



Intent, Implementation and Impact

Long Term Plans & Progression

EYFS, KS1 and KS2 - Updated September 2025



At Upper Nidderdale Primary Federation, our vision is at the heart of everything we do

Believe Achieve Inspire

We want every child to flourish into a caring, confident and resilient young person who has a **love of learning** and upholds our CHAMPS Values:

Community - Treat others as we would want to be treated ourselves

Hope – Giving confidence in what we can contribute and achieve together

Aspiration - Believe that we can be the best version of ourselves in all that we do

Mission – Living with purpose and commitment to making a positive difference

Perseverance – Not everything comes easily – keep trying to reach your goals and dreams

Shine – Let your light shine on yourself and others

As Rights Respecting schools, our intents are based around the following articles;

Article 23

You have the right to special education if you have a disability.

Article 28

All children have the right to a good quality education.

Article 29

All children have the right to an education that helps to develop their talents and abilities.

Art and Design

Intent:

“Art to the child is more than a matter of painting pictures or making objects. It is a means by which he/she expresses his/her individuality and communicates his/her ideas about him/herself about his/her world.” Jane Cooper Bland

We believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding.

Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. We want our children to be exposed to the best thought and created and said and helping to engender an appreciation of human creativity and achievement

The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, using the local area to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. Many areas of art link with mathematical ideas of shape and space; for example when printing repeating patterns and designs and thinking about 3D shapes to support structures. It is paramount that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this.

In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

Art and Design

Implementation:

The teaching of Art and Design begins in the Early Years, where children develop a fundamental foundation of core artistic skills, together with vital fine and gross motor skills, through a mixture of child initiated and adult directed activities linked to core themes. Children are given opportunity to explore materials and techniques through a hands-on approach, exploring material capabilities and uses. Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children's learning is contextualised through the study of artists and the study of key works of art. Children begin to use language of art and design to share their creations and explain the processes they have used.

In KS1 children are introduced to sketchbooks. Children are taught that sketchbooks are a safe place to explore and practise without fear of making mistakes. Children are taught that sketchbooks are a work of art in themselves and they begin to use these to record progress and practise. In KS1, children build on their learning from EYFS, refining their core skills in a more structured approach. Children develop a wide range of art and design techniques, introducing and exploring the formal elements. Children learn about colour, pattern, texture, line, shape, form and space and they use a range of materials creatively to design and make works of art. Children dive deeper into substantive knowledge through artist studies and are given opportunity to think like an artist to create their own unique artist creations. Children learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines. Children are encouraged to think like an artist by applying their contextual knowledge to their own work through making links and comparisons.

Art and Design

Implementation:

In KS2, pupils continue to develop their use of sketchbooks to record their observations and use them to review and revisit ideas. Children begin to use sketchbooks more freely to creatively present their thinking through visual notes. Children are encouraged to take ownership of their sketchbooks, looking back at their ideas and progress over a unit and a year.

In KS2 children improve their mastery of art and design techniques, within the artistic disciplines of drawing, painting, printing, mixed media and 3D form. They dive even further into their contextual studies to learn about great artists, architects and designers in history which act as stimulus for their own creative ideas. This learning is framed by meaningful art and design learning journeys which begin with appreciation of a response to an artist, art movement and/or focus piece/s of art work, move onto the development of discrete component knowledge, and then finish with the creation and presentation of pupils' own authentic artwork.

Art and Design

Implementation:

Teachers are provided with an additional three planning days per year on top of their PPA, to plan their curriculum together as a team. As part of this planning process, teachers need to plan the following:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master;
- A cycle of lessons for each subject, which carefully plans for progression and depth;
- A low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;

A means to display and celebrate the pupils' artwork in their class.

Our Art curriculum has been designed as a spiral curriculum with the following key principles in mind:

- **Cyclical** – Pupils return to the same skills again and again during their time in primary school.
- **Increasing depth**: Each time a skill is revisited it is covered with greater complexity.
- **Prior knowledge** – Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Art and Design

Implementation:

Each unit enables children to build skills and techniques towards exciting outcomes, while offering opportunities for teachers to develop the learning for the needs and of their children and their specific curriculum.

The four units covered each year are:

Drawing	• Exploring mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas and drawings. • Using sketchbooks to record observations and plans as drawings. • Learning about how artists develop their ideas using drawings.
Painting and Mixed Media	• Developing painting skills including colour mixing, painting on a range of surfaces and with different tools. • Exploring the interplay between different media within artwork.
Sculpture and 3D	• Investigating ways to express ideas in three-dimensions. • Constructing and modelling with a variety of materials, shaping and joining to achieve an outcome. • Developing drawn ideas into sculpture.
Craft and Design	• Designing and making art for different purposes, considering how this works in creative industries. • Learning new techniques, comparing these and making decisions about which to use to achieve a particular outcome. • Developing personal, imaginative responses to a design brief.

Art and Design

Implementation - Sketchbooks

Sketchbooks are used for children to practice and apply a taught skill. Layering a variety of skills to build up to a final piece (disciplinary knowledge). Sketchbooks are also used to show the learning journey of their knowledge about an artist or an art movement (substantive knowledge).

The learning journey will start of a unit of work, with the opportunity to recall and practice previous learning and to connect this to new learning and skills.

Work in sketchbooks will be of high quality and it will show the cumulative build up of skills over a unit and over time.

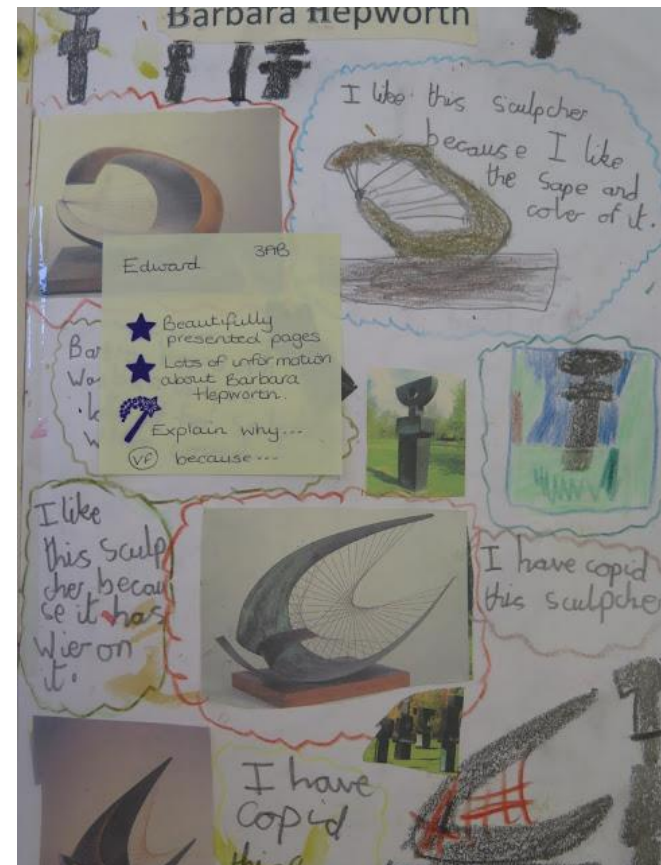
Art and Design

Implementation - Sketchbooks - Key Stage One examples of sketchbooks



Art and Design

Implementation - Sketchbooks - Lower Key Stage Two examples of sketchbooks



Art and Design

Implementation - Sketchbooks - Upper Key Stage Two examples of sketchbooks



Creative writing - Who is this character?

Despite the fact that my character is very small she finds it particularly easy to reach the bread on the top shelf in her kitchen. My character has horrible crooked teeth but surprisingly very luscious lips. Strangely she has a big orange nose, grey skin and disgusting crooked nails. My character is very loving and likes to go on long walks round canals. Her hair is one side ink black and another fizzy silver hair. Usually my character is small but very plump.



Art and Design

Impact:

Our Art Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work.

Application of skills and knowledge

Children use their sketchbooks to apply skills and knowledge throughout the whole process of creating art, practising techniques learned and developing and evaluating their ideas towards an outcome.

Work will be assessed at the end of each unit against the agreed end points. This will be shown within individual art books.

Individual books will be used. They will include a range of children's work, photos and children's comments.

Where necessary, children may be recorded to show a specific skills so that judgements can be made easily and accurately. These will be saved on TEAMS.

Moderation will be carried out twice a year.

Substantive and Disciplinary Knowledge in Art

Art Substantive Knowledge

Substantive knowledge is the subject-specific content of art and design which is taught through research and practice. Substantive knowledge covers a range of theoretical topics including History of Art and modern Art Practice. Substantive knowledge can broadly be defined by art movements, knowledge of artists and artistic disciplines.

The substantive knowledge of Art and Design is outlined in the National Curriculum. Through our long term plans and connected knowledge, our substantive knowledge is progressive; built upon year after year through procedural knowledge and complimented by the learning of disciplinary knowledge.

Art

Substantive Knowledge

Abstract Art

Abstract art uses colours, lines, shapes in a non-representational manner. Abstract art can be 2d or 3d.

Barbara Hepworth is an abstract artist who works in 3D.

Beatriz Milhazes is an abstract artist who works in 2D and 3D.

Architectural Art

Architectural art focuses on graphic drawings of buildings and urban environments.

Stephen Wiltshire creates technical drawings.

Cubism

Cubism is a type of abstraction - it does not try to represent the subject as it really looks. Cubists show multiple views of one image in one picture.

Picasso was one of the founders of Cubism.

Fauvism

Fauvism is a form of expressionism. It distorts reality in order to express emotions and feelings.

Fauvism uses strong colours and fierce brush strokes.

Matisse is one of the most famous artists from the fauvism movement.

Art Substantive Knowledge

Impressionism	Impressionism developed in France and is based on the practise of painting outdoors. The main impressionists subjects were landscapes and scenes of everyday life. Clause Monet was a founding member of the impressionist movement.
Modernism	Modernism leans towards abstraction. Modernism experiments with shape, form and colour. Anni Albers was an early modernist.
Pop Art	Pop art was based around modern culture and mass media. Pop art uses bold and contrasting colours. Andy Warhol is a famous pop artist. He uses bright colours and repeated imagery.
Post-Impressionism	Post-impressionists capture an artists' impression of a person or place, rather than an exact copy. Post-impressionists leave their book strokes visible and use vivid colours to create atmosphere. Van Gogh was a famous pot-impressionist painter.

Art Substantive Knowledge

Street Art

Street art is art made in public places, often without permission. Common street art technique includes stencils, free hand painting and stickers. Boundaries between street art and graffiti are often blurred.

Banksy is a famous street artist.

Surrealism

Surrealism is abstract art with unusual, fantastical and dreamlike images in a realistic style.

Giacometti made 3D surrealist sculptures.

Salvador Dali and Frieda Kahlo were famous surrealist painters.

Art Disciplinary Knowledge

The disciplinary knowledge of Art and Design incorporates the discrete artist skills and techniques (components) which are explicitly taught in reference to the principals of Art and Design.

Disciplinary knowledge also refers to contextual studies of specific artists and artworks and the language of art in which we use to analyse and discuss Art and Design. Disciplinary knowledge is broken down into components which culminate together to create a composite outcome.

Art Procedural Knowledge

Procedural knowledge is the understanding of how art is made. It is its journey from research, to ideas, to practise, making, presenting and evaluating. Procedural knowledge teaches children how to approach the learning of art and design and the stages they much go through in order to create an effective and informed creative piece of artwork. Procedural knowledge is represented by the stages of 'visual literacy', 'generating ideas', 'create' and 'present'.

- **Visual Literacy**: The study of art history, art theory, specific artists and historical, social and economic contexts.
- **Generating ideas**: The opportunity to use mediums and materials, explore material properties & uses, and the chance to develop skills & ideas through practical approaches.
- **Create**: Invitation to plan creatively, make outcomes using original ideas, and the opportunity to adapt, refine and change creative outcomes.
- **Present**: The chance display and talk about our own creations and engage in critical discussions about own work and the work of our peers.

Disciplinary Knowledge

How we know and revise what we know

e.g. Ask and investigate geographical questions; critically evaluate and debate the impact of gr=geographical processes.

Substantive Knowledge		
Dictionary Knowledge Knowing 'what'		
Locational Knowledge <i>e.g. Name and locate place; understand longitude and latitude.</i>	Place Knowledge <i>e.g. contrasting tow localities</i>	Physical and Human Geography <i>e.g. climate zones, earthquake; settlement patterns</i>
Procedural Knowledge Geography Skills and Fieldwork Knowing 'how' e.g. how to use maps, how to collect rainfall data during fieldwork		

SEND Adaptions in Art

SEND Adaptions for Art

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
Interpretation of artists' work. Reading/studying of artists' backgrounds and styles. Understanding of subject specific vocabulary. Difficulty in producing accurate pieces of writing e.g. an artist study. Sequencing of physical art task (knowing which steps to complete first).	Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. Use shorter texts which are comprised of less complex, phonetically decodable sentences. Texts can be supported by visuals – all teachers have access to Widgit Online. Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which can be used in everyday speech e.g. 'expression.' Create word banks to demonstrate that the same word can have different meanings in different contexts. Use writing frames, 'fill in the blank' sentences, sentence starters, vocabulary mats, visuals to sequence etc. Children who have difficulties structuring their writing/who have difficulties with short term memory could use talking tins to 'hold their sentences' whilst they write at an individual word pace. Children can record work differently e.g. through the use of ICT (PowerPoints, Word documents, videos etc). Utilise 'shared tasks' by pairing children with a learning buddy. One partner verbally explains the process of making something whilst the other asks questions. Partners swap roles and repeat the task. This will reinforce sequencing.	Expressing themselves and sharing their thoughts and opinions orally. EAL pupils may find it difficult to access resources/learning.	Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. Use flash cards supported by visuals to allow the children to choose adjectives to support their reasoning. E.g. children could select the word 'bright' to describe why they like a particular piece of artwork. Children could then match these flash cards to different pieces of artwork to demonstrate understanding. Teacher can use these flash cards to prompt verbal reasoning. Use a reduced number of simple instructions which are supported by visuals e.g. 'cut, stick, colour.' Appropriate modelling to aid understanding. Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window.

SEND Adaptions for Art

Sensory and Physical		SEMH	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
Fine motor skills/physical difficulties. Sensory difficulties accessing specific materials during Art lessons. For example, some children may find it very difficult to handle a material such as cotton wool due to tactile sensory difficulties. Children with a visual impairment may find it difficult to view text/images.	Teachers to be proactive in identifying appropriate resources and manipulatives for each individual child's need. For example, some children may require cross guard pencil grips/spring assisted scissors. Speak to SENDCo if unsure. Ensure any sensory difficulties are considered at the point of planning and alternative materials are provided to avoid sensory overload. E.g. replace cotton wool for polyfill stuffing. Ensure that font size used in resources matches the specific font size specified in the child's report provided by the Visual Impairment Team (saved in SEND files on T Share). Enlarge images to appropriate sizes to aid access.	Low self-esteem in art ability. Difficulties with social skills may result in children finding group work challengng.	Showcase different artists' work and a focus on the creation process rather than on the end result. Teacher be conscious to praise effort rather than ability. Make use of learning objectives which focus upon the specific art skill and not the resulting artwork. E.g. focus upon the shading of a sunflower rather than the accuracy of the shape of the petals. Pre-teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge with their peers – resulting in raised self-esteem. Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary. Ensure children have access to usual aides such as ear defenders to reduce noise. Provide talking tins for children who struggle with impulsivity so that they can record their contributions as they think of them but can play them back to other children at the appropriate time.

Fundamental British Values and SMSC Adaptions in Art

ART → Fundamental British Values

Democracy

- Take into account the views of others in shared activities.
- Vote for outcomes

The Rule of Law

- Undertake safe practices, following class rules during projects and activities for the benefit of all
- Understand the consequences if rules are not followed

Individual Liberty

- Work within boundaries to make safe choices in art and design
- Make own choices within art and design projects

Tolerance of those with different faiths and beliefs

- Experience and talk about art and design work from different cultures and religious beliefs
- Use art and design pieces to learn about different faiths and cultures around the world

Mutual Respect

- To behave appropriately allowing all participants the opportunity to work effectively
- Review each other's work respectfully
- Work together on projects, help and advice others
- Experience different festivals, traditions and celebrations through art and design

Art → SMSC Links

Spiritual

- Promote the process of 'reviewing and evaluating' for example the work of famous artists and architects.
- Explore different artists' interpretations of key figures or events, discuss what the artist was trying to convey.
- Explore religion in art.
- Investigate visual, tactile and sensory qualities of their own other's work.
- Develop confidence to explore, and make decisions about their own decisions.

Moral

- Explore how emotions and inner feelings are expressed through art such as painting, sculpture and architecture.
- Explain the work of artists from a variety of protected characteristics.

Social

- Work collaboratively.
- Explore art as a powerful social tool e.g. in telling a story, expressing an emotion.
- Develop aesthetic and critical awareness e.g. children evaluate their work and the work of others.
- Celebrate own work throughout school.
- Share ideas and discuss a range of artists and art work, developing their speaking and listening

Cultural

- Experience a wide range of creative media from around the world, such as Japanese art or Islamic art.
- Visit local art galleries, looking at the work of local artist Neil Simon.
- Respond to and begin to appreciate works of art which form our cultural heritage.

Vocabulary Progression in Art & Design

Art Vocabulary Progression

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Colour Construction Experiment Explore Join Lines Material Mix Shape Techniques Texture Tools	2D 3D Artists Background Block Print Chalk Charcoal Collage Colour Chart Design Draw Dye Form Function Image Layering Lines Marbling Objects Observe Outline Pastel Pattern Sculpture Shade Technique Textile variation	Abstract Blend Block Shapes Complimentary Continuous Pattern Designer Detail Develop Embroidery Graded Hatching Human Form Improve Ink Marking Modroc Overlays Palettes Shadow Tradition Thread Trace Watercolor	Annotation Batik Block Printing Circular Cross Hatching Culture Foreground Hatching Highlight Intensity Malleable Mixed Media Monoprinting Motif Perspective Pointillism Proportion Representations Review Revisit Stippling Tessellation Weave

Golden Threads & Connected Knowledge in Art

Golden Threads in Art

The 'Golden Threads' in Art are;

- **Visual Literacy**
- **Generate Ideas**
- **Create**
- **Present**
- **Substantive Knowledge - Theoretical knowledge of artistic disciplines.**
- **Famous artists and their work**

Connected Art Knowledge				
	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Visual Literacy	- Know that art comes in many forms. - Know that artists have different styles. - Demonstrate a preference for a particular artist or art form.	<u>Year One</u> - Reflect upon an artist's work and share your response verbally. - To know how to recognise and describe some simple characteristics of different kinds of art, craft and design. <u>Year Two</u> - Reflect upon the artists work and share your response verbally. - Understand that artists take their inspiration from around them. - Know that different forms of creative works are made by artists, craftspeople and designers from different cultures and times.	<u>Year Three</u> - Know about and describe the work of some artists, craftspeople, architects and designers. - Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of..."). - To understand that visual artists look to other artforms for inspiration. • Discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work <u>Year Four</u> - Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). - Understand artists often collaborate on projects, bringing different skills together. - Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.	<u>Year Five</u> - Know about and explain the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. - Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. - Deconstruct and discuss an original artwork in reference to the formal elements, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. <u>Year Six</u> - Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. - Deconstruct/discuss an original artwork in reference to the formal elements,, using the sketchbooks to make visual notes to nurture pupils' own creative response to the work

**Connected
Art Knowledge**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Generate Ideas	- Explore a range of art techniques: drawing, painting, printing, collage, textiles, 3D work. - Use a range of materials to craft, build and join. - Show interest in the work of others. - Copy the work of others.	<u>Year One</u> - Try out a range of materials/processes. Show interest in the work of others. Use the names of some tools, techniques and formal elements. - Understand that a sketchbook is for experimentation and exploration. <u>Year Two</u> - Deliberately choose to use particular techniques. - Develop and exercise some care and control over the range of materials they use - for instance, they do not accept the first mark but seek to refine and improve. - Understand that the way each persons' sketchbook looks is unique to them.	<u>Year Three</u> - Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. - Continue to build understanding that sketchbooks are places for personal experimentation. <u>Year Four</u> - Investigate the nature and qualities of different materials and processes systematically. - Continue to build understanding that sketchbooks are places for personal experimentation	<u>Year Five</u> - Confidently investigate and exploit the potential of new and unfamiliar materials (e.g. try out several different ways of using tools and materials that are new to them). - Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. <u>Year Six</u> - Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. - Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.

Connected Art Knowledge				
	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Create	Work in a playful, exploratory way	<u>Year One</u> Work in a playful, exploratory way, responding to a simple brief.	<u>Year Three</u> Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief.	<u>Year Five</u> - Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief. - Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.
		<u>Year Two</u> Create with a variety of materials to make an outcome which responds to a loose brief.	<u>Year Four</u> - Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief. - Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes).	<u>Year Six</u> - Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief. - Use their acquired technical expertise to make work which effectively reflects their ideas and intentions. - Independently select and use relevant processes in order to create successful work.

**Connected
Art Knowledge**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Present	- Know and use the names of different art processes (drawing, painting, printing, collaging, etc) and explain them. - Use the correct vocabulary for some tools and materials	<u>Year One</u> . Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). - Share their response about classmates work. <u>Year Two</u> - Know about the materials, techniques and processes they have used, using an appropriate vocabulary - Talk about intention. - Share responses to own and classmates work, appreciating similarities and differences.	- Know about, and be able to demonstrate, how tools they have chosen to work with should be used effectively and with safety. - Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention. - Work collaboratively to present outcomes to others where appropriate. Present as a team. - Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.	- Know how to describe the processes they are using and how they hope to achieve high quality outcomes - Present your 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. - Work collaboratively to present outcomes to others where appropriate. Present as a team. - Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.

**Connected
Art Knowledge**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Drawing	- Drawing can be done in a wide range of materials - Drawing can be representational and non-representational	- Drawing tools can be held in a variety of ways, by experimenting with pressure, grip and speed to affect line. - Artists have unique drawing styles	- Different media can be used for drawing (sometimes combined in one drawing). - Drawing can be done with paint.	- Drawing can be a technical process - There are technical processes we can use to help us see, draw and scale up our work
Painting	- Paint is a wet material. - Paint can be mixed to make new colours.	- A variety of brushes can be used to paint, and they can be held in a variety of ways to make marks. - Primary colours can be mixed together to make secondary colours of different hues. - White and black can be added to hues to make tints and shades. - Some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.	- Paint acts differently on different surfaces. - Painting can be done with a range of tools, including sponges and spray cans.	- Different types of paint can be combined to create different effects. - Painting can be done with a range of tools and these create different effects.

**Connected
Art Knowledge**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Printing	Prints can be made using a variety of objects (e.g. found objects)	- Prints are made by transferring an image from one surface to another. - Patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.	- There are a range of printing techniques that give different effects. - Mono print can be used effectively to create prints which use line. - Relief prints are made when we print from raised images (plates). - Printing plates can be relief and engraved	- Prints can be repeated and altered for effect. - Multiple prints can be combined to make one larger artwork.
Mixed Media (collage and textiles)	- A range of materials can be joined together in one art work. - There are different ways to join materials.	- Collage is the art of using elements of paper to make images. - Collage can be combined with other disciplines such as drawing, printmaking and 3D form.	- Collage can be combined with other disciplines such as drawing, printmaking and 3D form. - Collage can be created by combining a range of paper types. - Contrasting shapes can be combined for effect. - Collage can be abstract. - Art can be made with fabric. - The history of weaving. - The uses of weaving.	- Collage can be both 2D and 3D. - Collage can be combined with other mediums. - What embroidery is. - Embroidery can be art. - Embroidery can be used to tell a story.

**Connected
Art Knowledge**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
3D Form	• Art can be 3D (e.g. junk model and clay). • props can be made for role play and stories.	• Sculpture is the name sometimes given for artwork which exists in three dimensions. • Sculpting can be done with a range of materials (e.g. clay, play dough, plasticine).	• Modelling is when sculptures are made by moulding with fingers. • Clay is a soft material which finally dry/set hard. • 3D forms can be painted.	• There is often a close relationship between drawing and making. • 2D drawings can be transferred into 3D objects. • Wire can be used as a frame for modelling.

**Connected
Art Knowledge**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Famous artists	• Paul Klee • Piet Mondrian • Andy Goldsworthy • Claude Monet	• Clarice Cliff • Barbara Hepworth • David Hockney • Rachel Whiteread • Wassily Kandinsky • Vanessa Barragao	• Georgia O'Keeffe • Antony Caro • Bridget Riley • Pablo Picasso • Henry Moore	• Pablo Picasso • Zaha Hadid • Banksy • Andy Warhol • Frida Kahlo • Vincent Van Gogh

Long Term Planning in Art & Design

EYFS Art - Long Term Overview

	AUTUMN	SPRING	SUMMER
2025 - 2026	<u>Drawing and Mixed Media</u> <u>This is me!</u> Drawing and painting.	<u>Sculpture and 3D</u> <u>Natural materials</u> Andy Goldsworthy	<u>Painting and Mixed Media</u> <u>Gardens and flowers</u> Drawing, painting and collage Claude Monet
2026 - 2027	<u>Painting and printing</u> <u>Mark - making and printing</u> Paul Klee	<u>Painting and colour mixing</u> <u>Lines and colours</u> Mondrian	<u>Painting and Collage</u> <u>Under the sea</u> Textures, shapes and colours.

KS1 Art - Long Term Overview

	AUTUMN	SPRING	SUMMER
2025- 2026	<u>Drawing and Mixed Media</u> <u>I am beautiful</u> Drawing, painting and photography portraits. David Hockney	<u>Sculpture and 3D</u> <u>Me, Myself and Others</u> Developing artistic responses using photography, drawing, digital art and clay sculptures Barbara Hepworth	<u>7 elements of art</u> <u>Create a flower garden</u> Drawing, painting, colour mixing and printing. Clarice Cliff
2026 - 2027	<u>Drawing</u> <u>Mark Making</u> Exploring how to make as variety of marks and different drawing tools. Using ink and a range of patterns. Wassily Kandinsky	<u>Drawing and Painting</u> <u>Our Spaces</u> Developing observational drawing using paint, charcoal, monoprints - developing awareness of lines and space. Rachel Whiteread	<u>Textiles</u> <u>Watery Weaving</u> Exploring the qualities of different textiles. Exploring weaving, embellishing and evaluating own work. Vanessa Barragao

Lower Key Stage 2 Art - Long Term Overview

	AUTUMN	SPRING	SUMMER
2025- 2026	<u>Drawing and Design</u> <u>Perfect Patterns</u> Using a square grid to create a repeated pattern and creating a repeating pattern featuring a motif.	<u>3d Sculpture</u> <u>Views of a Local Landmark</u> Developing observational skills - photography, drawing clay skills.	<u>Collage and Mixed Media</u> <u>Hidden Worlds</u> Studying microorganisms - through drawing, collage and monoprint.
2026 - 2027	<u>Drawing and Digital Design</u> <u>Dream Portraits</u> Exploring surrealist art - exploring a range of drawing materials and techniques. Using tone and shadow as well as digital tools to manipulate images.	<u>Painting and Drawing</u> <u>Lowry - Landscapes</u> Exploring shapes, lines and patterns - applying tints, shades and techniques to achieve different effects.	<u>Drawing and Sculpture</u> <u>Recycled Robots</u> Designing and creating a maquette of a robot - explaining choices of materials. Creating tonal drawings of a sculpture.

Upper Key Stage 2 Art - Long Term Overview

	AUTUMN	SPRING	SUMMER
2025 - 2026	<u>Drawing, Printing, Textiles</u> <u>Abstract Art</u> Exploring abstract art, using a range of tools to create an abstract composition.	<u>Photography and Painting</u> <u>Facial Expressions in portraiture</u> Identify and describe different facial expressions. Use tone and colour to express emotions using different facial features.	<u>Sculpture</u> <u>Make a Mask</u> Creating a mood board, identifying different card construction techniques and apply them to create a three dimensional structure.
2026 - 2027	<u>Digital and new media</u> <u>Street Art</u> Design and sketch graffiti-style letters using colour, shape and shadow to create bold, expressive letters. Use digital tools to create a social image using symbolism and colour.	<u>Painting and Drawing</u> <u>Artist Study - Self-portraits</u> Studying and identifying features of self-portraits by Picasso, Van Gogh and Kahlo. Pupils choose their favourite artist and create a final piece in this style.	<u>Sculpture and 3D</u> <u>Cake Culture</u> Using charcoal to create tone, depth and texture. Sketch and design a celebration cake. Sculpt and decorate a celebration cake in clay.

Agreed End Points

We have plotted end points for each year group to ensure that children keep on track for the end of Key Stage end points. In this way we can get children ready for the next stage of their education

These end points are linked directly to our Golden Threads in Art and are based on Disciplinary Knowledge in Art - Practical knowledge of artistic skills and techniques; the language of art.

ART	Reception Disciplinary Knowledge - Practical Knowledge of artistic skills and techniques
Drawing	• Experiment with a range of drawing implements to explore lines (e.g. pencils, crayons, pastels, charcoal, chalk, wax pastels) • Experiment with line - patterns, dots, and colour • Observe and draw from real life using lines and patterns • Draw freely and with pleasure
Painting	• To begin to understand that painting is different to drawing; painting is about covering space and use of colour. • Experiment with different paint, brushes and brush sizes • Name colours; begin to mix primary colours to make others. • Begin to paint 'in the style of' key artists
Printing	• Know that we can make several copies of the same picture; experiment with the relief method • Design and build repeated patterns
Mixed Media	• Begin to explore different textiles; undertake some simple textile weaving and decoration • Begin to experiment with a range of tools and joins - e.g. cut, and glue material • Make collages using different media - e.g. fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea
3D Form	• Manipulate and explore using modelling materials - rolling, kneading, pressing, pinching • Construct three dimensional shapes by assembling and fixing items (junk modelling) using man-made and natural materials

ART	Key Stage One Disciplinary Knowledge - Practical Knowledge of artistic skills and techniques
Drawing	• Use and layer a variety of media - pencils, rubbers, crayons, pastels, felts, charcoal, chalk • Experiment with line, shape, pattern and colour • Observe and draw landscapes, patterns and anatomy • Use a sketchbook to gather and develop ideas
Painting	• Use different paint, brush sizes and shapes; experiment with tools and techniques - e.g. layering, scraping through, sponge brushes • Name colours, mix and match colours to objects; begin to experiment with black and white to make shades and tints • Begin to work on different scales; begin to represent a time, season, place or mood using colour and painting techniques • Use a sketchbook to gather and develop ideas
Printing	• Experiment with printing techniques - e.g. monoprint, block, relief, rubbings, carbon printing • Design and build repeated patterns • Use a sketchbook for practising skills and recording knowledge
Mixed Media	• Begin to experiment with different joining techniques - • Make collages using different media - e.g. fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea • Use a sketchbook for practising skills and recording knowledge
3D Form	• Manipulate and explore shape and form of clay using basic techniques - e.g. rolling, kneading and shaping; construct a simple form such as a pinch pot or coil pot Construct with recycled, natural and man-made materials • Use a sketchbook for practising skills and planning a design

ART	Lower Key Stage Two Disciplinary Knowledge - Practical Knowledge of artistic skills and techniques
Drawing	• Experiment with different grades of pencil; explain choices about use of media • Use different media to achieve variations in line, texture, tone, shape, pattern and colour; identify and draw the effect of light • Use scale and proportion to draw anatomy increasingly accurately, particularly bodies and faces of people • Use a sketchbook to research, collect and record
Painting	• Choose paints and implements appropriately and experiment with a wider range of different effects - e.g. layering, scraping, colour blocking, washes, thickening paint, scratching, dotting and splashing • Mix colours and know which prime colours make secondary colours; experiment with tone, shade and tint • Work confidently on different scales • Use a sketchbook to research, collect and record
Printing	• Research, create and refine a print using a wider variety of techniques - e.g. marbling, screen printing and layering • Design patterns of increasing complexity, exploring pattern & shape • Use a sketchbook for recording and developing print ideas
Mixed Media	• Develop different techniques - e.g. weaving, fabric crayons • Develop skills in stitching, cutting and joining • Experiment with overlapping and layering in collages, using a range of media - e.g. fabric, plastic, tissue, magazines, crepe paper • Collect, refine and alter ideas
3D Form	• Make informed choices about different clay techniques - e.g. rolling, kneading, shaping, pinching; creating surface patterns and textures; build a textured relief tile; construct a simple clay base for modelling other shapes; build a functional form • Cut and join wood with support; make a simple paper mache object using wire or assembled found materials • Plan and design in a sketchbook; make models

ART	Upper Key Stage Two Disciplinary Knowledge – Practical Knowledge of artistic skills and techniques
Drawing	• Make and explain informed choices about use of media and draw parallels between own drawings and those of other artists (including annotating the art of other people) • Draw effect of light on people and objects from different directions and develop the concept of perspective • Produce increasingly accurate drawings of people, landscapes and a range of other 3D objects • Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media
Painting	• Test media and materials before independently employing a range of effects, including texture with sand/sawdust • Demonstrate knowledge about primary/secondary colours, warm and cold, complimentary and contrasting colours; create shades independently using black and white; show the effect of light and colour, texture and tone on natural and manmade objects • Create imaginative work from a variety of sources and show an awareness of painting composition • Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media
Printing	• Choose a taught printing method appropriate to the task and explain techniques; explore colour mixing using two coloured inks • Design complex patterns, including using repetition and symmetry • Use a sketchbook for recording, developing & evaluating print ideas
Mixed Media	• Develop different techniques – e.g., fabric crayons, embroidery, applique • Use a wide range of techniques, complimentary/contrasting colours and textures when designing and making • Choose to join fabrics in different ways – e.g. stitching with different threads and needles appropriate to task, stapling, pinning • Use a wide variety of media to independently create a collage, including overlapping and layering; select and use a range of cutting tools; embellish decoratively using more layers of found materials to build complexity to collage • Collect, refine, adapt, extend and evaluate ideas
3D Form	• Develop a range of clay techniques – e.g. rolling, kneading, shaping, pinching,; creating surface patterns and textures, slabs, coils and slips • Use recycled, natural and man-made materials to create sculptures with increasing independence; cut and join wood and make a model using plaster • Plan, design, make and adapt models; evaluate other sculptures