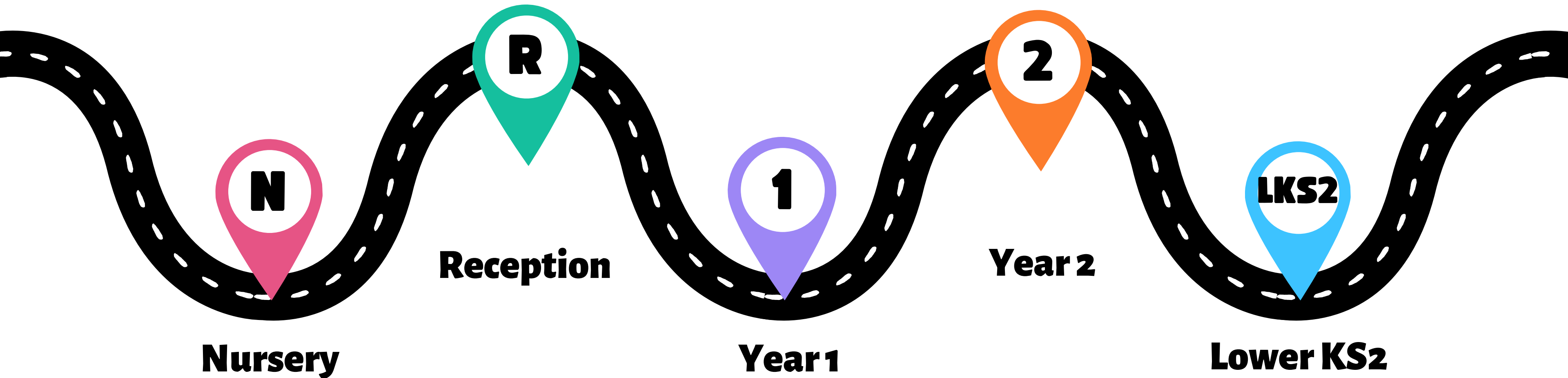


Art & Design Routeway (Nursery → Year 4)

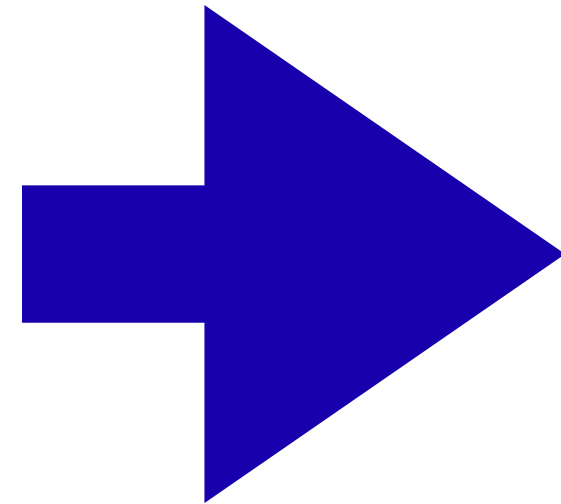


CornerstonesTM
Education

Art and Design at The Griffin Primary School

Our Sequenced Curriculum (Using Cornerstones)

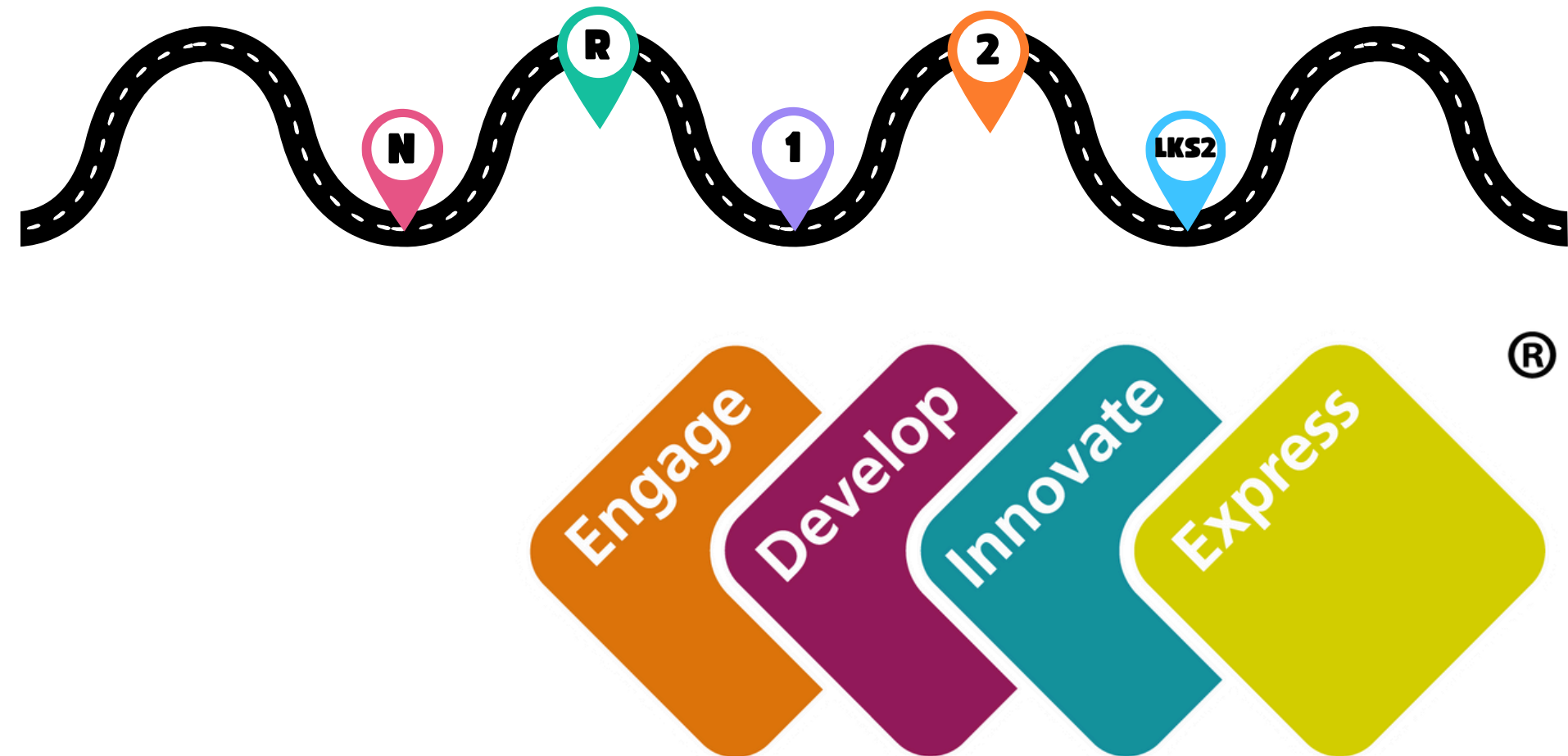
At The Griffin Primary School, Art and Design is taught through the Cornerstones Sequenced Curriculum, which fully covers the content and expectations of the National Curriculum for Art and Design. The national curriculum's programmes of study (PoS), including its aims and purpose, have been used to create a high-quality, carefully structured progression framework that runs from Nursery to Year 6. Because the national curriculum does not link the programmes of study to specific year groups, Cornerstones breaks these larger requirements into clear concepts/aspects, core knowledge, and progressive skills. These are sequenced coherently to ensure children build a deep body of artistic understanding over time. The progression framework underpins all Art and Design content delivered through Maestro and forms the backbone of our whole-school approach.



A Year-on-Year Sequenced Journey

Essential Skills and Knowledge Projects

Each year group begins the autumn term with an Essential Skills and Knowledge project. These projects explicitly reteach and extend key Art and Design concepts so that children have the foundational knowledge they need to undertake more thematic, exploratory projects later in the year. This ensures a consistent and secure progression, regardless of children's starting points.



A Year-on-Year Sequenced Journey

Early Years Foundation Stage (Nursery & Reception)

In the EYFS at The Griffin Primary School, children begin their artistic journey through exploration, curiosity and early skill development. They investigate colour, texture, materials and simple tools, laying the groundwork for more structured artistic learning in Year 1.

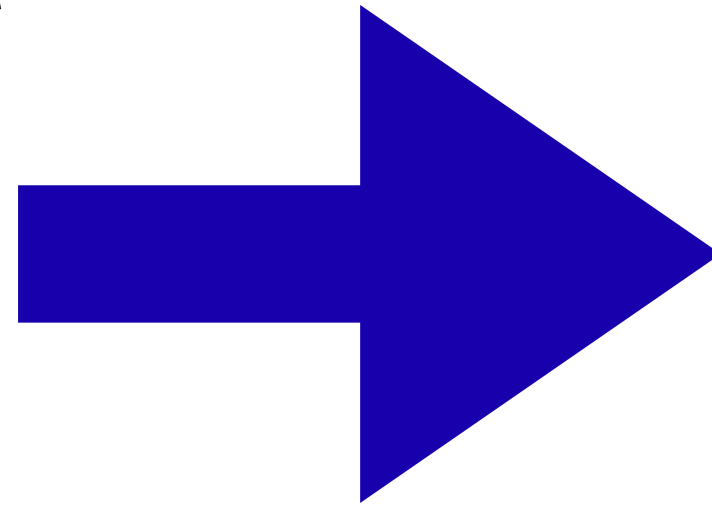


Image of EYFS artwork here

Key Stage 1

Year 1

In Year 1, children focus on themes that relate directly to themselves and their immediate world. Projects include exploring:

- Facial features and self-representation
- The surrounding natural world
- The local community

The autumn term project, Mixing Colours, introduces children to the colour wheel, primary and secondary colours, and early techniques for applying paint, drawing and printing. These core skills prepare them for the more thematic work taught throughout the rest of the year.

Year 2

In Year 2, children's artistic horizons broaden as they revisit and deepen their understanding of colour, form and technique. The autumn term project, Exploring Colours, builds on prior knowledge and enables children to handle a wider range of hues and experiment with more refined colour mixing.

Throughout Year 2, children encounter:

- A broader range of artists and artistic movements
- New artistic techniques and materials
- Increased opportunities to reflect on, compare and evaluate artwork

This year provides an essential bridge between early artistic exploration and the more technically demanding work taught in Key Stage 2.

A Year-on-Year Sequenced Journey

Lower Key Stage 2 (Years 3 and 4)

As children move into Lower Key Stage 2, they expand their experience of art forms, artists and genres. The curriculum introduces more specialised skills in:

- Drawing
- Painting
- Printmaking
- Sculpture
- Textiles

Children also explore art from specific and diverse historical periods and cultures. Projects include:

- Prehistoric pottery
- Roman mosaics
- Medieval weaving
- Islamic art

These experiences deepen children's cultural understanding and contextualise their artistic practice through historical and global lenses.

Image of artwork here

Our Commitment

At The Griffin Primary School, our Art and Design curriculum enables children to become:

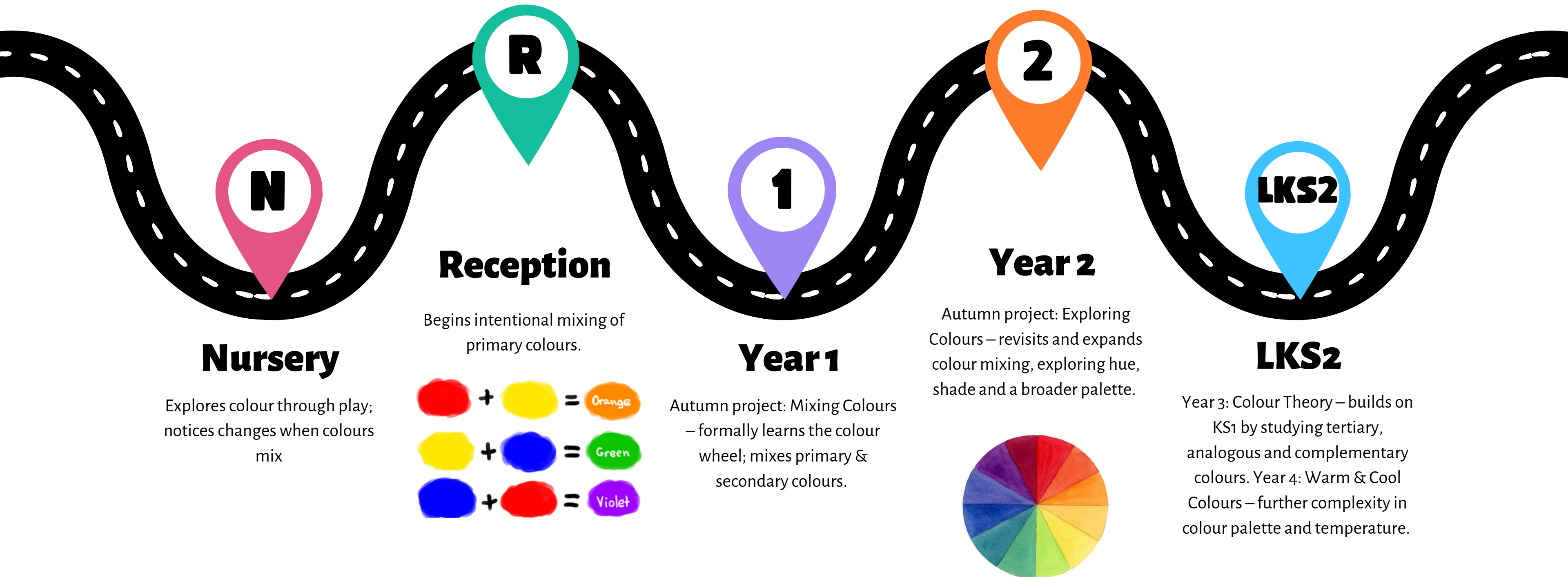
- ✓ Curious, reflective and imaginative thinkers
- ✓ Confident users of a wide range of artistic tools and techniques
- ✓ Knowledgeable about cultural, historical and contemporary art forms
 - ✓ Able to critique their own and others' work meaningfully
- ✓ Ready for the rich, expressive and conceptual work of Upper Key Stage 2

By following the Cornerstones Sequenced Curriculum, we ensure every child benefits from a well-structured, progressive, and inspiring artistic journey from Nursery to Year 6.

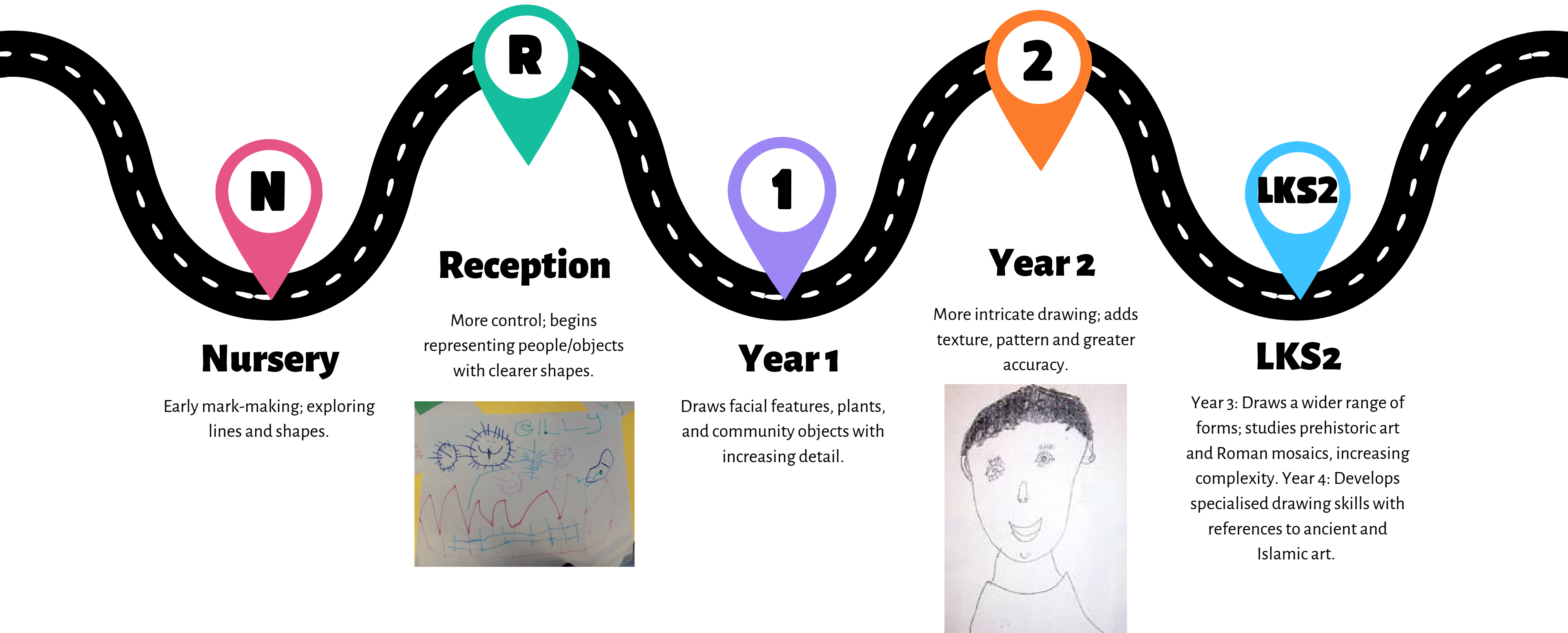


CornerstonesTM
Education

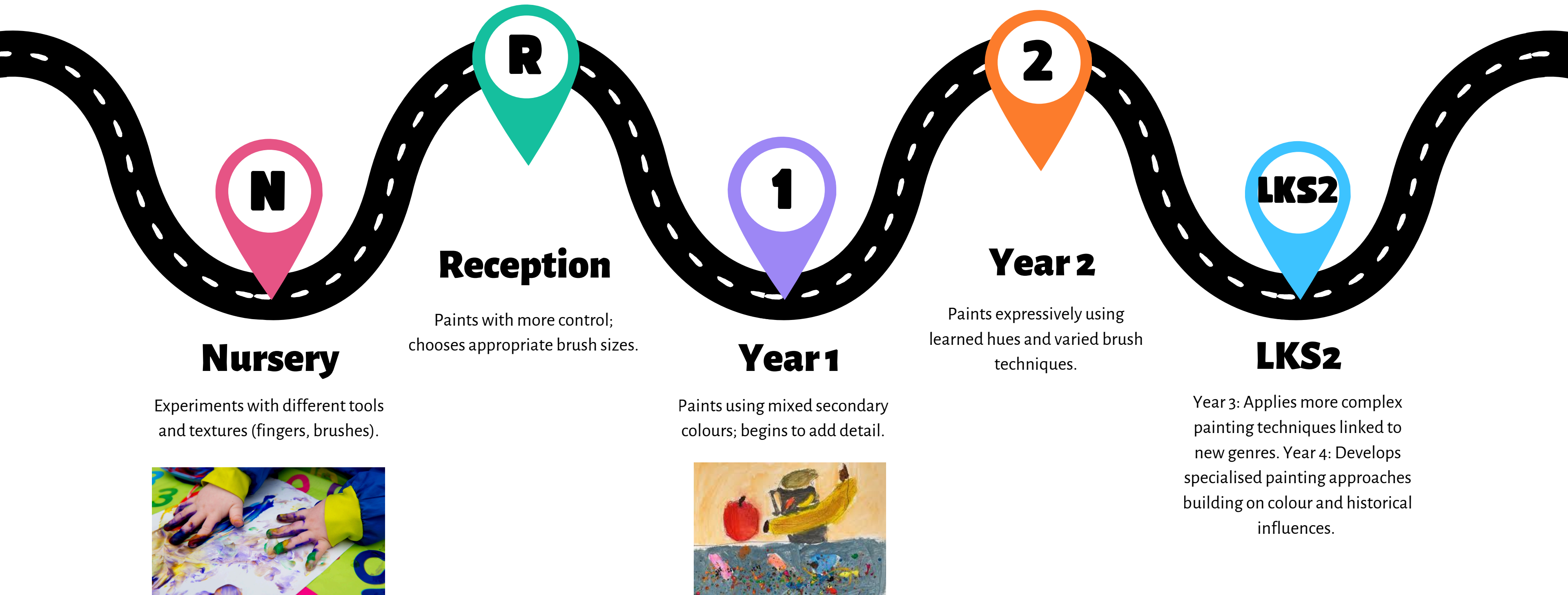
Colour knowledge & mixing



Drawing



Painting



Print Making

N

Nursery

Pressing shapes into paint and making simple repeated patterns (exploratory).



R

Reception

Simple printing using objects and natural forms.

1

Year 1

Early block printing or nature-print techniques.

2

Year 2

More precise and repeated printmaking patterns; introduction to multi-step printing.



LKS2

LKS2

Y3: Builds into more complex printmaking aligned with historical art forms. Y4: Techniques become more refined and layered.

Sculpture

N

Nursery

Explores shape and form with malleable materials (clay, dough).



R

Reception

Constructs simple 3D forms; joins materials.

1

Year 1

Simple clay and construction projects (spread out to reduce resource strain).

2

Year 2

More refined shaping, joining and texturing techniques.



LKS2

LKS2

Y3: Studies prehistoric pottery, expands 3D skills. Y4: Explores medieval weaving and Islamic art forms, adding cultural depth.

Textiles / Collage

N

Nursery

Tears, sticks, layers; explores fabric textures.



R

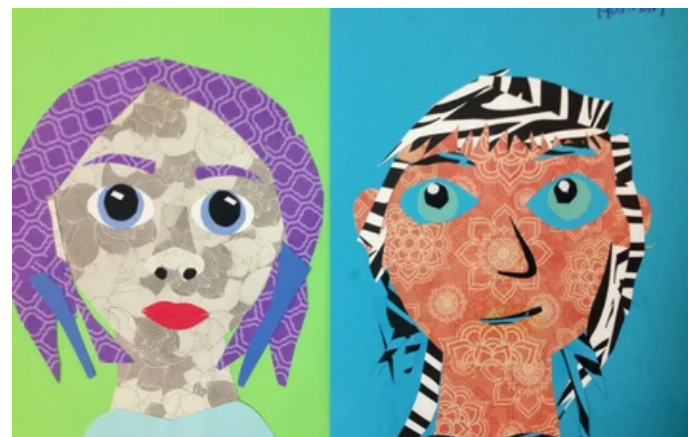
Reception

Uses tools to cut/shape materials; makes simple patterns.

1

Year 1

Simple collage to represent people or nature.



2

Year 2

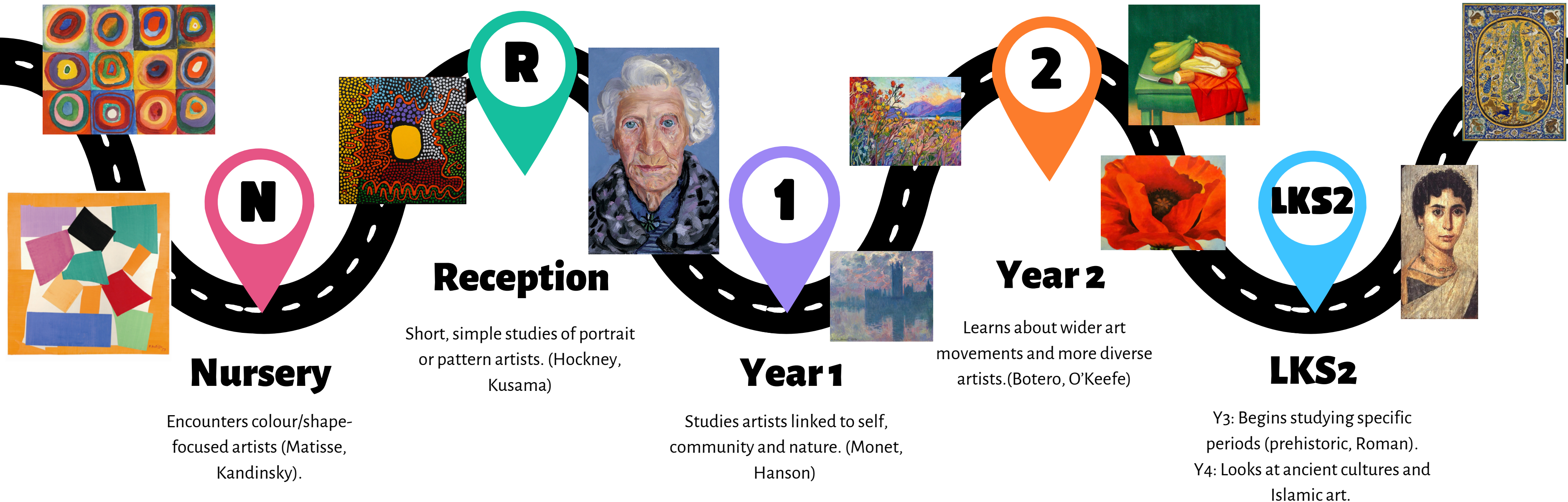
More complex fabric and paper techniques; simple stitching/layering.

LKS2

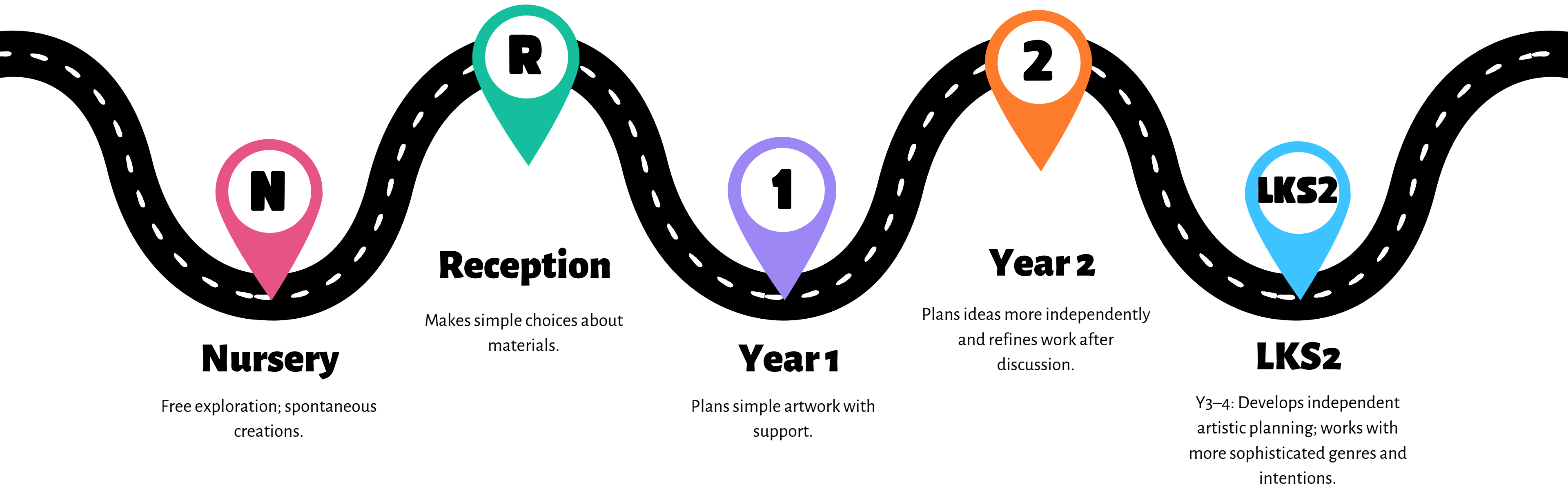
LKS2

Y3: Textiles become more complex linked to historical styles. Y4: Specialised weaving techniques from medieval cultures.

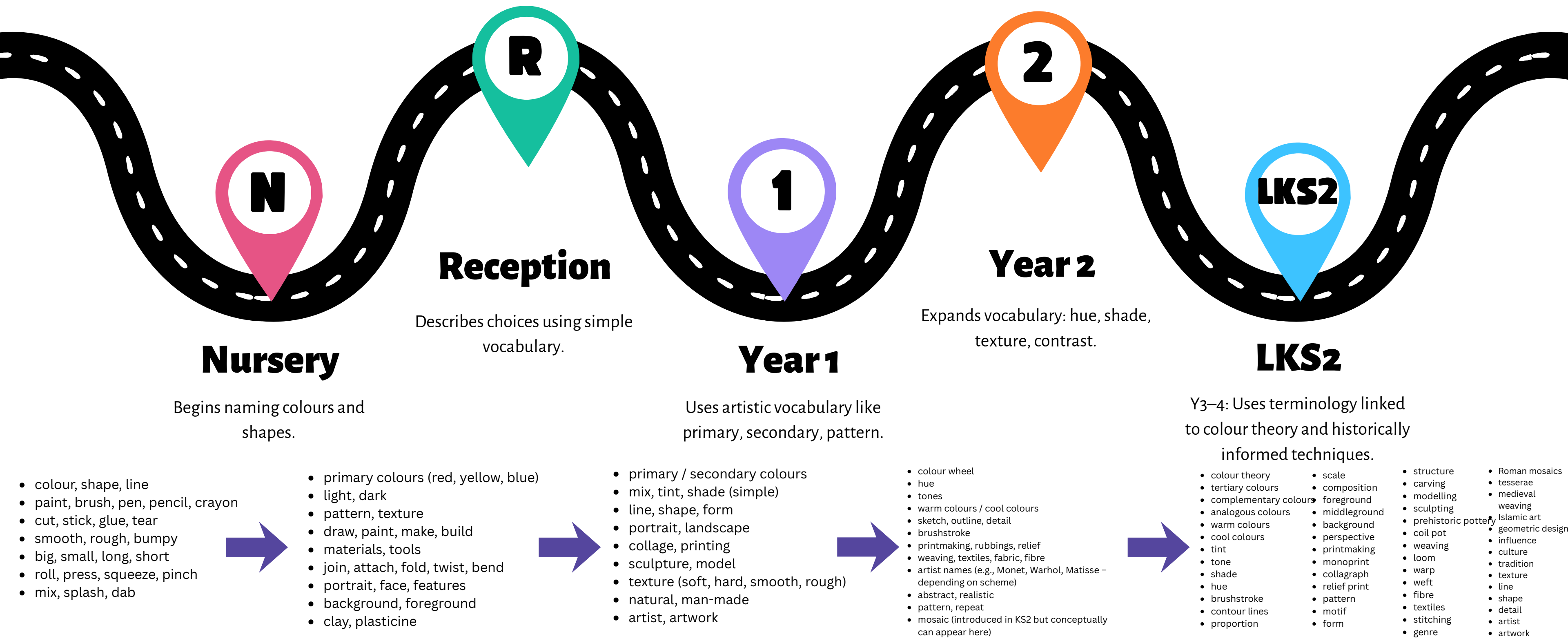
Knowledge of artists & movements



Creativity & planning



Talking about art / vocabulary



Feedback & evaluation



Self-Assessment Starters
Use these sentence starters when you're assessing your own work:

INK I now know/I need to know: I understand this topic well because... I did well today because...	I need some help with... What I don't yet understand is...
WWW What went well: The things that I did well were... I feel I did well with...	I am very proud of... The best part of my work is...
EB Even better if: To improve my work I need to... Next time I work on this topic I need to...	In future I will endeavour to... My next step is...

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