

Art and Design at Kirkby Stephen Primary School



Enthuse. Explore. Enrich.



Our vision for Art

Intent

At Kirkby Stephen Primary School it is our belief that all children should access Art to foster a lifelong love and appreciation of the subject. We strive to present a range of experiences, so that the children are immersed in art from different cultures and periods of historical significance. The children will gain confidence in a number of techniques including drawing, painting, 3D art, collage and printing. We want all children to produce creative, imaginative work after being given the opportunity to explore their own and others work including global and local artists, designers and craft makers. The progression of skills, knowledge and appreciation supports children to develop their emotional expression through art to further enhance their personal, social and emotional development.



Implementation

Our curriculum aims to build upon knowledge throughout the school in order to promote progression in all areas of art and design. The sequence in which different techniques are taught is individual to the year group's topic and have strong connections to the classes' overall learning, this can be seen in our curriculum booklets. Children are supported to challenge themselves and create artwork through stages and influence from others. Skills that are learnt within explicit art lessons are also used across other subjects to aid learning.



Impact

Children will be excited and passionate about art, keen to participate and speak enthusiastically about their learning. The children will be able to use appropriate vocabulary accurately, independently, to demonstrate their understanding. School will celebrate children's achievements in art and it will be shared widely around the school on displays, in turn increasing the children's enthusiasm for the subject. Learning is evidenced in a range of ways, including pupil voice, final pieces and sketchbooks. Teacher judgment is made against the achieved planned outcomes.

Expectations at the end of EYFS

Art can help support achieving several ELG at the end of EYFS.

Fine Motor Skills

- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

What the foundation for Art looks like in Nursery

Younger children

Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
Start to make marks intentionally.
Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
Use their imagination as they consider what they can do with different materials.
Make simple models which express their ideas.
Build independently with a range of appropriate resources.
Develop manipulation and control.
Explore different materials and tools.

3-4 year olds

Explore different materials freely, in order to develop their ideas about how to use them and what to make.
Develop their own ideas and then decide which materials to use to express them.
Join different materials and explore different textures.
Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
Draw with increasing complexity and detail, such as representing a face with a circle and including details.
Use drawing to represent ideas like movement or loud noises.
Explore colour and colour-mixing.
Show different emotions in their drawings – happiness, sadness, fear etc.
Use one-handed tools and equipment, for example, making snips in paper with scissors.
Use a comfortable grip with good control when holding pens and pencils.
Show a preference for a dominant hand.



What the foundation for Art looks like in Reception

Children in Reception

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Return to and build on their previous learning, refining ideas and developing their ability to represent them.
Create collaboratively sharing ideas, resources and skills.

Early Learning Goals

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
Use a range of small tools, including scissors, paint brushes and cutlery
Begin to show accuracy and care when drawing

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
Share their creations, explaining the process they have used.



National Curriculum

KS1 National Curriculum Expectations

Pupils should be taught:

- to use a range of materials creatively to design and make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

KS2 National Curriculum Expectations

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;
- to create sketch books to record their observations and use them to review and revisit ideas;
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay);
- about great artists, architects and designers in history.

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

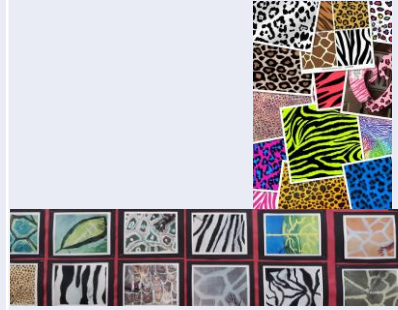
Art in Autumn Term (1)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and My Body	Look At Me Now! <u>Creating Self-portraits</u>	Volcanoes and Romans	World War II	Grand Designs	The Human Machine
<u>Focus Artist:</u> Andy Warhol  Discuss and look at the work of Andy Warhol's Pop-Art, thinking about which colours communicate different moods. <u>Drawing and Painting</u> To draw objects from observation and use their imagination. -Draw/paint self portraits putting features in the correct places. -Explore line using a variety of tools including pencils, pens and chalk. <u>Printing</u> ICT print – Use programs such as 'Pop Collage' to create repeated pictures and patterns. -Look at ways to make a print with paint. <u>3D Art</u> Use clay to make a face/self portrait. <u>Key Vocabulary</u> self portrait, line drawing, Pop-Art, repeated pattern, unrealistic, mood, warm colours, cool colours.	<u>Focus Artist:</u> Pablo Picasso  <u>Drawing</u> -To draw objects from observation and use their imagination. -Use different media to draw such as: pencils, felt tips, crayons and pastels. <u>Painting</u> -Experiment with Picasso's approach. -Make paintings and draw on top to add detail (mixed media). -Mix tints, shades (adding black and white) and secondary colours. -Experiment with different brushes (including brushstrokes) and other painting tools. <u>Key Vocabulary</u> Picasso, self-portrait, drawing, pencils, crayons, felt tips, lines, primary colours, secondary colours, tints, shades, brushstrokes	<u>Mosaics</u> <u>Sketch Book Work</u> Sketch Roman artefacts from pictures. <u>Focus Artist</u> Collect pictures of mosaics they like. Look at the work of mosaic artists; Elaine M Goodwin, Emma Briggs, Sonia King and Antoni Gaudi.  Match colours that were used by mixing watercolours or water pencils. <u>Collage</u> Collaborate to make a large scale Roman Soldier -Children are able to cut accurately. -Begin to overlap materials to experiment with different final looks. Select a range of materials to create an effect. Design and make their own Mosaic Tile using Styrofoam. <u>Key Vocabulary</u> pattern, colour, shape, Roman, mosaic	<u>Sketch Book Work</u> <u>Drawing</u> Practice their sketching linked to WWII topic  Sketch artefacts Sketch soldiers and show emotions in their facial expressions  Experiment with showing line, tone and texture with different hardness of pencils and lines. -Use shading to show light and shadow effects. <u>Focus Artists</u> Look at the work of war artists. Talk about the importance of their work as a Historical source <u>Key Vocabulary</u> line, pattern, form, light, dark, tone, shadow, shape, sculpture, 3D.	<u>Sketch Book Work</u> <u>Drawing</u> Sketch Grand Designs Collect images of their favourite designs as inspiration for their work. <u>Look at the work of famous architects, Norman Foster, Robert Venturi and Denise Scott Brown.</u> Understand and explore architectural ideas and design buildings! <u>Look at how artists have used perspective in their work</u> <u>Drawing</u> One/two point perspective of a street, bridge, building Once the children are happy with their design, create extra copies so they can experiment with adding colour. Paint designs using different colour families, contrasting/complimentary colours etc. <u>Key Vocabulary</u> straight, broken, point, angular fine, sharp, thick, broad, short, bold, jagged. Primary/secondary colours Complementary/contrasting colours 	In My Head self-portrait sketch/ collage <u>Exploring and Developing Ideas</u> -Use digital technology as source for ideas. -Use sketchbook to record, experiment with, develop, present and evaluate ideas. -Write a description of the piece for display. <u>Drawing</u> -Select from a range of drawing tools (pencil and ink pen) and use with increased control to create a specific effect. -Develop sketching techniques to add effects (shadow, hatching, cross-hatching) and use appropriately in their work. <u>Collage</u> Plan and design a collage to express personality and add it to a self-portrait. Use a range of mixed media. <u>Work of other Artists</u> Learn about the life and work of Leonardo Da Vinci. Give detailed observations about his Profile of a Man and create a self-portrait in response 

Art in Autumn Term (2)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Our Furry Friends <u>Focus Artist: Paul Klee- Cat</u> Read "The Cat and the Bird" by Géraldine Elschner <u>Exploration</u> Draw and paint pictures of their favourite pets <u>Final Piece</u> Experiment with lines and shapes to draw a cat inspired by the work of Paul Klee. Choose colours inspired from the story illustrations and from the work of Paul Klee to paint their cats  <u>Collage</u> Gather and sort materials (tissue/paper) to create a background for their picture.  <u>Key Vocabulary</u> line, surrealism, straight, vertical, horizontal, diagonal, curved, collage, bright.	Construction Fun and Railways <u>Exploration</u> Draw trains from observation and photographs. Opportunities through out the half term to draw and paint using different paints and drawing materials.  <u>Focus Artist:</u> Look at the work of Stephen Wiltshire <u>Work collaboratively to create a large scale train collage.</u> <u>Christmas Card</u> Design a Christmas card inspired by the Polar Express movie.	Volcanoes and Romans Use techniques learned to create Christmas craft. e.g. Mosaic Christmas Tree Printed Christmas card using Styrofoam 	World War II <u>3D Art</u> Clay Poppies using the pitch pot technique. Look at the Poppy Sculptures that have been created across the country.  <u>Work of other Artists</u> Look at the work of war artists. Talk about the importance of their work as a Historical source Look at the Poppy Sculptures that have been created across the country.  <u>Christmas Art/craft</u> Use learned techniques to create Christmas craft. <u>Key Vocabulary</u> line, pattern, form, light, dark, tone, shadow, shape, sculpture, 3D.	Grand Designs Opportunities to study different architects and designers to allow practicing of different drawing techniques including sketching and diagrams. Sketchbook work Drawings of the local viaduct Sketching outdoors Final Piece inspiration Look at https://leahnewtonart.com/2019/07/30/middle-school-famous-buildings-art-lesson-projects-for-kids/  or Look at the work of James Rizzi https://glittermeetsglue.com/james-rizzi-cityscape/ 	Stone Age cave art <u>Exploring and Developing Ideas</u> Use sketchbook to record, experiment with, develop, present and evaluate ideas.   <u>Drawing</u> -Select from a range of charcoal and chalk drawing tools and use with control to create a specific effect, to reproduce Neolithic cave art depictions of animals. -Use techniques such as smudging and blending for effect. <u>Work of other Artists</u> -Learn from the works of Banksy and explore his impact. -Understand how art can be used to comment on current issues.

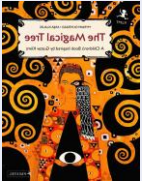
Art in Spring Term (1)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Once Upon A Time	Read Around the World	Metals and Magnets	Extinction	Earth and Space	Floodland/ Mountains
Focus Research Portraiture through time, looking at how artists have painted Kings and Queens. Drawing Design and draw own pictures of castles, monarchs, favourite story characters. Painting With support, mix different primary and secondary colours and develop a vocabulary to describe these colours. Collage Cut, tear and layer different materials to create texture and depth  Use all of the above techniques to create our own final piece "Portrait of a Monarch" or , favourite story character. Key Vocabulary design, secondary colours, tints, warm colours, cool colours, cut, arrange, design.	Focus Look at a range of art work depicting the Great Fire of London Draw own pictures in response to The Great Fire of London  Textiles Use dye to create the fire skyline. -Use a dyeing technique to alter textiles, colours and patterns. -Join fabric using glue. Drawing -Draw with wax crayon using different pressures. -Draw with charcoal and pastel, blending and smudging. Key Vocabulary tints, shades, shapes, dye, textiles, fabric, decorative, blending, smudging, pastel.	'Robot' character pictures Exploring and Developing Ideas -Develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. -Introduction to new ways of making effect through tone, texture, light and shadow including the use of vocabulary learned in KS1 accurately, e.g. shading, thick and thin. Drawing -Explore and work closely with different art pencils e.g. HB, 2B etc. -use them to scribble and shade (cross hatch, dot dash, circle, spiral) -Create facial expression in their drawing. -Use shading to create tone. -Use different pressures to create hard and soft lines (shading ladder). --Show an awareness of space when drawing; -Use key vocabulary to demonstrate knowledge and understanding in this strand. Work of other Artists -Explore Artists use of shade and tone. Subject specific vocabulary Frame, position. Label, line, symbol, practical, impractical, change, improve, pressure, light, shade, dark portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, 	Animal Printing Exploring and Developing Ideas -Use sketchbooks to record ideas. Draw a range of animals Look at the patterns on their skin -Explore ideas from observations. -Adapt and refine ideas. Printing -Can create accurate print designs. -Can print onto different materials. -Use more than one colour to layer in a print. -Can replicate patterns from observations and make repeated patterns with precision. -Can make printing blocks.  Key Vocabulary line, pattern, texture, colour, shape, block printing, ink, repeat, nature, relief.	Focus Artist: Jackson Pollock  <i>The Night Sky</i> Painting -Using acrylic paints, use a layering technique of a skyline at night including stars and galaxies.  Work of Famous Artist Jackson Pollock, how his abstract paintings can hold lots of meaning when meaning isn't obvious. Key Vocabulary primary, secondary, complimentary, intricate	Focus Artist: Hokusai  Tsunami Impasto painting /collage Exploring and Developing Ideas Use sketchbook to record, experiment with, develop, present and evaluate ideas. Use sketchbook to develop impasto technique to use in their work. Write a description of the piece for display. Painting Experiment with building up layers, colours and textures: add texture to acrylic paint by adding PVA, sawdust, sand etc. to create impasto effect; explore a variety of different brushes to create an effect of movement; create a colour palette, demonstrating mixing techniques. Collage Experiment with mixing textures and arranging materials with purpose to create effect of a surging wave. Add collage to a painted background. Create and arrange accurate patterns. Justify the materials they have chosen. Work of other Artists Learn about Hokusai and comment on his Great Wave, observing how the artist has created a sense of movement.

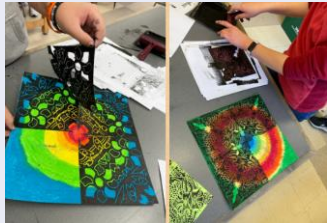
Art in Spring Term (2)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pirates Life For Me <u>Drawing</u> As a group, contribute to a large drawing to show the life of a pirate including landscapes, boats, pirates and flags.  <u>Painting</u> Experiment with different applicators to create different textures such as waves, wood and skin. The children will mix colours such as brown and skin tones.  <u>Key Vocabulary</u> sweep, landscape, dab, materials, textures, model, 3D.	Animals around the world <u>Focus Art:</u> Paper sculpture artists Look at animals in art <u>3D Art</u>  Introduce the children to the 3D form. Create individual paper sculptures using shades of blues or greens.  These will act as a background for the children's pictures of their chosen animal. e.g., Sea Turtle Tropical bird, Tiger <u>Key Vocabulary</u> sculpture, model, fold, twist, bend, work of art, 3D, shapes, materials, pyramid, abstract, geometric. Fold, crease	Light <u>Focus Artists:</u> <u>Impressionism Artwork.</u> Opportunity to offer opinion and to compare and contrast artists. Exposure to a range of different artists through history, studying their techniques and processes. https://www.tate.org.uk/kids/explore/what-is/impressionism <u>Exploring and Developing Ideas</u> Continue exploring variety of different brushes and use the language of colour accurately when mixing, e.g. shade, primary and tint. Begin to experiment with colour for effect and mood. <u>Drawing</u> Use different pressures to create Hard and soft lines.  <u>Painting</u> -Select an appropriate brush, size and style depending on the task. -Mix colours with accuracy. -Know where the colours are on the colour wheel (primary and secondary). -Create a background. <u>-Key Vocabulary</u> abstract, natural, bold, delicate, detailed, colour descriptors e.g. scarlet, crimson, emerald,, turquoise, watery, intense, strong, opaque, translucent, wash, tint, background 	Extinction Children continue to focus the focus on animal art work and create a textile picture using Batik. <u>Exploring and Developing Ideas</u> Plan and sketch out their ideas in their sketch books Making decisions on colours to use Children to ensure their design is appropriate for the technique. 	Ancient Greeks <u>Sketchbook work inspired by the Ancient Greeks</u>  <u>Athenian pottery inspired artwork</u>  <u>Drawing</u> - Using observational skills to study Greek pottery depicting different Greek events. - Taking influence from Greek pottery to create their own vase design. - Experiencing the challenge of making a design work on a 3D surface.	Floodland/ Mountains <u>Watercolour painting: Nine Standards Rigg</u> <u>Exploring and Developing Ideas</u> -Use sketchbook to record, experiment with, develop, present and evaluate ideas. -Use sketchbook to show research on Paul Cézanne and how this impacts on their own work.  <u>Drawing</u> -Select appropriate pencil hardness for sketching. -Use sketching techniques to add effects (perspective, shadow, hatching, crosshatching). <u>Painting</u> -Use inspiration from natural and non-natural works to create a colour palette. -Use colour to express a mood and use the language of colour accurately. <u>Work of other Artists</u> -Learn about Paul Cézanne in the context of the Impressionist movement. -Study his various depictions of Mont Sainte-Victoire, focusing on his use of colour and tone to express different moods. 

Art in Summer Term (1)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Green Fingred Fun <u>Focus Artists:</u> William Morris, Monet <u>Drawing and Painting</u> Draw their own flower design Whole class Monet Display.  <u>Printing</u> Use the printing technique to make a background in a impressionist style. Different techniques will be used including rolling, pressing and stamping.  <u>Key Vocabulary</u> line drawing, size, line, textiles, fabric, decoration, apply, colour, block, objects.	How Does My Garden Grow?/ It's a bug's life <u>Focus Artists:</u> Gustav Klimt The Tree of Life Story Book <u>Printing</u> -Press print using steriorm Create prints by pressing, rubbing and stamping.   Draw objects from observation, memory and imagination. -Make drawings that focus on pattern or texture <u>Create artwork in the natural environment.</u> Andy Goldsworthy Use nature to create art work outdoors  <u>Closely observe a plant to draw</u> Make drawings that show how something changes over time. <u>Key Vocabulary</u> colour, shape, printing, printmaking, woodcut, relief printing, objects, detail, line drawing, sculpture, model, sculptor.	Food and Farming <u>Focus Artists:</u> Beatrix Potter plants, animals, landscapes. William Wordsworth (poems as stimuli for art – daffodils) <u>3D Art</u> -Experiment with joining and construction. -Begin to understand more about decorating sculptures and adding expression through texture. -Use a variety of tools to support the learning of techniques and to add detail. -Opportunity to offer opinion and to compare and contrast artists. -3D farm animal sculpture from clay. -Look at the changes in clay as it dries and is fired. -Look at the work of other artists to generate ideas.  <u>Key Vocabulary</u> detail, decoration, natural, form, two-dimensional, three-dimensional, clay, pinch, squeeze, manipulate, create	Vikings and Anglo-Saxons <u>Dragon Eyes</u> https://artwithtrista.com/dragon-eye-art-lesson-a-student-favorite/ Inspired by the book <i>How to Train your Dragon</i> Exploring using a range of media. Pastels/Chalk-Blend to create shades and tones.   	The Amazon Rainforest <u>Focus Artists:</u> Hannah Hoch and Kurt Schwitters, two famous textile artists who use ripping's from magazines and newspapers. John Dyer https://johndyergallery.com/collections/rainforest-art-amazon-indian-paintings <u>Rainforest artwork- Large Scale Collage</u> https://www.arthouselab.com/wild-jungle-collage-project/ -Using ripping from magazines, newspapers and posters, can we create a rainforest scene, trying to represent layers of the rainforest.  <u>Painting</u> Experiment with colours and textures: explore a variety of different brushes to create an effect of movement; create a colour palette, demonstrating mixing techniques. Explore painting on different surfaces/papers used in creation of collage.	India <u>Focus Artist:</u> David Oliveira <u>Wire sculpture</u>  <u>Exploring and Developing Ideas -</u> Use sketchbook to record, experiment with, develop, present and evaluate ideas. Use sketchbook to show research on and how to use abstraction in their own work. <u>Drawing</u> Use drawing as a starting point that may be taken forward into the sculpture. Begin with a one-line drawing and use this to influence using one piece of wire to create a bike. Write a description of the piece for display. <u>3D Art</u> Plan and design a bicycle sculpture. Experiment with cutting, joining and shaping wire to create a 3D sculpture. <u>Work of other Artists</u> Learn about and be inspired by David Oliveira.

Art in Summer Term (2)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Green Fingered Fun/ Creepy Crawlies <u>Drawing</u> Add to their textile work from the previous half term and draw pictures of bugs and other animals to help them design applique. <u>Textiles</u> Adding to their previous work, make simple applique to add detail using a simple stitch and glue.  <u>Key Vocabulary</u> line drawing, size, line, placement, over, under, decoration, apply, set	How Does My Garden Grow?/ It's a bug's life <u>Focus Artists:</u>  https://theartyteacher.com/artists-who-create-artworks-of-insects <u>Closely observe a mini-beast and create abstract art</u> <u>Drawing</u> -Use dots and lines to demonstrate pattern and texture. Use a ball point pen to make fine marks. -Draw with wax crayon using different pressures. -Draw with charcoal and pastel, blending and smudging. Experiment with drawing on darker backgrounds <u>Painting</u> -Experiment with different brushes (including brushstrokes) and other painting tools. -Make paintings and draw on top to add detail (mixed media). -Mix tints, shades (adding black and white) and secondary colours. <u>Key Vocabulary</u> tints, shades, warm, cold, sweep, dab, bold, acrylic paint, detail, size, shape.	Food and Farming <u>Exploration</u> Children to be given opportunities to explore and build their confidence and experiences with different mediums including the opportunity to work outside. Explore ideas and choices in sketch book. <u>Painting and Drawing</u> Experiment with different brushes (including brushstrokes) and other painting tools. -Make paintings and draw on top to add detail (mixed media). -Mix tints, shades (adding black and white) and secondary colours. 	The Eden Valley <u>Local Artist Focus: John Alexander</u> Look at the work of a variety of local artists <u>Focus Artist</u> Andre Derain- David Hockney   Express an opinion on the work and refer to techniques and effect. <u>Landscape Painting</u> Exploring and Developing Ideas -Use sketchbooks to record ideas. -Adapt and refine ideas. -Explore ideas from first hand observations. <u>Drawing</u> -Use mirrors, viewfinders, magnifying glasses etc. to aid observation. -Show reflections. <u>Painting</u> -Mix different thicknesses of paint. -Use varied brush techniques to create shapes, textures, patterns and lines. -Create different textures and effects with paint. <u>Key Vocabulary</u> colour, foreground, background, middle ground, warm, blend, thread, needle, textiles, texture, pattern.	Ancient Egypt <u>Sketch Book work</u> <u>Planning</u> <u>Investigating styles and traditions.</u> Plan artwork through drawing designs in sketchbooks.  <u>3D Art</u> Create a burial mask using- Papier mâché. Paint with metallic paint  <u>Key Vocabulary</u> frame, structure, integrity, size, mass, dense, bulky, rigid	India <u>Sketchbook work</u> <u>Exploring and Developing Ideas</u> -Use sketchbook to record, experiment with, develop, present and evaluate ideas. -Exploring history and style of Indian art with a focus on repeating patterns. -Learn about Mandalas, Mehndi, Rangoli. -Organise work in terms of pattern, repetition, symmetry.  <u>Printing</u> https://amslerartroom.com/student-work/radial-symmetry-prints-on-oil-pastel/ -Design and create an accurate radial symmetry print.  <u>Work of other Artists</u> Study the life and work of the Singh twins. Explore how both British pop culture and traditional Indian pattern is incorporated into their work.

Art - SEND

All children are given the opportunity to access Art through a number of strategies and resources.

Resources:

Chunky pencils.
Pencil grips.
Chunky and shorter paintbrushes.
Larger paper for improved control.
Assistive training scissors.
Materials that are easy to mark make with e.g. paint sticks, chalks.
Polystyrene ball on the end of a paintbrush.
Work on large scale if appropriate.

Emotional Support:

Encourage experimentation - No right or wrong way to do something.
Allow for mistakes.
Use art as a calming, therapeutic outlet.

Communication / Instructional Support:

Pre-teach key art vocabulary (e.g., shading, collage).
Model techniques.
Provide finished examples.
Provide simple step by step instructions.
Provide visual aids eg. widget symbols alongside simple instructions if required.
Teacher support.
Scaffolded worksheets.

Sensory Support:

Be aware also of other sensory triggers - the smell of paints, the dustiness of chalk and charcoal, and general classroom noise, which can be louder in creative lessons.
Adapt art resources due to sensory need.