

HOWE DELL PRIMARY SCHOOL
Policy
Autumn 2025
Next review: Summer 2027

Intent

At Howe Dell School, we value Art and Design as an important part of our children's entitlement to a broad and balanced curriculum. Art and Design provides our children with the opportunities to develop and extend new skills and express their own individual ideas and creativity.

We aim to provide a broad and balanced program using resources from the Curriculum with Unity Schools Partnership (CUSP). It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world around us. We want the children at Howe Dell to develop their imagination and creativity by making connections through their inventive minds. We aim to provide relevant and engaging lessons, with a progression of knowledge and skills woven through, that enable them to record their ideas, observations and insights. Children are able to experiment with an assortment of resources and materials and encouraged to learn different skills and techniques. We encourage them to be proud of what they achieve and what they learn. We want our pupils to know that it is good to have unique and individual styles.

Aims of the National Curriculum

The national curriculum for art and design aims to ensure that all pupils:

- 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

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

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
- about great artists, architects and designers in history.

Early Years

In Early Years, children are encouraged to develop their creative and expressive skills as part of the Development Matters and the Early Learning Goals from the EYFS curriculum 2024. Our curriculum is delivered through play, adults modelling, observing one other, and through guided learning and direct teaching. Children are encouraged to explore media and design through a range of Adult Led and Child Initiated activities. We focus on the process of the play rather than an end result or product. The children meet the Early Learning Goal by:

- Exploring a variety of materials, tools and techniques
- Experiment with colour, design and texture, form and function
- Share creations and explain the process they have used.
- Make use of props and materials

At Howe Dell, we ensure that children develop an awareness of colour, texture and design and can talk about the process used to enable them to express their individual style and explore their own creativity.

Children spend time using a range of resources that enable them to have the freedom to explore and design.

Adults provide support and guidance to enable them to develop fundamental skills and explore colour.

	ELG Exploring and using media and materials	How this is achieved in EYFS	Key Vocabulary to be developed in EYFS	Art KS1
Specific Area of Learning Expressive Art and Design	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,	<ul style="list-style-type: none">• Personal history; how they celebrate Christmas, new year, family celebrations such as	<ul style="list-style-type: none">• Artist• Draw• Pencil• Brush• Colour• Paint• Shade	<ul style="list-style-type: none">• To use a range of materials creatively to design and make product.

	texture, form and function			
	ELG Being Imaginative			
	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology.	<p>Birthdays – throughout the year.</p> <ul style="list-style-type: none"> • Learning about the family traditions of children in class from different cultural backgrounds. • Remembrance Day • Bonfire Night – Guy Fawkes • Learning Feedback times – talking about learning from the previous day / week etc... • Through interactions talking about what they did yesterday, last week, last year. • Child led learning inspired from books – Tim Peake / Astronauts. 	<ul style="list-style-type: none"> • Pattern • Picture • Pastels • Design • Create • Texture 	<ul style="list-style-type: none"> • 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. • Explore 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

Implementation

Planning

At Howe Dell, Art is taught across each year group in modules that enable pupils to study and experiment with new skills and vocabulary. Each module aims to activate and build upon prior learning, including EYFS, to ensure better cognition and retention. Each module is carefully sequenced to enable pupils to purposefully layer learning from previous sessions to facilitate the acquisition and retention of key skills. Modules are revisited either later in the year or in the following year as part of a spaced retrieval practice method to ensure pupils retain key knowledge and information.

CUSP Art Long-term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	Creative Response
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage	Painting	Creative Response
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D	Painting	Creative Response

Our long term-sequence across Year 1-6 and how modules are revisited within a year group and then again in later years.

Point of reference: Y3 Drawing and Painting – Block A

Pupils will be able to:

- explore mark making using a range of tools and media
- use different brushstrokes to make a variety of marks



Prior Learning

- combine the visual and tactile quality of paint
- talk about their work and that of others using appropriate vocabulary

CUSP Connections:

CUSP History - Stone Age (cave art of Palaeolithic and Neolithic periods)
CUSP Science - Rocks

Planning details prior learning and connections across other areas of the curriculum.

In addition to the core knowledge required to be successful within each discipline, we have outlined key aspects of artistic development in the Working Artistically section. Each module will focus on developing different aspects of these competencies. This will support teachers in understanding pupils' development as artists more broadly, as well as how successfully they are acquiring the taught knowledge and skills.

Working Artistically						
Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

Knowledge Notes

Knowledge notes are the elaboration and detail to help pupils acquire the content of each module. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative. Each Knowledge Note begins with questions that link back to the cumulative quizzing, focussing on key content to be learnt and understood. Knowledge Organisers and Knowledge Notes are dual coded to provide pupils with visual calls to aid understanding and recall. Knowledge notes are referenced throughout each module and copies of the Knowledge Organiser are sent home to families to support with home learning. In addition, pupils can access at home key learning platforms that are used in school e.g. Curriculum Vision.

Vocabulary

Vocabulary forms a key part of our wider curriculum. Subject specific Tier 2 and Tier 3 words are incorporated in each module.

Technical Vocabulary	Definition
contrast	differences in colour or in light and dark, used in photographs and paintings to create a special effect or evoke a mood or atmosphere
medium / media	material or materials used by an artist
stippling	a method of applying short marks to create a textured effect

Vocabulary taught in Year 2: Drawing Unit (Block A)

Resources

Where appropriate, art modules will include high quality texts for pupils to engage with. The CUSP Art and Design resources includes links to literature across some blocks. Some of these texts are also used in our reading curriculum, such as *Greta and the Giants* and *Pebble in My Pocket* from Year 3 Art: Drawing and Painting (Block A).

Links to Literature:
<i>Pebble in My Pocket</i> by Meredith Hooper – observe the layers and use of line <i>Greta and The Giants</i> by Zoë Tucker – look at the use of line, colour and texture <i>Math Curse</i> by Scieszka and Smith <i>The Hippocrump</i> by James Reeves or <i>The Quangle Wangle's Hat</i> by Edward Lear

Continuous Professional Development

All staff have undergone CPD in Cognitive Load Theory, Spaced Practice Retrieval Theory and planning the wider curriculum which has supported the development of a modular wider curriculum.

Impact

Pupil Book Study

Senior leaders and subject leaders regularly undertake book studies to monitor the effectiveness of teaching and learning. This includes sessions with small groups of pupils using questioning to check and ensure information and knowledge is acquired and understood with increasing confidence. Feedback shared with teaching staff to inform future planning. In school, displays are used to ensure that progression is evident through year groups and to celebrate children's creativity.

