis</p>	<b>Theoretical Knowledge</b> <ul style="list-style-type: none"> <li>Deep engagement with artists, movements and ideas</li> <li>Contextual research tied to personal work</li> </ul> <p><b>Core Skills:</b> contextual analysis, thoughtful integration</p>
<b>Disciplinary Knowledge</b> <ul style="list-style-type: none"> <li>Talking about own artwork</li> <li>Recognising friends' work and sharing feedback</li> </ul> <p><b>Core Skills:</b> simple observation and expression</p>	<b>Disciplinary Knowledge</b> <ul style="list-style-type: none"> <li>Comparing artworks ("this feels calm because...")</li> <li>Evaluating own process and decisions</li> </ul> <p><b>Core Skills:</b> structured reflection, comparison</p> <p><b>Progression:</b> KS1 expressive exploration → KS2 refined choices and intent</p>	<b>Disciplinary Knowledge</b> <ul style="list-style-type: none"> <li>Critical evaluation of art</li> <li>Presenting personal work with reasoned justification</li> </ul> <p><b>Core Skills:</b> articulation, analysis, interpretation</p>	<b>Disciplinary Knowledge</b> <ul style="list-style-type: none"> <li>Structuring sustained arguments about art</li> <li>Curating a personal body of work</li> </ul> <p><b>Core Skills:</b> justification, audience awareness</p>
<b>SEMH Context:</b>	<b>SEMH Context:</b>	<b>SEMH Context:</b>	<b>SEMH Context:</b>

<ul style="list-style-type: none"> <li>• Art as self-expression, non-verbal exploration of feelings</li> <li>• Safe, predictable routines with repeated practice</li> </ul>	<ul style="list-style-type: none"> <li>• Structured critiques using sentence starters ("I notice..., I feel..., I wonder...")</li> <li>• Art journals for reflection and emotional processing</li> </ul>	<ul style="list-style-type: none"> <li>• Projects explore identity, community and emotion</li> <li>• Safe critique norms that build confidence and resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Individualised projects tailored to interest and emotional goals</li> <li>• Integration of self-advocacy and communication planning</li> </ul>
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