



The Ribblesdale Federation of Schools

Art Curriculum Handbook

LONG PRESTON

CYCLE A 2026 - 2027



Art and Design

Intent

At The Ribblesdale Federation of Schools, we want pupils to be engaged, inspired and challenged, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Vocabulary:

Our intentions for vocabulary in Art is to expose all pupils to year group specific artistic language. Teachers will share with the pupils the vocabulary that will be required to be within the lesson. Pupils will be expected to use the vocabulary both verbally and in written form to discuss, reason and communicate about Art. For example; Sketch, hue, tone and shade.

Knowledge and Skills:

The intentions of Art in school is to create a knowledge and skill led Art Curriculum. Pupils will be given regular opportunities to practice and apply their Art skills. Pupils will be able to draw upon their Art knowledge, both in Art and across subjects in our curriculum (Knowledge led and engagement) through a range of practical, collaborative and written work.

Progression:

Teachers will plan lessons that cover the knowledge and skills that are expected for each year group. Teachers planning and teaching will ensure they are covering the NC POS for each year group plus the ELGs, knowing what has been taught the previous year and what are the next steps.

Concepts:

Concepts: The intention of our Art Curriculum is to help pupils gain a coherent knowledge and understanding of Art. Our highquality art and design curriculum will engage, inspire and challenge pupils, preparing them with the knowledge and skills to investigate, invent and create their own works of art, craft and design. Pupils will be able to think critically and develop a greater understanding of art and design. They will also know how art and design both reflect and outline our history, and contribute to the culture, creativity.

Our curriculum will:

- equip our children with the tools required to be independent learners
- fulfil the requirements of the National Curriculum for art and design, provide a broad and balanced curriculum
- ensure the progressive development of knowledge and skills
- develop the children's competence in controlling materials and tools
- foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, craftspeople and designers
- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques

Pupils with SEND

We recognise that for many pupils with SEND, art and design can be subjects in which they are able to express themselves more freely, without a heavy reliance on language, and that for some pupils, such as those with dyslexia, creativity is an area in which they can really excel. There may be opportunities across the curriculum for pupils with language difficulties to use art to express their ideas, wants and needs. To support pupils with SEND to access a full art curriculum, we use a range of approaches which include, but are not limited to: pre-teaching subject-specific vocabulary (colour names, names of different types of media, vocabulary related to specific artists being studied, etc); use of physically adapted equipment for those with mobility difficulties

(pencil grips, larger brushes, etc); additional adult support; use of technology; multi-sensory activities and multimedia teaching; calming music to listen to while working, and; targeted questioning.

EYFS

This subject leader handbook is for the national curriculum. There is a separate EYFS handbook which shows the EYFS long-term curriculum. The EYFS curriculum is holistic and therefore a number of areas of learning will link to this subject and support children to be immersed in Art and Design.

Implementation

Inclusive teaching and learning:

In Art, all teachers will implement adapted and personalised teaching approaches, materials and resources that accommodate the learning needs of all pupils. Personalised work (adult support, challenge, resources) - Pre-tutoring to teach pupils key vocabulary, knowledge and skills. Access to resources and equipment to support their acquisition of Art knowledge and skills

Subject coverage/curriculum:

The teaching and implementation of the Art and Design Curriculum at The Ribblesdale Federation of Schools is based on the National Curriculum and supported by age-related key skills ensuring a well-structured approach to this creative subject. On a practical level, children will receive high-quality teaching which involves teachers drawing on a range of knowledge, skills and high-quality teaching resources to ensure children are engaged and motivated to learn. The children are taught Art as part of their termly topic work. Areas covered include sculpture, mosaics, printing based on topic work, such as Art from around the world, fashion and textiles, collage, pointillism and the works of the Impressionist artists.

SMSC:

The moral development of our pupils is an important thread running through the Art Curriculum. Students are provided with opportunities to use their Art skills in real life contexts, applying and exploring the skills required in solve problems and investigations. Research skills and teamwork are fundamental to Art through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to explain ideas and knowledge to each other and support each other in their learning. In this manner, students realise their own strengths and feel a sense of achievement which often boosts confidence. Over time they become more independent and resilient learners.

Local context:

Pupils are taught about the local environment and are given opportunities to investigate and make links to the wider world. Children are encouraged to discover art through different external stimuli (trips, visitors and strong links to our locality). The work of famous local, national and international artists is explored to enhance the children's learning.

Early Years Foundation Stage Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary

Key stage 1 Pupils are 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.
- To create sketch books to record their observations and use them to review and revisit ideas

Key stage 2 Pupils are 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.
- 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.

Impact

Curriculum Impact Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment. Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly. Age related expectation levels are reported to parents at the end of the reception year.

- Children will be able to talk enthusiastically about their work in Art
- Sketchbooks will reflect knowledge of artists and craftspeople, use of a range of media and tools demonstrating the children's developing skills
- Standards in Art will be good and will match standards in other subjects
- SLT are kept informed through feedback, subject reports and annual Art action plans
- For a partnership to be established between the school and the local high school (Flower Pot Festivals and workshops)
- As pupils progress through school, they will begin to think critically and develop a more rigorous understanding of art and design

Featured Artists

Reception & Year One

Year Two, Three and Four

Year Five and Six

Year A

- Megan Coyle

- Edgar Degas
- Katie Daisy.
- Sara Boccaccini Meadows.
- Dianne Sutherland.
- Yellena James
- Dale Chihuly
- Frida Kahlo
- Van Gogh
- John Brack
- Camille Pissaro
- Maria van Oosterwijck
- Ruth Daniels
- William Morris
- Megan Carter
- Senaka Senanyake

- Sarah Graham
- Nicola McBride
- Beatriz Milhazes
- Zara Hadid
- Friedensreich Hundertwasser
- Cai Guo-Qiang

Year B

Year C

-

Craft and Design: Map it Out!

Featured Artist : Megan Coyle	End Product:
EYFS	Year 1 & 2
Prime Areas Supported Communication and Language - Learn and use new vocabulary (e.g. line, tone, primary colour, secondary colour, watercolour, artist). - Discuss observations and explain artistic choices. - Evaluate artwork and respond to others' ideas. Physical Development - Develop fine motor control through drawing, painting and brush handling. - Use a range of tools safely and confidently. Specific Areas Supported Expressive Arts and Design - Explore different drawing and painting media. - Investigate line, colour and tone. - Mix colours and experiment with painting techniques. - Learn about the work of Paul Klee and use it as inspiration. - Develop, evaluate and refine artistic ideas. Understanding the World - Explore the work of artists from different times and places. - Make observations from the world around them to inspire artwork.	<u>Knowledge</u> - To know about the artist Paul Klee. - To know you can draw with different types of media. - To know you can make light and dark tones by applying different amounts of pressure. - To know how to hold and load a paint brush <u>Exploring and Developing Ideas</u> - Record and explore ideas from first hand observations. - Ask and answer questions about the starting points for their work. - Develop their ideas – try things out, change their minds. - Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. <u>Evaluating and Developing Work</u> - Review what they and others have done and say what they think and feel about it. - Identify what they might change in their current work or develop in future work. <u>Drawing</u> - Experiment with a variety of media: pencil, felt tip, wax crayons, watercolour. - Control the types of marks made with a range of media. - Name match and draw lines from observations. - Invent new lines. - Investigate tone by drawing light/dark, light/dark patterns, lines/dark shapes. <u>Painting</u> - Use a variety of tools and techniques including different brush sizes and types. - Experiment with tools and techniques eg mixing media. - Identify primary and secondary colours by name. - Mix secondary colours

Drawing: Exploring Line and Shape

Featured Artist : Yayoi Kusami

End Product:

Year 1 & 2

Prime Areas

- **Communication and Language**
 - Learn and use new vocabulary (e.g. print, pattern, collage, texture, artist).
 - Talk about observations, ideas and artwork.
 - Explain choices and evaluate work.
- **Physical Development**
 - Develop fine motor control through drawing, painting, printing, cutting and collage.
 - Handle tools and materials safely and with increasing precision.

Specific Areas

- **Expressive Arts and Design**
 - Explore a range of media and techniques.
 - Develop ideas from observations.
 - Learn about artists (including Yayoi Kusama).
 - Create original artwork using drawing, painting, collage and printing.
 - Evaluate and refine artistic work.
- **Understanding the World**
 - Learn about artists from different cultures and times.
 - Observe patterns in the natural environment.
- **Mathematics**
 - Create, continue and discuss repeating patterns.
 - Explore shape, colour and spatial arrangement.

Knowledge

- To know about the artist Yayoi Kusami
- To know that a range of materials can be used when printing.
- To name media that can be used when drawing.

Exploring and Developing Ideas

- Record and explore ideas from first hand observations.
- Ask and answer questions about the starting points for their work.
- Develop their ideas – try things out, change their minds.
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.

Evaluating and Developing Work

- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in future work.

Drawing

- Experiment with a variety of media: pencil, ballpoint, pastels, chalk.
- Control the types of marks made by arrange of medias
- Observe and draw shapes from observations.
- Invent new shapes

Collage

- Collect, sort, name match colours appropriate for an image.
- Create and arrange shapes appropriately.

Painting

- Use a variety of tools and techniques including different brush sizes and types.

Printing

- Print with a range of hard and soft materials. E.g corks, pen barrels sponges.
- Build repeating patterns and recognise and recognise patterns in the environment.
- Create a simple printing block with press print.
- Design more repetitive patterns.

Craft and Design: Woven Wonders

Featured Artist: Amy Herald

End Product: Self-portrait

Year 1 & 2

Prime Areas

Communication and Language

- Learn and use new artistic vocabulary (e.g. portrait, tone, texture, charcoal, acrylic, watercolour).
- Talk about observations, artists and creative choices.
- Explain ideas and evaluate artwork.

Physical Development

- Develop fine motor control through drawing, painting and using a variety of tools.
- Hold and control brushes, pencils, charcoal and cameras with increasing confidence.

Specific Areas Supported

Expressive Arts and Design

- Explore a wide range of drawing and painting media.
- Observe and represent people, objects and textures.
- Develop ideas from first-hand observation.
- Learn about the work of **Amy Sherald** and other artists.
- Create, evaluate and refine artwork.

Understanding the World

- Learn about artists from different cultures and backgrounds.
- Observe people and objects closely.
- Use digital technology to record observations.

Knowledge

- To know about the artist Amy Herald.
- To know you can draw with different types of media
- To know that there re different types of paint
- To know you can make light and dark tones by applying different amounts of pressure.
- To know how to hold and load a paint brush

Exploring and Developing Ideas

- Record and explore ideas from first hand observations.
- Ask and answer questions about the starting points for their work.
- Develop their ideas – try things out, change their minds.
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.

Evaluating and Developing Work

- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in future work.

Drawing

- Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.
- Control the types of marks made with the range of media.
- Draw on different surfaces with a range of media.
- Observe and draw shapes from observations
- Draw shapes in between objects
- Investigate textures by describing, naming, rubbing, copying.

Painting

- Mix and match colours to artefacts and objects.
- Work on different scales.
- Name different types of paint and their properties
- Create textured paint by adding sand, plaster

Digital Media

- Record visual information using digital cameras, video recordings.

Drawing: Expressing Ideas

Featured Artist: Selection of street artists

End Product:

Year 3 & 4

Knowledge:

- To know about street art
- To know how shapes can be used to place the key elements in a composition.
- To know how to combine techniques to create a final composition.
- To know how to decide what materials and tools to use based on experience and knowledge

Exploring and developing Ideas

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and Developing Ideas

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in a journal.

Drawing

- Work from a variety of sources including observation, photographs and digital images.
- Use dry media to make different marks, lines, patterns and shapes within a drawing.
- Begin to use simple perspective in their work using a single focal point and horizon.

Painting

- Develop a painting from a drawing.
- Mix and match colours to create atmosphere and light effects.

Year 5 & 6

Knowledge

- To know about street art
- To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
- To know that Art can be analysed and interpreted in lots of ways and can be different for everyone.

Exploring and developing Ideas

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and Developing Ideas

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in a journal.

Drawing

- Work in a sustained and independent way to create a detailed drawing.
- Use different techniques for different purposes i.e. shading, hatching within their own work.
- Start to develop their own style using tonal contrast and mixed media.
- Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.

Painting

- Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.
- Be able to identify and work with complementary and contrasting colours.

Sculpture & 3D Design: Interactive Installations

Featured Artist: Cai Guo-Qiang

End Product:

Year 3 & 4

Knowledge:

- To know about the artists Ruth Daniels, William Morris, Megan Carter & Senaka Senanyake
- To know how shapes can be used to place the key elements in a composition.
- To know how to combine techniques to create a final composition.
- To know how to decide what materials and tools to use based on experience and knowledge

Developing and Exploring Ideas:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and Developing Ideas:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Annotate work in a journal.

Collage:

- Add collage to a painted, printed or drawn background.
- Use a range of media to create collages.
- Use different techniques, colours and textures etc. when designing and making pieces of work.
- Use collage as a means of extending work from initial ideas.

Textiles:

- Experiment with batik techniques.
- Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.

Printing

- Create printing blocks by simplifying an initial journal idea.
- Use relief or impressed method.
- Create prints with three overlays.
- Work into prints with a range of media e.g. pens, colour pens and paints.

Year 5 & 6

Knowledge:

- To know about the artists Ruth Daniels, William Morris, Megan Carter & Senaka Senanyake
- To know that colours can be symbolic and have meanings that vary according to your culture or background,
- To know that Art can be analysed and interpreted in lots of ways and can be different for everyone.

Developing and Exploring Ideas:

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Collage:

- Add collage to a painted, printed or drawn background.
- Use a range of media to create collages.
- Use different techniques, colours and textures etc. when designing and making pieces of work.
- Use collage as a means of extending work from initial ideas.

Textiles:

- Use fabrics to create 3D structures.
- Use different grades of threads and needles.
- Experiment with batik techniques.
- Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.

Craft & Design: Architecture

Featured Artist: Zara Hadid, Friedensreich Hundertwasser

End Product: Sculpture

Year 3 & 4

Knowledge:

- To know about the artists Zaha Hadid, Friedensreich Hundertwasser
- To know how shapes can be used to place the key elements in a composition.
- To know how to combine techniques to create a final composition.
- To know how to decide what materials and tools to use based on experience and knowledge

Developing and Exploring Ideas:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
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Evaluating and Developing Ideas:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Annotate work in a journal.

Drawing:

- Work from a variety of sources including observation, photographs and digital images.
- Work in a sustained and independent way to create a detailed drawing.
- Develop close observation skills using a variety of view finders.
- Use a journal to collect and develop ideas.
- Identify artists who have worked in a similar way to their own work.
- Use dry media to make different marks, lines, patterns and shapes within a drawing.
- Explore colour mixing and blending techniques with coloured pencils.
- Use different techniques for different purposes i.e. shading, hatching within their own work.
- Start to develop their own style using tonal contrast and mixed media.

Perspective and Composition

- Begin to use simple perspective in their work using a single focal point and horizon.
- Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.

Printing

- Create printing blocks by simplifying an initial journal idea.
- Use relief or impressed method.
- Work into prints with a range of media e.g. pens, colour pens and paints.

Year 5 & 6

Knowledge:

- To know about the artists Zaha Hadid, Friedensreich Hundertwasser
- To know how shapes can be used to place the key elements in a composition.
- To know how to combine techniques to create a final composition.
- To know how to decide what materials and tools to use based on experience and knowledge

Developing and Exploring Ideas:

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Evaluating and Developing Ideas:

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