

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 on your guard; stand firm in the faith; 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 is also covered in other subjects, such as History and RE. We intend for children to have a wide knowledge of classical artists, from Constable to Monet, as well as understanding that Art is not just the domain of long-deceased artists within</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>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>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>In addition, the school recognises and celebrates Newcastle as a place for art within the curriculum, especially through visits.</p>	<p>Where necessary, subject-specific adaptations are made for children with additional needs – however, expectations within the subject, as per the 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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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
Vocabulary	Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag	Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe	3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet
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	Claude Monet
Cards to recap skills	Christmas: Observational painting	Mothers' Day: Drawing	Easter Cards: Painting

Year 1	Autumn Term	Spring Term	Summer Term
Unit title	Drawing: Make your mark	Sculpture and 3D: Paper play	Painting and mixed media: Colour splash
Vocabulary	Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk	Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine	Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick
Why this, why now	Progressively more challenging than Year 1.	Builds upon Summer Y1 unit as more challenging sculpture production.	More in depth version of prior painting, examining primary and secondary colours.
Theoretical Knowledge about artists/designers & their work	Renata Bernal Ilya Bolotowsky Zaria Forma Wassily Kandinsky Bridget Riley	Sculpture 'Other' by Samantha Stephenson 2014 Marco Balich Louise Bourgeois	Clarice Cliff Jasper Johns
Practical Knowledge (technical skills)	Using a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Developing observational skills to look closely and reflect surface texture through mark-making. Exploring mark-making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation, building skills and vocabulary. Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces.	Using their hands to manipulate a range of modelling materials, including paper and card. Exploring how to join and fix materials in place. Creating 3D forms to make things from their imagination or recreate things they have seen. Selecting colours, shapes and materials to suit ideas and purposes. Designing and making something that is imagined or invented. Beginning to develop skills such as measuring materials, cutting, and adding decoration.	Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of surfaces. Beginning to explore colour mixing. Selecting colours, shapes and materials to suit ideas and purposes. To know that the primary colours are red, yellow and blue. To know that primary colours can be mixed to make secondary colours. To know that a pattern is a design in which shapes, colours or lines are repeated.
Disciplinary Knowledge (judging, valuing and evaluation)	Describing and comparing features of their own work and other's art work.	Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work. Describing and comparing features of their own work and others' artwork.	Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work.
Artist of the term	Leonardo da Vinci	Henri Matisse	Paul Cézanne
Cards to recap skills	Christmas: Drawing	Mothers' Day: Paper Play	Easter Cards: Painting

Year 2	Autumn Term	Spring Term	Summer Term
Unit title	Craft and design: Map it out	Painting and mixed media: Life in colour	Sculpture and 3D: Clay houses
Vocabulary	Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate	Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface	Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing
Why this, why now	Progressive from Year 1 summer Gosforth unit and examining more complex media.	More challenging painting work and consolidation of paint work.	Building upon prior sculpture but using a more challenging substance (clay).
Theoretical Knowledge (about artists & their work)	Susan Stockwell Kim Soon-Im Maggie Scott Eduardo Paolozzi Matthew Cusick Josef Albers	Romare Bearden	Ranti Bam Rachel Whiteread
Practical Knowledge (technical skills)	Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Responding to a simple design brief with a range of ideas. Applying skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Following a plan for a making process, modifying and correcting things and knowing when to seek advice.	Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques. Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next. Further developing mark-making within a greater range of media, demonstrating increased control. Developing observational skills to look closely and reflect surface texture through mark-making. Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint. Creating a range of secondary colours by using different amounts of each starting colour or adding water. Making choices about which materials to use for collage based on colour, shape and pattern; experimenting with overlapping and layering materials to create interesting effects. Talking about art they have seen using some appropriate subject vocabulary. Making links between pieces of art. Explaining their ideas and opinions about their own and other's art work, giving reasons. Beginning to talk about how they could improve their own work.	Developing understanding of sculpture to construct and model simple forms. Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Developing basic skills for shaping and joining clay, including exploring surface texture. Following a plan for a making process, modifying and correcting things and knowing when to seek advice. Talking about art they have seen using some appropriate subject vocabulary. Explaining their ideas and opinions about their own and other's art work, giving reasons.
Disciplinary Knowledge (judging, valuing and evaluation)	Explaining their ideas and opinions about their own and other's art work, giving reasons. Beginning to talk about how they could improve their own work. Talking about art they have seen using some appropriate subject vocabulary. Making links between pieces of art.	To know that different amounts of paint and water can be used to mix hues of secondary colours. To know that colours can be mixed to 'match' real life objects or to create things from your imagination. To know that 'composition' means how things are arranged on the page. To know that collage materials can be shaped to represent shapes in an image.	To know that pieces of clay can be joined using the 'scratch and slip' technique. To know that a clay surface can be decorated by pressing into it or by joining pieces on. To know that patterns can be made using shapes. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.

		<p>To know that shapes can be organic (natural) and irregular.</p> <p>To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p> <p>To know that patterns can be used to add detail to an artwork.</p> <p>To know that collage materials can be chosen to represent real-life textures.</p> <p>To know that collage materials can be overlapped and overlaid to add texture.</p>	To know that patterns can be used to add detail to an artwork.
Artist of the term	Pablo Picasso	John Constable	Rembrandt
Opportunities for application	<p>Christmas cards:</p> <p>Paint and mixed media</p>	<p>Mothers Day Cards</p> <p>Paper play</p>	<p>Easter cards:</p> <p>Paint and mixed media</p>

Year 3	Autumn Term	Spring Term	Summer Term
Unit title	Craft and design: Ancient Egyptian scrolls	Drawing: Growing artists	Sculpture and 3D: Abstract shape and space
Why this, why now	Links to History unit and builds upon prior craft.	Use of challenging lines is progressive from prior drawing.	Significantly more challenging sculpture unit – at end of year for challenge.
Vocabulary	Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform	Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder	Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space
Theoretical Knowledge (about artists & their work)	(Egyptian artefacts and artwork)	Max Ernst Carl Linnaeus Georgia O'Keeffe Maud Purdy	Ruth Asawa Anthony Caro
Practical Knowledge (technical skills)	Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process. Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Drawing with expression and beginning to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Using mixed media techniques to make different surfaces for painting and drawing. Learning a new making technique (paper making) and applying it as part of their own project. Investigating the history of a craft technique and sharing that knowledge in a personal way. Designing and making creative work for different purposes, evaluating the success of the techniques used. Using their own experiences to explain how art works may have been made.	Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Confidently using a range of materials, selecting and using these appropriately with more independence. Drawing with expression and beginning to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Confidently explaining their ideas and opinions about their own and other's art work, giving reasons. Using sketchbooks as part of the problem-solving process and making changes to improve their work.	Generating ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Planning and thinking through the making process to create 3D forms. Shaping materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs). Exploring how shapes can be used to create abstract artworks in 3D. Using subject vocabulary to describe and compare creative works. Explaining their ideas and opinions about their own and other's art work, giving reasons. Using sketchbooks as part of the problem-solving process and make changes to improve their work.

Disciplinary Knowledge (judging, valuing and evaluation)	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	To know that different drawing tools can create different types of lines. To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. To know some basic rules for shading when drawing, e.g. shade in one direction, blend tones smoothly and with no gaps. To know that shading helps make drawn objects look more three dimensional. To know that 'tone' in art means 'light and dark'.	To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract. To know that artists can focus on shapes when making abstract art. To know that negative shapes show the space around and between objects.
Artist of the term	Henry Moore	JMRW Turner	Jan Vermeer
Opportunities for application	Christmas cards: Paint and mixed media	Mothers Day Cards Craft linked to 'Map it out'	Easter cards: Drawing

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 Wildflower painting competition
Vocabulary	Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print	Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry	Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism
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	Ruth Daniels Senanayake Megan Carter William Morris	Audrey Flack Clara Peeters
Practical Knowledge (technical skills)	<p>Generating ideas from a range of stimuli, using research and evaluation of techniques to develop ideas and planning more purposefully for an outcome.</p> <p>Using sketchbooks purposefully to improve understanding, developing ideas and planning for an outcome.</p> <p>Using growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.</p> <p>Evaluating their work more regularly and independently during the planning and making process.</p>	<p>Generating 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 purposefully to improve understanding, develop ideas and plan for an outcome. Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Using growing knowledge of different drawing materials, combining media for effect. Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. Showing an understanding of appropriate finish and presenting work to a good standard. Learning new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Designing and making art for different purposes and beginning to consider how this works in creative industries. Using subject vocabulary confidently to describe and compare creative works. Using their own experiences of techniques and making processes to explain how art works may have been made. Building a more complex vocabulary when discussing their own and others' art. Evaluating their work more regularly and independently during the planning and making process.</p>	<p>Generating ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Using sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Exploring the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint.</p> <p>Developing greater skill and control when using paint to depict forms, e.g. beginning to use tone by mixing tints and shades of colours to create 3D effects.</p>

			<p>Using subject vocabulary confidently to describe and compare creative works.</p> <p>Building a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluating their work more regularly and independently during the planning and making process.</p>
Disciplinary Knowledge (judging, valuing and evaluation)	<p>To know how to use basic shapes to form more complex shapes and patterns.</p> <p>To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p> <p>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>To know that tone can be used to create contrast in an artwork.</p>	<p>To know how to use basic shapes to form more complex shapes and patterns.</p> <p>To know that symmetry can be used to create repeating patterns.</p> <p>To know that patterns can be irregular, and change in ways you wouldn't expect.</p>	<p>To know that adding black to a colour creates a shade.</p> <p>To know that adding white to a colour creates a tint.</p> <p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>To know how to use texture more purposefully to achieve a specific effect or to replicate a natural surface.</p> <p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>To know that tone can be used to create contrast in an artwork.</p>
Artist of the term	Al Weiwei	William Blake	Peter Paul Rubens
Cards to recap skills	<p>Christmas:</p> <p>Abstract shape and space</p>	<p>Mothers' Day</p> <p>Power prints</p>	<p>Easter Cards</p> <p>Fabric</p>