



ART AND DESIGN CURRICULUM

'Art is not what you see, but what you make others see.'
Edgar Degas

Art and Design: Intent

At Nascot Wood Junior School, our Art curriculum is designed to inspire creativity, self-expression, and a lifelong appreciation of the visual arts. We believe that every child is an artist, and we aim to nurture confidence, originality, and critical thinking through a rich and varied programme of study. Through drawing, painting, sculpture, printmaking, and mixed media, pupils progressively develop practical skills, accuracy, and control.

They are introduced to a wide range of artists, designers, and craft-makers from diverse cultures and time periods, learning how art reflects and shapes the world around us.

Our curriculum encourages children to express their ideas and emotions, explore visual storytelling, and reflect critically on their own work and that of others, using appropriate artistic vocabulary. Cross-curricular links help embed learning meaningfully, while inclusive teaching ensures that all children, regardless of background or ability, can succeed and develop their own creative voice.

By the time they leave our school, children are confident, curious, and reflective artists with the skills and cultural knowledge to engage with and enjoy the visual arts beyond the classroom.

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

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

Key Stage 1 National Curriculum Expectations

Pupils should be taught:

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

Key Stage 2 National Curriculum Expectations

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their **observations and use them to** review and revisit ideas;
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- about great artists, architects and designers in history.

Term 1
Monochromatic

Term 2
Chromatic

Term 3
Sculpture Clay

	Long term plan for the whole school: Monochromatic: Yr 3 – How do artists draw faces? Yr 4- How do artists draw perspective? Chromatic: Yr 3 – What is Illustration? Yr 4 – Why do artists keep sketchbooks? Clay: Yr3 – How can where you live impact you as an artist? Yr 4 – What can pottery tell us about the past?			
LKS2	Year 3		Year 4	
Autumn	<p>Practical Skills Drawing Skills</p> <p>Pupils will revise how grip can impact our control of a pencil. Pupils will revise the parts of a pencil. Pupils will explore how marks can be used to create an impression of texture. Pupils will explore how lines and shapes can create artistic impressions of facial features. Pupils will learn to draw from observation. Pupils will learn how to use shapes to support drawing. Pupils will use value and texture whilst drawing.</p> <p>Elements of Art Pupils will know the definition of texture, line and shape.</p>	<p>Theoretical Knowledge Pupils will know that artists must practise specific skills to improve. Pupils will learn that different artists can represent facial features differently.</p> <p>Disciplinary Knowledge Pupils will begin to explore how art can connect with emotions. Pupils will learn the differences between landscape, portrait, and still life. Pupils will evaluate their work and learn how they can learn from others.</p> <p>Vocabulary bridge, continuous, evaluate, iris, landscape, light source, line, observational drawing, portrait, process, pupil, shape, still life, tear duct, texture, value</p>	<p>Practical Skills Drawing Skills Pupils will revise how to control a pencil to create lines and values. Pupils will learn how to draw a basic shape with the appearance of form. Pupils will know the definition of perspective and understand that artists can use lines and values to create perspective. Pupils will learn to use one-point perspective with a vanishing point and horizon line and understand how artists create atmospheric perspective. Pupils will learn how to shade using hatching, cross-hatching and stippling.</p> <p>Elements of Art Pupils will know the definitions of line, shape, form, and value and will use value and line to create form.</p>	<p>Theoretical Knowledge Pupils will know that art can involve experimentation. Pupils understand that artists only sometimes know how to capture perspective (challenge activity).</p> <p>Disciplinary Knowledge Pupils will consider what makes an artist successful. Pupils will consider what it means to be inspired by artists' work. Pupils will evaluate their own art process.</p> <p>Vocabulary atmospheric perspective, colour perspective, cross-hatching, drawing, evaluate, experiment, form, gradient, hatching, horizon, inspiration, linear, one-point perspective, perspective, shape, stippling, value, vanishing point</p>

LKS2	Year 3		Year 4	
Spring	<p>Practical Skills Colour Theory Revise primary colours and secondary colours. Blending colours. Revise complementary colours.</p> <p>Tools Revise parts of a brush. Controlling a paint brush for increased precision. Knowing how to use watercolour paints and understand how they're different to acrylic paint.</p> <p>Techniques Use a sketch to create guidelines for painting. Identifying shapes and lines whilst we recreate an image.</p>	<p>Theoretical Knowledge (Culture and Context) Learning about the work of illustrators. Beginning to learn how technology can influence art. Understanding that making art can require courage and persistence.</p> <p>Disciplinary Knowledge (how art is studied, discussed and judged) Learning how art can impact society. Learning about the discipline of illustration. Evaluating our own work. Learning to talk about art. Learning that art can cause an emotional response. Knowing some of the reasons that people paint.</p> <p>Vocabulary watercolour, illustrator, illustration, paint pan, blend, observational, observe, medium</p>	<p>Practical Skills Tools Revise how to use watercolour paints.</p> <p>Techniques Use a sketch to create guide lines for painting. Incorporate photos into a watercolour painting to create a photocollage. Exploring line work through sketching. Use a sketchbook to develop skills. To consider the steps to compose a collage. Creating a collage using scissors.</p>	<p>Theoretical Knowledge (Culture and Context) Understanding how architects can respond to current issues, such as sustainability. Understanding that the context of the painting or artist can influence how we understand it. To know the difference between drafting and sketching. Learn how technology can influence art.</p> <p>Disciplinary Knowledge (how art is studied, discussed and judged) Learning about the process of being an artist, and how sketchbooks are used for different purposes. Evaluating our own art process. Learn about mixed media artworks.</p> <p>Vocabulary architect, architecture, drafting, photocollage, collagist, mixed media, context, medium, sketchbook, annotating, urban, process, form, texture</p>
Summer	<p>Practical Skills Clay Techniques Pupils will create a pinch pot. Pupils will mould a 3D plant sculpture.</p> <p>Elements of Art Pupils will identify shapes in plants and understand the definition of shape.</p> <p>Tools Pupils will control a paintbrush for increased precision. Other Pupils will experiment with a range of ideas whilst sketching. Pupils will cut identified shapes into collages.</p>	<p>Disciplinary Knowledge Pupils will understand what can influence artists (being inspired by where they live). Pupils will formally respond to a piece of art. Pupils will evaluate each other's work, as well as our own.</p> <p>Theoretical Knowledge (Culture and Context) Pupils will learn about how location influenced various Mexican artists and craft makers. Pupils will learn about how their location influenced a diverse range of artists.</p> <p>Vocabulary blend, mould, pinch pot, pottery</p>	<p>Practical Skills Clay Techniques Pupils will create a coiled pot using a pinch pot as a base. Pupils will experiment and design a unique lid design. Pupils will develop mastery of joining clay effectively to be visually pleasing.</p> <p>Tools Pupils will control a paintbrush for increased precision.</p>	<p>Disciplinary Knowledge Pupils will know that art can reflect what life was like a long time ago. Pupils will formally respond to a piece of art and share what it teaches us about times in history. Pupils will evaluate each other's work, as well as our own.</p> <p>Theoretical Knowledge (Culture and Context) Pupils will know that art can reflect societal and/or religious beliefs.</p> <p>Vocabulary coiling, coil pot, hand-building</p>

Implementation:

What do we want the children to know?

	Long term plan for the whole school: Monochromatic: Year 5 – How can we find our own style of drawing? Year 6- What mistakes can artists make when drawing? Chromatic: Year 5 – How realistic do portraits need to be? Year 6- Can art save the planet? Sculpture Clay: Yr 5 – How can flowers inspire artists? Yr 6 – How can food inspire artists?			
UKS2	Year 5		Year 6	
Autumn	<p>Practical Skills</p> <p>Drawing Skills Pupils will use observational skills to notice details. Pupils will use shapes to guide their observational drawings. Pupils will select different pencils for different effects. Pupils will use proportion when drawing. Pupils will draw in a geometric style.</p> <p>Elements of Art Pupils will use values and lines to create form.</p>	<p>Theoretical Knowledge Pupils will learn that artists can have an artistic style. Pupils will explore how they can develop their own artistic style. Pupils will learn about artists who work in different styles.</p> <p>Disciplinary Knowledge Pupils will describe the style of artworks with appropriate vocabulary. Pupils will know that art doesn't have to be realistic. Pupils will explore what the definition of art is. Pupils will evaluate their own work and the work of others.</p> <p>Vocabulary abstract, angular, body, bold, composed, distorted, form, geometric, graphite, hyperrealism, inspired, line, mixed media, monochromatic, organic, perspective, shape, simplistic, stylised, texture, value</p>	<p>Practical Skills</p> <p>Drawing Skills Pupils will use close observation when drawing. Pupils will select different pencils for different effects. Pupils will use proportion when drawing. Pupils will use shapes to guide their observational drawings.</p> <p>Elements of Art Pupils will use values to create form.</p>	<p>Theoretical Knowledge Pupils will learn about artists from around the world.</p> <p>Disciplinary Knowledge Pupils will develop a vocabulary to describe common errors made in realism portraits Pupils will understand that art can be practised and improved upon. Pupils will learn how artists can use reference material. Pupils will evaluate their own work and the work of others.</p> <p>Vocabulary cupid's bow, form, geometric, graphite, horizontal, iris, nose bridge, observe, organic, philtrum, portrait, proportion, pupil, reference material, shape, tear duct, value, vertical</p>

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UKS2	Year 5		Year 6	
Spring	<p>Practical Skills Colour Theory Revise primary and secondary colours. Learn to mix skin tones.</p> <p>Tools Use watercolour paints with proficiency. Revise the differences between acrylic and watercolour paint. Techniques Use ripped paper collage to create a self-portrait. Use shapes to guide the composition of a portrait. Use measurements to control proportions in a face. Use sketches to create guidelines for painting a miniature.</p>	<p>Theoretical Knowledge (Culture and Context) Learn about portraiture as a form of art over time and across cultures. Learn about portraiture miniatures as a form of art. Understand how technology can influence art. Learn about the work of collagists.</p> <p>Disciplinary Knowledge (how art is studied, discussed and judged) Use the seven elements of art to talk about artwork. Consider who decides how much art is worth. Consider how art can be an exploration of who we are and how we want others to see us. Consider that we can use art to express something that isn't visible to the eye. Know that art doesn't have to be realistic. Evaluating our own art process. Consider how colour can be used in portraiture.</p> <p>Vocabulary colour, commissioned, composition, form, line, miniaturist, mixed media, opaque, portrait, proportion, shape, sitter, space, texture, value, cartoon</p>	<p>Practical Skills Techniques To use precision in collage. To use the elements of art in design. Use pencil rubbing to transfer a design sketch. To use the grid method to transfer an image. Use shapes to guide the composition of an animal. Tools Use watercolour paints with proficiency.</p>	<p>Theoretical Knowledge (Culture and Context) To consider the sustainability of art and design. Know that art can be inspired by political or charitable causes. Know that art can be created with a purpose to create change. Consider how artists can reduce, reuse or recycle.</p> <p>Disciplinary Knowledge (how art is studied, discussed and judged) Consider whether designs on t-shirts can be called art. To use the elements of art to discuss design. Evaluate other people's art and our own. Learning how art can impact society. Know that art doesn't have to be realistic.</p> <p>Vocabulary ferule, bristles, complementary colours, tertiary colours, manipulate, matte</p>
Summer	<p>Practical Skills Clay Techniques Pupils will know what the four different types of clay are. Pupils will mould clay with a focus on delicacy and precision. Colour Theory Pupils will create tints, shades and tones with paint. Pupils will know what analogous colours are and experiment with different combinations.</p> <p>Elements of Art Pupils will explore the shape and form within flowers.</p>	<p>Disciplinary Knowledge Pupils will understand what can influence artists (flowers). Pupils will reflect on the purpose of a sculpture. Pupils will present and share responses to a piece of art. Pupils will evaluate each other's work, as well as our own.</p> <p>Theoretical Knowledge (Culture and Context) Pupils will learn about how flowers have influenced artists. Pupils will learn about how flowers across different mediums also influenced a diverse range of artists.</p> <p>Vocabulary earthenware clay, stoneware clay, ball clay, porcelain, malleable, kneading, glossy</p>	<p>Practical Skills Clay Techniques Pupils will demonstrate proficiency with clay. Pupils will design a sculpture, considering the emotional response created. Pupils will learn to consider the viability of designs. Pupils will know that you can sculpt clay around something, like foil, to build larger structures.</p> <p>Colour Theory Pupils will increase the range of colours used for effect. Tools Pupils will learn how brush choices influence outcomes.</p>	<p>Disciplinary Knowledge Pupils will understand what can influence artists (food). Pupils will consider why artists choose one medium over another. Pupils will understand that artists can develop recognisable styles. Pupils will consider who buys a sculpture. Pupils will consider who decides the value of art. Pupils will evaluate their own work. Theoretical Knowledge (Culture and Context) Pupils will know that artists have been inspired by food over thousands of years and that what artists depict can have different messages.</p> <p>Vocabulary ferule, bristles, complementary colours, tertiary colours, manipulate, matte</p>

Impact

- Our children are confident and are curious to explore Art and Design
- Our children are respectful of other people's talent and have highly developed or developing observational skills
- KS2 results are consistently above national and Hertfordshire measures, indicating a broad knowledge base
- The school is consistently graded as outstanding by our Hertfordshire Improvement Partner
- Anecdotal evidence suggests that our past pupils do well at GCSE and A level, and are highly valued by secondary colleagues
- There is a large percentage of children each year who gain places at high performing secondary schools, both in the state and private sector

How we achieve this

- We carefully monitor and report on the progress and attainment of individual children and groups of children, and ensure that staff have access to this information to inform their planning
- We identify gaps between disadvantaged children and other children, and find ways to address gaps if they occur
- We regularly consult with children
- We work in partnership with parents

This process of evaluation results in a continuous and relentless striving for marginal gains improvement.

Artists

At Nascot Wood Junior School, our Art curriculum—developed in partnership with Grammarsaurus—is designed to provide pupils with rich and varied exposure to a wide range of artists, styles, and disciplines. The curriculum includes both in-depth studies and brief encounters with artists, allowing children to explore a broad spectrum of creative expression.

Pupils are introduced to a diverse mix of traditionally celebrated and contemporary artists from around the world. Throughout their time at Nascot Wood, students will revisit and build upon the work of artists such as Tariku Shiferaw, Mr Doodle, Oscar Ukonu, Christa Rijnveld, Dapo Adeola, and Nora Sherwood.

They are also introduced to unique disciplines, including the work of disabled artist Sarah Biffin, who painted royal miniatures, and contemporary practitioners like a photographer from Benin and ceramicists Kate Malone and Vanessa Hodge. Historical and modern pottery is explored alongside sustainability-focused creatives, including architect Kathryn Larsen and digital artist Je Hong.

Traditional figures such as Vincent van Gogh and William Morris are also studied, ensuring pupils gain both a historical grounding and an appreciation for modern innovation in art. Through this thoughtfully curated curriculum, students develop a deeper understanding of artistic diversity, cultural relevance, and creative possibility.

Artists				
Autumn	<p>Oscar Ukonu (2018) Christa Rijnveld (2023) Ted Harrison (1993) Jusepe de Ribera (1630–1640) Siski Kalla (2019) Sarah Biffin (1848) Ted Harrison (1993) Christa Rijnveld (2023) Dapo Adeola (2019) Leo Gestel (1891–1941)</p>	<p>Janice Hayes-Cha (2014) Vincent van Gogh (1881) Caspar David Friedrich (1804) Thomas Rowlandson (1780–1827) Kawabata Gyokushō (1887–92) Remigio Cantagallina (1582-1656) Patrick Hughes (1971)</p>	<p>John Frederick Lewis (1825) (Unknown) Korean (17th century) Eugène Delacroix (1829) Paul Ranson (1893) Julie de Graag (1877) Jean Bernard (1818) Utagawa Kuniyoshi (1850) Mr Doodle (current) Allison Kunath (current) Kamisaka Sekka (1904) Patrick Hughes (1971) Ella Doran (current) Oscar Ukonu (current)</p>	<p>Sarah Biffin (1848) Oscar Ukonu (2018)</p>
Spring	<p>Maria Sibylla Merian (1705) Nora Sherwood (2022) Dapo Adeola (2019) Walter Crane (1898) Rahana Dariah (2021)</p>	<p>Kathryn Larsen (2020) Mary Georgina Filmer (1863) Karl Wiener (1942) Marie-Blanche Hennelle Fournier (1870s) Eva Macdonald (1846) Paul Gauguin (1887) Hokusai (1820) Janice Hayes-Cha (2014)</p>	<p>Alexej von Jawlensky (1920) Frida Kahlo (1937) Dapo Adeola (2019) Amedeo Modigliani (1917) Vincent van Gogh (1887) Samuel J. Miller (1847) Sarah Biffin (1848) Diego Rodríguez (1650) Noor Bahjat (2020) Samuel Joseph Brown Jr. (1941) Giovanna Garzoni (1635) John Carlin (1840)</p>	<p>Je Hong (2014) Stanley Thomas Clough (1938) Kathryn Larsen (2020) Nick Gentry (2021)</p>
Summer	<p>Mexican pottery (1850) San Francisco Acatepec (1700) Mexican pottery (modern craft) Frida Kahlo (1937) Jean-François Millet (1874) Pieter Bruegel the Elder (1565) Hokusai (1830) Berthe Morisot (1871)</p>	<p>Ancient Egyptian canopic jars Wooden Egyptian models (1981–1975 BCE) Ancient Egyptian pots The Maya ceramic whistles (500-900) Roman pottery (100-250) Ancient Egyptian soul house (1750-1700 BCE) Ceramic stove (1684-1685) Follower of Bernard Palissy (1575-1600) Animal pen (25-220) Ostrakon (580-640) Smiling figure (600-800)</p>	<p>The Vincennes manufactory (the 18th century) Vanessa Hodge (current) Frida Kahlo (Vanessa Hodge makes a piece called 'Frida') Lotus Flower Inlay, from Egypt (1353) William Morris (1864) Claude Monet (1906) Vincent van Gogh (1890) Clara Peeters (1612) Nishapur Buffware (9th century) Tiffany & Co. (1837) Leonce Raphael Agbodjelou (2018)</p>	<p>Peter Anton (current) Kate Malone (current) Vincent van Gogh (1887) Hannah Brown Skeele (1860) Louise Moillon (1630) Chelsea porcelain factory (1755) Griffen, Smith and Hill (1880) Teapot, British (1755–70) Teapot, Style of Whieldon type (1750) Giuseppe Arcimboldo (1590) William Morris (1866) Ancient Roman mosaics Giovanna Garzoni (1640s)</p>