

ART AND DESIGN AT ALMOND HILL JUNIOR SCHOOL 2025-2026



SUBJECT INTENT STATEMENT

At Almond Hill Junior School we believe our art and design curriculum should enable children to explore their creative ideas and express them confidently using a range of media. We seek links with our feeder infant school to gain a knowledge of art and design learning at KS1 and it is intended that taught skills build on previous teaching across the key stage.

We aim to teach children to use a range of tools respectfully to represent their artistic ideas, to reflect on their outcomes and those of others and to refine them.

Children will be encouraged to use different media to enhance the presentation of their work and this will be celebrated through discussion and display.

We will encourage children to develop an understanding and opinion of art in its different forms and learn something of the artists, crafts people and architects who have created works of art; their cultural and historical context.

Our aim is for children to appreciate the contribution art and design makes to every day life and how personal expression through art can convey mood and feelings.

Our vision is that children should know how art and design has contributed to the culture and creativity of our world and how it continues to do so today.

Curriculum development:

- Introduction of diverse artists throughout history.
- Expectation for children to analyse and critique art using the 'language of art'
- Expectation for children to apply the taught 'principles of art'
- Assessment tool and skill progression.

Implementation

Art and design is taught within topic blocks with teaching based on 7 skill areas: drawing, painting, printmaking, sculpture, collage, textiles and digital media following a cross curricular approach.

In teaching these skills there will be a focus on use of colour, line, value, shape, space, texture and form.

Skills will be specifically taught using a range of tools* and wherever possible the work of 'real'; artists will be used to illustrate the range of outcomes that may be achieved through the different techniques. Children use sketch books to develop and refine their ideas




*Relevant health and safety requirement will be adhered to.

Adaptations for SEND pupils:

As a school we aim to provide an inclusive art and design curriculum which is accessible for all pupils. Lessons may need to be adapted to provide appropriate provision for pupils with SEND. This could be in the form of any of the following:

- Adapted tasks
- Adapted resources /equipment
- Reduced/ extended space to use
- Additional support

Topics Across Almond Hill

	Year 3	Year 4	Year 5	Year 6
Autumn	Portraits			Water colour
Spring		Still life	Mixed media	
Summer	Pottery and sculpture	Collage - photo realism	Sculpture	Printing
Referenced Artists	Aut: Chuck Close  Summer: Huma Bhabha  El Anatsui 	Picasso Cezanne	Kandinsky Eileen Agar Henry Moore Architecture: literacy topic rebuilding of London (Raven Boy) Oliver Kilby	William Morris Escher Andy Goldsworthy Antonio Gaudi

Progression of Skills in Art and Design

Years 3- 6

Whole School Progression of Skills

	Year 3	Year 4	Year 5	Year 6
Drawing	<i>Self portrait & proportion</i>	<i>Still life</i>	<i>Sculpture - life drawing</i>	<i>Watercolours - portrait</i>
Printmaking	Year 3	Year 4	Year 5	Year 6
			<i>Mixed media</i>	<i>Printing</i>

Collage	Year 3	Year 4	Year 5	Year 6
			<i>Collage & photo realism</i>	<i>Mixed media</i>

Sculpture / form	Year 3	Year 4	Year 5	Year 6
	<i>Pottery</i>			<i>Sculpture - mod roc</i>

Digital media	Year 3	Year 4	Year 5	Year 6
			<i>Collage & photo realism</i>	

Textiles	Year 3	Year 4	Year 5	Year 6
			<i>(DT Sewing unit)</i>	

Painting / colour	Year 3	Year 4	Year 5	Year 6
			<i>Still life - colour tones</i>	<i>Mixed media - water colours</i>

EYFS and Year 1.

- Begin to control a range of media.
- Use drawings to tell a story.
- Observe and draw landscapes
- Explore different textures
- Investigate different lines changing the thickness and tone. Begin to scribble, use hatching and blending to create light/dark lines.

Control the types of marks made with a range of media.

Year 2

Discuss shadows using 'light' and 'dark'

Investigate tone by drawing line to dark lines and shapes

Use a sketchbook to record experimentations with different media

Close observation

Use sketchbooks to plan future pieces

Develop use of charcoal and pastels

Year 3

Accurate drawings of people with a particular focus on faces

Begin to show an awareness of 3D and perspective

Completing sketches as preparation for painting.

Drawing (Use of pencil, charcoal, inks, chalk, pastels and ICT software)

Develop further simple perspective using single focal point/horizon

Work in a sustained, independent way to develop their own style of drawing. This may be achieved through line/tone/pattern/texture work

Year 6

Use different techniques for different purposes independently e.g shading/ hatching. Understanding which works well and why.

Develop their own style using tonal contrast and mixed media.

Accurate drawings of whole people with a focus on proportion and placement

Use different techniques for different purposes independently e.g shading/ hatching

Year 5

Establish a key 'element' of art they are trying to show eg. line/ tone/ pattern/texture

Start to develop their own style using tonal contrast and mixed media.

Begin to have an awareness of composition, scale and proportion

Draw for a sustained period of time at and appropriate level

Year 4

Identify and draw the effect of light

Use a sketchbook to record experimentations with different media

Use a sketchbook to record experimentations with different media

Complete computer generated drawings. Changing pencil output and colour.

EYFS and Year 1.
Use of stencils to create pictures
Enjoy taking rubbings – leaf/brick/coin
Explore simple pictures using hard and soft objects e.g cork/pen barrels/sponge
Explore printing in relief eg. string and card
Identify where you might see print e.g books/posters/fabric

Simple prints e.g mono printing

Experiment with over printing motifs and colours

Year 2

Use equipment correctly to produce a clean print

Print simple picture using different printing techniques

Continue to explore both mono and relief printing

Year 3

Produce 3 colour printing outcomes

Use sketchbooks to plan future pieces

Experience in combining prints taken from different objects to produce an outcome.

Printmaking (Use of found materials/food/wood block/press print/linocut/string)

Develop ideas from a range of inspirational sources eg. fashion/fabric/cultures/history

Demonstrate an experience in a range of printmaking techniques

Year 6

See positive and negative shapes

Continue to gain experience in overlaying colours

Use tools safely

Year 5

Start to overlay prints with other media

Show experience in a range of mono print techniques

Create repeating patterns

Year 4

Experience in fabric printing

Further experience of producing 3 colour printing outcomes

Increased awareness of mono and relief printing

Continue to experience in combining prints taken from different objects to produce an outcome.

EYFS and Year 1.

Cut shapes using scissors and other modelling tools in a safe and correct way

Enjoy a range of malleable media e.g clay/ paper mache/ salt dough/ Modroc. Manipulating them by rolling/ pinching/ kneading etc

Impress and decorate

Shapes and model materials for a purpose eg. pot/tile

Use equipment and media with increasing confidence

Year 2

Explore carving as part of 3D art

Apply surface patterns/textures where appropriate

Shape/form/construct and model from both observation and imagination

Join two parts successfully

Use language appropriate to skill and technique eg. slip/role/coil

Year 3

Learn to secure work to continue at a later date

Produce larger pieces using pinch/ slab/ coil techniques

Produce more intricate surface patterns/textures and use when appropriate

3D form (3D work/clay/dough/boxes/ wire/ paper sculpture/ Modroc)

Demonstrate experience in creating free-standing work in a range of media

Year 6

Recognise features of sculptural forms in the environment e.g. Furniture or buildings

Use recycled, natural and/or man-made materials to create sculptures confidently and successfully join pieces to others.

Year 5

Work in a safe, organised way ensuring equipment is cared for

Model over an armature – newspaper or wire frame for Modroc

Develop an understanding of different ways to finish work beyond just painting e.g. paint or polish

Use recycled, natural and/or man-made materials to create sculptures

Year 4

Make a slip to join two pieces of clay

EYFS and Year 1.

Experiment with cutting and tearing materials

Use glue to stick down materials

Know how to cut, roll and coil paper

Experiment with overlapping and layering materials

Weave using different materials

Develop overlapping and layering skills to create an effect

Year 2

Cut and tear materials to a desired shape/size

Independently create collage to depict a scene.

Learn how to overlap and tessellate shapes

Select coloured pieces for collage for a reason.

Year 3

Use a range of media to vary colour, tone and texture. Apply collage to a painted background

Collage (Cutting, sticking, gluing, fixing, textiles, overlapping)

Create collages using both images and text to tell a story or convey a powerful message

Year 6

Purposefully plan, design and select the materials to use to create a collage before execution.

Year 5

Use collage to create a mixed media piece combined with painting and/or textiles

Create accurate backgrounds in collages

Year 4

Begin to explore the work of collage and photomontage artists

Use mixed media, including the use of computers, to create photomontage pieces.

EYFS and Year 1.

Recognise, name and experiment with primary colours. Mix a range of secondary colours and predict outcomes of mixing colours

Experiment with layering and mixing colours

Create textured paint by adding sand/mud/ pva etc

Experiment with a variety of different media, brush sizes and tools

Explore lightening and darkening paint by adding black or white.

Experiment with lightening and darkening colours without the use of black and white

Year 2

Begin to control the types of marks made with a range of painting techniques e.g. laying, mixing and adding texture

Begin to mix colour to create as many tones of one colour by adding white

Use colour on a large scale

Apply colour using dotting, splashing and scratching

Begin to mix colour shades and tones

Year 3

Develop use of charcoal and pastels as a media to add colour

Use sketchbooks to plan and develop simple ideas and continue to store information on colour mixes.

Colour (painting, ink, dyes, textiles, pencil, crayon, chalk, pastels iPads and computers

Start to develop painting from a drawing

Use light and dark within a painting to show an understanding of complementary colours

Work in a sustained, independent way to develop their own style of painting. This may be achieved through the development of shade, tone and shade

Year 6

Have an understanding of many painters and the influence of the time period of which they worked in

Mix colour, shades and tones with confidence building on previous knowledge

Show an awareness of how paintings are created (composition)

Start to develop their own style using mixed media

Year 5

Mix and match colours to create atmosphere and light effects

Confidently control the types of marks made and experiment with different effects and textures. This could include – blocking, colour washes and the thickening of paint for textural effects.

Mix colours, shades tones with increasing confidence

Year 4

Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums

Effect the mood of a piece by changing the colour using digital media