







# *Art* at The Nethersole CofE Academy Primary School

**To be light (living in our community and reaching out beyond it)  
bringing out the God-colours in the world.'**

*Jesus said, 'You're here to be light, bringing out the God-colours in the  
world.'* **Matthew 5:16**

HOPE	COMMUNITY	DIGNITY & RESPECT	FORGIVENESS	WISDOM	THANKFULNESS
					

Summer 2025

## Intent -

Our curriculum intent at The Nethersole CofE Academy is to provide a broad, exciting, and challenging curriculum of the highest quality for the children in our care; encouraging, motivating and ensuring all children develop a love of learning, to achieve their full potential.

## Vision -

The Nethersole Church of England Academy Primary School and Nursery has a Christian foundation that inspires its life and work. Following the teaching of Jesus, we accept the challenge - *'to be light [living in our community and reaching out beyond it], bringing out the God-colours in the world.'* Matthew 5:16

At the heart of our school is the belief that everyone is a child of God, fearfully and wonderfully made in his image. Our work therefore is to nurture and love every individual, child and adult, to find and develop their gifts, overcoming barriers and growing in confidence to **flourish** - to let their light shine as the very best God version of themselves. Effective teaching and learning underpin this. We wish to inspire everyone to take responsibility for creation, civilisation, and the well-being of each other, embracing and treasuring our differences.

Our Christ led vision is for a world of justice, respect, and love, and of people who are not afraid to love and sacrifice themselves for others. Our inspiration is Jesus, who loves us in sacrifice, forgives us and reminds us that we each have something special to do to bring out the God colours of the world. We believe that there is a space for everyone to shine brightly and differently and that this adds to the richness of our school family, our community and the wider world.

Our Christian Vision for everyone to be unique shining lights in God's world is illuminated by our biblically based **Christian Values** that we learn to radiate in our daily lives - in our attitudes, relationships, behaviour, choices and decisions.

## Curriculum Design -

Our curriculum is ambitious for our children and is based on the National Curriculum. Nevertheless, we recognise that this is the minimum entitlement for our children. Each subject is taught as a discrete discipline. Whilst developing our curriculum, links were considered very carefully to build on knowledge and skills within each subject, across the school and across subjects. We also carefully considered our local context, diversity, environmental awareness and health education when designing our curriculum.

**The 4R's** The Nethersole CofE Academy Primary School encourages children to display the following positive learning behaviours -

**Resilient Learners** - Children persevere, and they do not give up, even when a task is difficult.

**Responsible Learners** - Children will have their equipment ready, reading books and reading diaries in school daily. Tables tidy and organised.

**Resourceful Learners** - Children will use their previous learning to support their new learning. They will utilise working walls and choose appropriate equipment.

**Respectful Learners** - Children show kindness to all and illustrate good manners to all.

# What is Art and Design?

## EYFS Definition –

Art is primarily delivered through the Expressive Arts and Design area of learning. Art in EYFS is about encouraging young children to explore their creativity and express themselves through a variety of materials, colours, textures, and techniques. It supports the development of fine motor skills, imagination, and emotional expression. Through drawing, painting, modelling, and mark-making, children learn to communicate ideas, experiment with visual elements, and enjoy the process of creating.

## KS1 Definition –

Art in Key Stage 1 enables pupils to use a range of materials creatively to design and make products. Children develop their skills in drawing, painting, and sculpture, exploring colour, pattern, texture, line, shape, form, and space. They learn to share their ideas, experiences, and imagination through art and design, and begin to evaluate their own work and the work of others. Pupils also learn about the work of a range of artists, craft makers, and designers, using this knowledge to inspire their own creations.

## KS2 Definition –

Art in Key Stage 2 enables pupils to develop their techniques and control when using a range of materials creatively. They improve their mastery of art and design through drawing, painting, and sculpture, using a variety of materials. Pupils learn to evaluate and analyse creative works using the language of art, craft, and design. They also study the work of great artists, architects, and designers in history, using this knowledge to inspire and inform their own creations.

*“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.” DfE 2013*

The **national curriculum** for Art 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.

## Art Intent –

The overarching aim of Art at the Nethersole CofE Academy is to ensure that all pupils are inspired to lead a creative and expressive life. We aim to nurture children’s talents, imagination and interests to encourage their own self-expression and confidence to take creative risks. We want to develop knowledge and practice skills to promote passion, appreciation and respect for the arts, by exploring the work and talents of diverse artists, designers and craft makers from around the world. The children will have opportunities to practice techniques in drawing, painting, sculpture and other art, craft and design techniques. They will develop the confidence to experiment, invent and communicate their thoughts and feelings expressively through various art forms. Children will observe, reflect on

and refine their work, building resilience and pride in their achievements. They will leave primary school with a strong foundation in art and a sense of creative confidence that stays with them for life.

## Art Implementation -

At Nethersole we follow a mixed age (Cycle A and B), combined Art and Design Technology curriculum. Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. We use Kapow Primary to support our teaching and resourcing of the Art curriculum.

Units in each phase are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

Drawing, Painting and Sculpture units are revisited so that children develop learning in a progressive way. The Craft and Design units are more varied, offering pupils' exposure to a wide range of crafts, Each half term, all classes across the school—including EYFS, KS1, and KS2—focus on one core area within the Art curriculum. This unified approach has been implemented to ensure clear progression of skills throughout the school, which becomes evident during Art learning walks. See 'Skill Progression Art and DT' document.

## Whole School Long Term Plan -

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Art and Design	Design and Technology	Art and Design	Design and Technology	Art and Design	Design and Technology
EYFS	<b>Painting and Mixed Media</b> Paint My World	<b>Structures</b> Junk Modelling/Boats	<b>Craft and Design</b> Let's Get Crafty  <i>Sculpture and 3D: Garden Sticks Incorporated in Forest School</i>	<b>Cooking and Nutrition</b> Soup	<b>Drawing</b> Marvellous Marks	<b>Textiles</b> Bookmarks <i>DT: Seasonal Projects A&amp;D: Seasonal Crafts as and where relevant throughout the year.</i>
Year 1/2 Cycle A	<b>Painting and Mixed Media</b> Colour Splash	<b>Structures</b> Constructing a Windmill	<b>Craft and Design</b> Map it Out	<b>Cooking and Nutrition</b> Smoothies	<b>Drawing</b> Tell a Story	<b>Mechanisms</b> Fairground Wheel
Year 1/2 Cycle B	<b>Drawing</b> Make your mark	<b>Structures</b> Baby Bear's Chair	<b>Sculpture and 3D</b> Clay houses	<b>Textiles</b> Puppets	<b>Sculpture and 3D</b> Paper Play	<b>Mechanisms</b> Making a moving monster
Year 3/4 Cycle A	<b>Painting and Mixed Media</b> Prehistoric Painting	<b>Structures</b> Constructing a Castle	<b>Craft and Design</b> Fabric of Nature	<b>Cooking and Nutrition</b> Eating Seasonally	<b>Drawing</b> Power Prints	<b>Mechanisms</b> Pneumatic Toys
Year 3/4 Cycle B	<b>Drawing</b> Growing Artists	<b>Structures</b> Pavilions	<b>Sculpture and 3D</b> Abstract shape and Space	<b>Textiles</b> Egyptian Collars	<b>Sculpture and 3D</b> Mega Materials	<b>Mechanisms</b> Making a sling shot car
Year 5/6 Cycle A	<b>Painting and Mixed Media</b> Portraits	<b>Structures</b> Bridges	<b>Craft and Design</b> Photo Opportunity	<b>Cooking and Nutrition</b> Developing a Recipe	<b>Drawing</b> Make my Voice Heard	<b>Mechanisms</b> Automata toys
Year 5/6 Cycle B	<b>Drawing</b> I need Space	<b>Structures</b> Playgrounds	<b>Sculpture and 3D</b> Interactive installation	<b>Textiles</b> Waistcoats	<b>Sculpture and 3D</b> Making Memories	<b>Mechanisms</b> Pop up book

## Art and Design National Curriculum

The '**National Curriculum Mapping**' document maps each unit of the scheme to the specific content and aims of the Art and Design National curriculum. This ensures that every lesson contributes to the spiral progression of skills and knowledge, leading to the attainment of end-of-key-stage targets. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

The art scheme is also structured with five strands that run throughout. These strands are the foundation of the curriculum encouraging balanced coverage of Art and Design. Each strand is developed through each unit in a spiral approach where learning is revisited and built upon with increasing levels of complexity.

- **Generating ideas:** Fostering creative thinking and initial concept development.
- **Using sketchbooks:** Emphasising sketchbooks as vital tools for recording observations, planning, and revisiting ideas.
- **Making skills (including formal elements):** Developing practical expertise in art techniques, encompassing drawing, painting, sculpture and craft and design. This includes a focus on formal elements of art, such as line, shape, and colour.
- **Knowledge of artists:** Introducing pupils to a diverse range of artists, architects and designers, building their understanding of art history.
- **Evaluating and analysing:** Equipping children with the vocabulary and critical thinking skills to discuss and appraise artworks, including their own.

Each strand is intentionally interwoven throughout the scheme, reinforcing the idea that these elements are not taught in isolation but work together to support holistic learning.

### Examples of Links –

- **Art – Prehistoric Painting linked to History - Stone Age and Science – Rocks.**  
Prehistoric cave paintings offer insight into how early humans lived, communicated, and expressed themselves. Pupils can explore how art has evolved over time, starting with the earliest forms found in caves and rock shelters.  
Early settlements: Prehistoric art reflects how early humans lived, hunted, and interacted with their environment.  
Science – types of rocks in cave walls (igneous, sedimentary, and metamorphic rocks), texture, durability and uses of different rocks.  
(Vertical Link – small steps within year groups or classes.)
- **Art – Drawing Skills and Painting & Mixed Media Skills.**  
Pupils start with mark making and observation in the drawing unit which is then built on when working with paint - Interconnected skills.  
Both encourage pupils to experiment, reflect and refine work.  
(Horizontal Link – same subject across the whole curriculum.)

- **Painting and Mixed Media unit *Colour Splash*** (Year 1) build on colour theory and texture, which are then explored in ***Power Prints*** (Year 4). (Horizontal Link – same subject across the whole curriculum.)
- Drawing Skills taught in ***Make Your Mark*** (Year 1) are revisited and extended in ***Tell a Story*** (Year 2) and ***Growing Artists*** (Year 3), where children apply these skills to more complex compositions. (Horizontal Link – same subject across the whole curriculum.)
- **Sculpture & 3D:** Introduced through paper play and clay in KS1, then developed through modelling and construction in KS2, including units like *Abstract Shape and Space* and *Interactive Installation*. (Horizontal Link – same subject across the whole curriculum.)
- **Art – Prehistoric Painting linked to Geography – Human / Physical Features (KS1)**  
Caves – physical features of a landscape, natural materials used to paint artwork, early settlement.  
Human features – shelters, tools.  
(Diagonal Link – between subjects – how learning something in one subject supports the children to learn something similar in another subject.)
- **Art – Fabric of Nature linked to Science – Plants.** Shared themes of observation and environmental awareness. In *Fabric of Nature*, children closely observe leaves, flowers, and natural forms, which supports scientific learning about plant structure and function.  
(Diagonal Link – between subjects – how learning something in one subject supports the children to learn something similar in another subject.)

## Art Impact –

At the beginning of each unit, the medium-term plans include a checklist for teachers to assess whether children can recall prior key knowledge and skills.

At the beginning of every lesson thereafter, the children answer questions based on learning from the previous lessons. Knowledge organisers for each unit are included in pupil's sketchbooks. These support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Questioning and pupil dialogue are an integral part of sessions; example questions and possible answers are included in medium term plans.

Unit based quizzes are completed at the end of units.

Assessment is further supported by pupil voice, photographs of outcomes, and work samples, providing a well-rounded picture of each child's development in DT.

To assess if the children are committing knowledge to long term memory, we use an '**interrupting the forgetting**' strategy which will include reinforcing links to previous learning both within and across the year groups and subjects and exposing children to reading books that link to previous learning during English and story time.