

Art & Design

Long Term Plan

Archbishop Runcie CE First School



Vision

The school first existed as a force for social change and we remember this within our historic original mission as we continue to inspire and transform the minds and hearts of everyone we serve today and, thus, the wider world. Everyone associated with our school will experience life in all its fullness, as promised by Jesus. We do so with Love and Determination.

Our original Mission

“A school for the education of children only of the labouring mining and manufacturing and other poorer classes in the Parish of Gosforth and for no other purpose.”

Mission Statement:

At ARFS, we promote educational excellence, for everyone. Our purpose in education is to enable the children, families, staff, Governors and the wider community we serve to flourish. The Christian values of Love and Determination are at the core of teaching and culture within the school. We believe this makes us distinctive in the learning experience on offer. This is firmly rooted in the following epistle:

Be courageous; be strong.

Do everything in love.

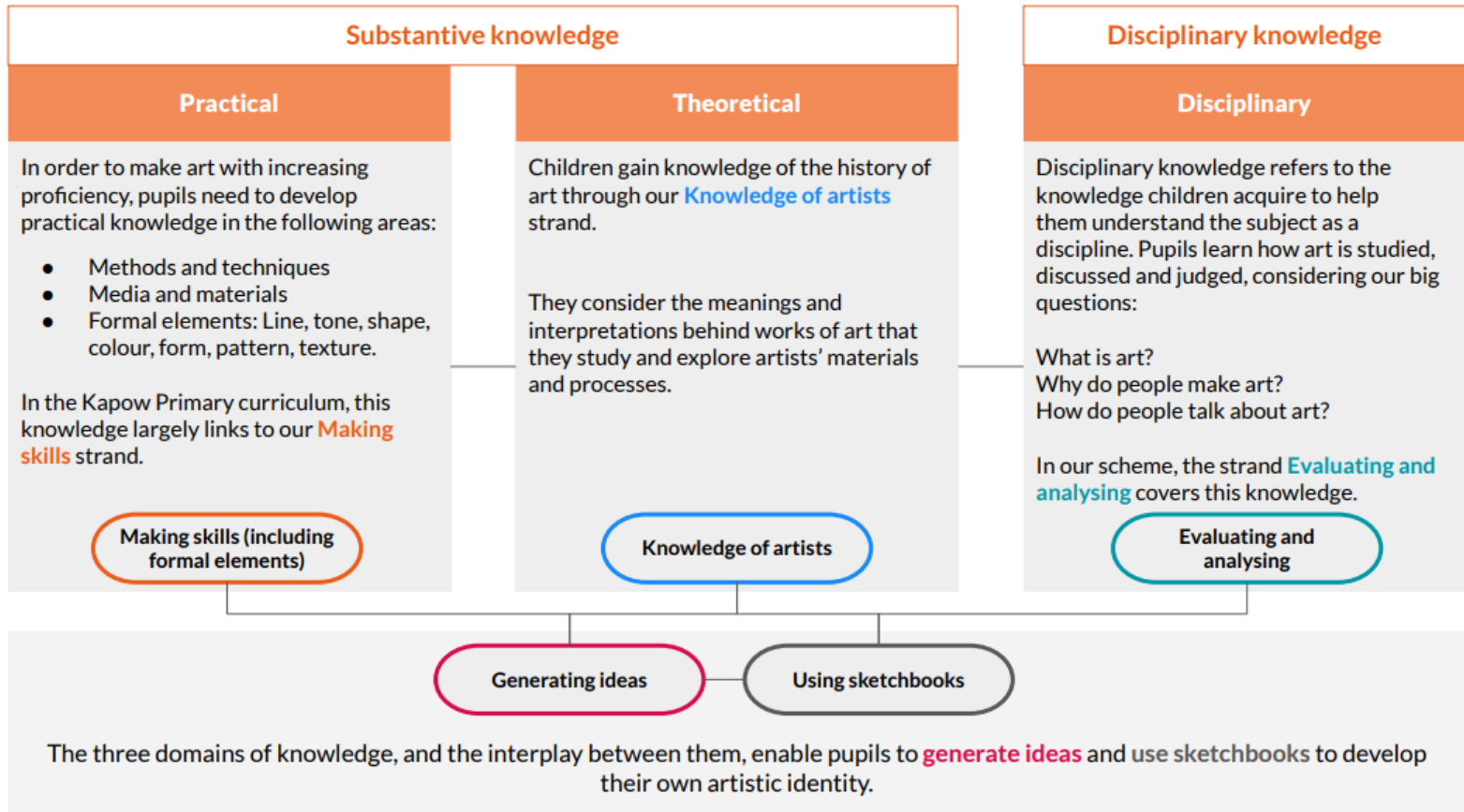
1 Corinthians 16:13-14

Art and Design:

Intent	Implementation	Impact and Next Steps
<p>At Archbishop Runcie Church of England First School, we recognise that Art is part of children's cultural literacy: an opportunity to marvel in God's creation through the prism of art within different media, knowing that it can elevate our experience, articulate our deepest feelings and that artistic output counts as 'the best that has been thought and said' – thus, it is a form of cultural capital. This is not simply following the National Curriculum but is part of the school's social and Christian mission to expose children to a deep body of artistic knowledge, both theoretical and applied.</p> <p>The central purpose of a good art education is for children to make more art, think more artistically and become more artistic (getting better at art across all domains as they move through the school). We teach Art knowing that the impact we make now may not be seen for many years.</p> <p>Art is taught explicitly as a discrete subject but may also be covered in other subjects, such as History and RE. We intend for children to have a wide knowledge of classical artists as well as understanding that Art is not just the domain of long-deceased artists within galleries but is a living subject that everyone can participate within. The Kapow curriculum focuses on a wide range of artists, including female and global artists, which is then supplemented by school's addition of more classical artists from the European tradition.</p>	<p>The school uses Kapow for Art and Design planning support – this supports teachers to put the ambitious intent statement into action. This scheme ensures that units are sequential, with the core areas being revisited, increasing in complexity through a spiral curriculum model, alongside National Curriculum coverage.</p> <p>The units in each year group are organised into four core areas:</p> <ul style="list-style-type: none"> - Drawing - Painting and mixed media - Sculpture and 3D - Craft and design <p>Kapow's system scaffolds children to ensure that they can all access creative outcomes independently alongside the theoretical elements. It also supplements staff knowledge and expertise, ensuring that non-subject specialists can still lead lessons that have high degrees of challenge (e.g. using videos to demonstrate worked examples modelled by experts). In addition, tasks become increasingly open-ended as children progress through the school.</p> <p>It is timetabled to occur half-termly to consolidate Art knowledge and allow appropriate amounts of time to be dedicated to the subject in conjunction with Design and Technology, whilst keeping the subject discrete and explicitly taught.</p> <p>Whilst Kapow forms the bulk of the curriculum time, particularly in terms of creative output, it is not the limit of Art and Design. The school recognises that wider cultural capital opportunities, including analysing classic art, visiting galleries, and meeting artists are required as part of the curriculum.</p> <p>Where necessary, subject-specific adaptations are made for children with additional needs – however, expectations within the subject, as per the</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> - Talk confidently about their learning journey within Art - Recognise themselves as artists - Be able to name a range of different artists from different eras and media - Produce creative work, exploring and recording their ideas and experiences - Evaluate and analyse creative works using subject-specific knowledge - Make decisions about the art they like, the reasons why, and understand that what they like may differ from others

<p>In addition, the school recognises and celebrates Newcastle as a place for art within the curriculum, especially through visits.</p>	<p>school's curriculum intent and wider vision, remain ambitious for all learners.</p> <p>Teachers assess Art in a number of ways, in line with Ofsted Research Review guidance (2023) – this includes summative assessment through subject leader-produced documentation, as well as formative assessment in line with the scheme as well as part of conversations within the classroom itself.</p> <p>Work is celebrated throughout school (as per a gallery) and produced using sketch books (as per a professional would use).</p>	
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Types of knowledge in Art and design



In response to the [Ofsted research review series: Art and design](#) publication (Ofsted, 2023) we have shown how the different types of knowledge build in our progression of skills for Art and design. This page shows how those forms of knowledge are interconnected.

Nursery	Autumn Term		Spring Term		Summer Term	
Topic Title	Once upon a time	Sparkling Celebrations	Awe & Wonder	Nature's Miracles	Our Wonderful World	We're going on a journey
Texts – Cycle 1	Goldilocks Baby Bear's Birthday	Pinecone & Penguin Dear Santa	The Gingerbread Man Dinosaur Roar	Dear Zoo Driving my tractor	The Very Hungry Caterpillar Jack and the Beanstalk	The Train Ride Penguin on Holiday
Texts – Cycle 2	No Rising 3s		Peace at Last How to Catch a Star	Noisy Farm Farmer Duck	Chick to Hen Titch	Commotion in the Ocean Pirate Pete
Key aspects of Art taught within topic	Self portraits Exploring creative area Collage – relating to Autumn	Poppy Art Collage – Christmas Christmas Cards Printing with paint	Printing with sponges Fossils pictures with art straws Valentine's day art	Colour mixing and exploration. Using watercolours	Colour mixing Space rocket building Space themed transient art Marbling ink – Earth Finger painting –starry Night (Van Gogh)	Sand Art Observational drawing and painting using a range of different media.
Cards to recap skills	Christmas: Collage		Mothers' Day: Portrait Easter Cards: Finger painting			

Reception	Autumn Term	Spring Term	Summer Term
Unit title	Drawing: Marvellous marks	Painting and mixed media: Paint my world	Sculpture and 3D: Creation station
Why this, why now?	Consolidates Nursery work on markmaking in more challenging ways and begins observational work.	Progressive to Nursery painting and working towards delineation between figurative and abstract art.	Introduction to sculpture and three dimension art. Most challenging unit as part of Year 1 transition.
Artist within unit	N/A	Megan Coyle	Beth Cavener Julie Wilson
Practical Knowledge	Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (eg. playground, bark). Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.	Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome.	Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.
Theoretical Knowledge	Enjoy looking at and talking about art.		
Disciplinary Knowledge	Talk about their artwork, stating what they feel they did well.		
Artist of the term	Vincent van Gogh	Salvador Dali	Wassily Kandinsky
Cards to recap skills	Christmas: Observational painting Calendar: inspired by artist of the term	Mothers' Day: Drawing Easter Cards: Painting	

Year 1	Autumn Term	Spring Term	Summer Term
Unit title	Drawing: Make your mark	Painting and mixed media: Colour splash	Sculpture and 3D: Paper play
Vocabulary	Geometric Horizontal / Vertical Line Mark making Observation Regular / Irregular Texture	Hue Mix Pattern Primary Colours Secondary colours Print	Cylinder Detail Sculpture 3D / 3 Dimensional
Why this, why now?	Progressively more challenging than Reception	More in depth version of prior painting, examining primary and secondary colours.	Builds upon Summer Y1 unit as more challenging sculpture production.
Theoretical Knowledge about artists/designers & their work	Renata Bernal Ilya Bolotowsky Zaria Forma Wassily Kandinsky Bridget Riley Knowledge of artists: Understand how artists choose materials based on their properties in order to achieve certain effects.	Clarice Cliff Jasper Johns Knowledge of artists: Understand how artists choose colour to achieve certain effects in their work.	Sculpture 'Other' by Samantha Stephenson 2014 Marco Balich Louise Bourgeois
Practical Knowledge (technical skills)	Generating ideas: Explore their own ideas using a range of media. Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture.	Generating ideas: Explore their own ideas using a range of media. Using sketchbooks: Use sketchbooks to explore ideas. Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect.	Generating ideas: Explore their own ideas using a range of media. Using sketchbooks: Use sketchbooks to explore ideas. Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.
Disciplinary Knowledge (judging, valuing and evaluation)	Evaluating and analysing: Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Evaluating and analysing: Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Evaluating and analysing: Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.
Artist of the term	Andy Warhol	Piet Mondrian	Henri Matisse
Cards to recap skills	Christmas: Collage (craft and design) Calendar: Inspired by artist of the term	Mothers' Day: Collage (link to craft and design- Woven Wonders) Easter Cards: Painting (from unit)	

Year 2	Autumn Term	Spring Term	Summer Term
Unit title	Painting and mixed media: Life in colour	Drawing: Tell a story	Craft and design: Map it out
Vocabulary	Mixing Primary colour/ Secondary colour, Texture, Collage, Overlap, Detail, Surface	Charcoal Cross hatching Scribbling Concertina Expression Stippling Illustrations Illustrator	Abstract Composition Curator Felt Fibre Inspired Negative print Pattern Stained glass Viewfinder
Why this, why now?	More challenging painting work and consolidation of paint work.	Builds on drawing unit in Year 1 and lays foundation for Year 3	Progressive from Year 1 summer Gosforth unit and examining more complex media.
Theoretical Knowledge (about artists & their work)	Romare Bearden Knowledge of artists: Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	Quentin Blake	Susan Stockwell Kim Soon-Im Maggie Scott Eduardo Paolozzi Matthew Cusick Josef Albers Knowledge of artists: Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used.
Practical Knowledge (technical skills)	Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Making skills: Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Using sketchbooks: Experiment in sketchbooks, using drawing to record ideas. Making skills: Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Using sketchbooks: Experiment in sketchbooks, using drawing to record ideas. Making skills: Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.

Disciplinary Knowledge (judging, valuing and evaluation)	<p>Evaluating and analysing: Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.</p>	<p>Knowledge of artists: Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p> <p>Evaluating and analysing: Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work.</p>	<p>Evaluating and analysing: Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.</p>
Artist of the term	Pablo Picasso	Claude Monet	David Hockney
Opportunities for application	<p>Christmas cards: Paint and mixed media</p> <p>Calendar: inspired by artist of the term (Picasso)</p>	<p>Mother's Day Cards - recap Paper play</p> <p>Easter Cards: Watercolour inspired by Monet</p>	
Cross-curricular links (Hist, RE)	Sculpture unit: Clay houses (link to Fire of London)		

Year 3	Autumn Term	Spring Term	Summer Term
Unit title	Craft and design: Ancient Egyptian scrolls	Drawing: Growing artists	Painting and mixed media: Prehistoric Painting
Why this, why now?	Links to History unit and builds upon prior craft.	Use of challenging lines is progressive from prior drawing.	Links to pre-history unit in History
Vocabulary	Ancient Colour Composition Egyptian Imagery Layout Papyrus Pattern Technique	Abstract Botanical art Composition Geometric Organic Scale Shading Texture Tone	Charcoal Drawing medium Pigment Pre-historic Proportion Scale up Smudging Stone Age
Theoretical Knowledge (about artists & their work)	(Egyptian artefacts and artwork) Knowledge of artists: Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.	Max Ernst Carl Linnaeus Georgia O'Keeffe Maud Purdy Knowledge of artists: Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.	Chauvet Cave & other cave paintings Caroline Ross Knowledge of artists: Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.
Practical Knowledge (technical skills)	Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Making skills: Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	Generating ideas: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Using sketchbooks: Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Making skills: Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Generating ideas: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Using sketchbooks: Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Making skills: Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Confidently use a range of materials and tools, selecting and using these appropriately with more independence.

Disciplinary Knowledge (judging, valuing and evaluation)	Evaluating and analysing: Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.	Evaluating and analysing: Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.	Evaluating and analysing: Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.
Artist of the term	Jan Vermeer	JMRW Turner	Henry Moore (Sculpture)
Opportunities for application	Christmas cards: Paint and mixed media Calendar: inspired by artist of the term	Mother's Day Cards: Use technique from Drawing: Growing artists, lesson 3: Texture pictures Easter Card: Craft linked to Abstract Shape & Space unit (Sculpture & 3D)	

Year 4	Autumn Term	Spring Term	Summer Term
Unit title	Drawing: Power prints	Craft and design: Fabric of nature	Painting and mixed media: Light and dark With addition of wildflower painting competition
Vocabulary	Collaborate Collage Composition Engraving Printing technique Proportion Shading Tone Wax resist	Batik Colour palette Craft Design Industry Pattern Repeat Theme	Composition Hue Proportion Shade Shadow Still life Tint Tone
Why this, why now?	Wider range of printing and drawing techniques, consolidating prior art work.	More practical, design-focused fabric use and complex techniques.	Significantly more challenging painting, linked also to annual traditional competition.
Theoretical Knowledge (about artists & their work)	Fernando Botero Alberto Giacometti Henri Matisse Henry Moore Ed Ruscha Georges Seurat Knowledge of artists: Use subject vocabulary confidently to describe and compare creative works.	Ruth Daniels Senanayake Megan Carter William Morris Knowledge of artists: Use subject vocabulary confidently to describe and compare creative works. Work as a professional designer does by collating ideas to generate a theme.	Audrey Flack Clara Peeters Knowledge of artists: Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make.
Practical Knowledge (technical skills)	Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Using sketchbooks: Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. Making skills: Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Using sketchbooks: Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. Making skills: Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Using sketchbooks: Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. Making skills: Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.

Disciplinary Knowledge (judging, valuing and evaluation)	Evaluating and analysing: Use more complex vocabulary when discussing their own and others' art.	Evaluating and analysing: Use more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Evaluating and analysing: Use more complex vocabulary when discussing their own and others' art. Discuss art, considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.
Artist of the term	Frieda Khola	Leonardo da Vinci	Al Weiwei
Cards to recap skills	Christmas: Abstract shape and space Calendar: inspired by artist of the term - Khola	Mothers' Day - Power prints Easter Cards - Fabric	