Art at Worth Valley Primary School



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Why we teach Art at Worth Valley Primary School

The purpose of Art education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression. While it is essentially a practical subject, Art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses of their own and others work.

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.

At Worth Valley Primary School we inspire creativity and foster innovation among our children. We embrace the KAPOW scheme to develop practical skills and hands-on learning experiences. At our school Art integrates seamlessly with other subjects, reinforcing spatial concepts through careful observation, opportunities to work with different media and on different scales and through experimentation an awareness of cause and effect and change.

Our values

One team	Respect	Trust	High expectations	Community
Teaching the value of "one team" in Art at Worth Valley Primary School involves fostering collaboration, mutual respect, and a sense of shared purpose among students. Through collaborative projects, reflective discussions and hands on opportunities to research and experiment, groups of children work together to share ideas, understanding, opinions and skills.	Teaching the value of respect in art involves encouraging students to appreciate and value each other's creative ideas and efforts through collaborative projects and peer feedback. Emphasis is placed on the importance of listening to diverse perspectives and providing constructive, supportive comments.	To teach the value of trust in Art at Worth Valley Primary School, we encourage students to work on collaborative projects where they rely on each other's skills and ideas, fostering a sense of mutual dependence. Opportunities are created for students to delegate tasks and fulfill their responsibilities, demonstrating the importance of trusting peers to contribute effectively. This is reinforced by celebrating group successes and discussing how trust led to achieving their artistic goals	Teaching the value of high expectations in art involves setting clear, ambitious goals for students and providing them with the support and resources needed to meet these goals. Encourage students to take pride in their work and strive for excellence by showcasing high-quality examples and celebrating their achievements. Regularly provide constructive feedback that challenges students to improve and reach their full potential while maintaining a positive and encouraging environment.	We foster collaboration and shared creativity among our students. Group projects, such as murals and sculptures, encourage students to work together and appreciate each other's contributions, reinforcing a sense of belonging and collective effort. Additionally, displaying artwork builds pride and a shared identity, strengthening the connection between students and their broader school community.

Key Concepts

The key concepts in Art are covered in every topic, children will use and understand the key concept being taught which will help them to develop a love for Art and an understanding of how to use these concepts within their work. The key concepts identified in Art are:

Line	Colour	Shape and form	Texture and pattern
The concept of line is fundamental and often introduced as a basic building block for creating images. A line is a continuous mark made on a surface, which can vary in width, length, and texture. It can be straight, curved, zigzagged, or freeform, and it helps to define shapes, create patterns, and suggest movement or emotion in art. By exploring different types of lines, young artists learn how to express ideas and observations, organize space, and bring their imaginations to life on paper. Understanding lines is like learning the alphabet of visual communication, setting the stage for more complex artistic skills.	In art, the concept of colour is introduced as a vibrant and essential element for expressing creativity and emotion. Colour is made up of hues, which are the different shades we see, such as red, blue, and yellow. Students learn about primary colours, and learn to mix other colours, and secondary colours, which are created by combining primary colours. They also explore concepts like warm and cool colours, which can create different moods and effects in their artwork. Understanding colour helps young artists to enhance their creativity, make their artwork visually appealing, and communicate ideas more effectively. It's like discovering a new language that allows them to paint their world in unique and personal ways.	The concept of shape and form is essential for understanding how to create and organise visual elements in artwork. A shape is a two-dimensional outline, like circles, squares, and triangles, that defines an area of space on a flat surface. Form, on the other hand, adds a three-dimensional quality, making objects appear to have depth and volume, like a cube or a sphere. By learning about shapes and forms, students can construct more complex and realistic images, giving their art a sense of structure and dimension. This helps them to build and arrange elements in their drawings and sculptures, enhancing their ability to depict objects and scenes in a more lifelike and engaging way	The concepts of texture and pattern are introduced to help young artists explore and enhance the visual and tactile qualities of their work. Texture refers to the surface quality of an object, which can be rough, smooth, bumpy, or soft, and can be depicted through various techniques like drawing, painting, or collaging. Students learn to simulate these textures in their artwork, making their creations feel more realistic and interesting. Pattern, on the other hand, involves repeating shapes, lines, or colours in a regular arrangement to create a decorative effect. By practicing with texture and pattern, children discover how to add depth, rhythm, and interest to their art, allowing them to develop their skills in both observation and creativity.

Second order concepts

In Art our second order concepts encourage children to think critically and creatively about their art and designs and the world around them.

Communication	Chronology and culture	Similarities and differences	Significance	Interpretation
Communication is taught by helping students understand how to convey ideas, emotions, and stories through their artwork. Art is viewed as a form of expression and a way to share messages with others. Students are encouraged to use visual elements such as colour, shape, and line to represent thoughts and feelings, and to consider how their artistic choices impact the viewer's interpretation. Teachers often engage students in discussions about their art, and the work of others, prompting them to explain their choices and intentions, which reinforces the idea that art can communicate complex ideas and narratives. This process helps children recognise that their artwork is not just a personal creation but also a means of connecting with others and expressing themselves in a meaningful way	The concepts of chronology and culture are explored to help students understand how artistic styles and practices evolve over time and across different societies. Chronology teaches students about the sequence of historical art movements and how they influence one another, giving them a sense of how art has changed from ancient times to the present. Culture introduces students to the diverse artistic traditions and practices of various communities around the world, highlighting how cultural contexts shape artistic expression. By examining artworks from different periods and cultures, students gain insight into how history and societal values impact art, fostering an appreciation for both historical development and cultural diversity in the creative world.	By developing an understanding of the concepts of similarities and differences is taught to help students analyze and compare various artworks, styles, and techniques. By exploring how different pieces of art share common elements, such as colors, shapes, or themes, students learn to identify patterns and connections across different works. At the same time, they examine what sets each artwork apart, such as unique techniques, cultural influences, or personal expressions. This approach encourages students to appreciate both the diversity and commonality in art, fostering critical thinking skills and a deeper understanding of how individual and collective artistic choices shape visual communication. Through these comparisons, young artists develop a broader perspective on creativity and gain insights into their own artistic practices.	In art, the concept of significance is taught to help students understand the meaning and importance behind different artworks and artistic choices. Students learn that art can have special value and purpose, whether it's representing personal feelings, telling stories, or reflecting cultural traditions. By discussing why certain colours, symbols, or techniques are used, students gain insight into how art can convey messages and emotions. They also explore how art can be significant in various contexts, such as historical events or community celebrations. This helps children appreciate the impact of art beyond its visual appeal, encouraging them to think about their own work's meaning and the ways it can communicate ideas to others.	The concept of interpretation is introduced to help students understand that art can be viewed and understood in many different ways. Students are encouraged to explore their own personal reactions and thoughts about various artworks, recognising that their interpretations may differ from others. By discussing what they see, how they feel, and what they think an artist might be expressing, children learn that art is open to multiple meanings and perspectives. This process helps them develop critical thinking skills and fosters a deeper engagement with art, as they come to appreciate that every artwork tells a story that can be understood in unique and diverse ways.

Curriculum Delivery

At Worth Valley Primary School, every term, art is taught weekly from years 1 to 6 following the KAPOW scheme of work. The curriculum ensures that students engage with a variety of artistic disciplines, including drawing, painting, sculpture, and 3D art throughout the year. Additionally, Craft and Design are highlighted annually during a whole school Art day, fostering creativity and collaboration across the school. Within each unit, students engage in various practical activities and opportunities to appreciate, discuss and reflect upon their work and that of other artists.. They explore a range of media, techniques, artists and art movements using a systematic approach provided by the KAPOW scheme. Each year level progresses through age-appropriate projects that build upon skills and knowledge learned in previous years. In EYFS, children explore art through different media, using engaging stimuli to guide their creative expression and lay the foundation for their artistic development. This structured yet flexible approach helps nurture a deep appreciation and understanding of art as students progress through their educational journey. KAPOW supports the delivery of art with a clear format which supports and upskills teachers, offering tips, helpful 'how to' videos and technical support.

Curriculum Coverage

Our curriculum coverage in Art using the combined long-term plan from KAPOW for Art and DT ensures that skills are progressively built upon from EYFS through Year 6. This approach provides children with a strong foundation and the necessary tools to equip them for future challenges.

Long Term Plan

	Autumn	Spring	Summer
Pre-school	Our preschool children are exposed to a range of media and sensory resources, equipment and tools as they are encouraged to mark make, create, explore and experiment.		
Nursery	Throughout their time in Nursery our children learn to explore, experiment and manipulate a range of media and materials. They will encounter artists and illustrators and draw inspiration from nature.		
Reception	Our Reception children explore a range of media and develop new techniques as they learn to combine media and materials to create a planned effect. Throughout the year they are exposed to a range of artists and illustrators which are used as a stimulus for their work		
Year 1	Drawing- make your mark	Painting and mixed media- colour splash	Sculpture and 3D - paper play
Year 2	Drawing – Tell a story	Painting and mixed media- life in colour	Sculpture and 3D- clay houses
Year 3	Drawing- growing artists	Painting and mixed media- Prehistoric Painting	Sculpture and 3D- abstract shape and space
Year 4	Drawing- power prints	Painting and mixed media- light and dark	Sculpture and 3D- Mega materials
Year 5	Drawing- I need space	Painting and mixed media- portraits	Sculpture and 3D- interactive installation
Year 6	Drawing- make my voice heard	Painting and mixed media- Artist Study	Sculpture and 3D- making memories

Craft and design for all year groups will take place during a whole school art day in the Summer term

EYFS end points

Topic	End Points
Preschool	• Explore different materials using all their senses to investigate them • Begin to make intentional marks • Manipulate and play with different materials
Nursery	• Engage in exploratory play using a variety of tools and techniques • Experiment with colour, texture and form in creative activities • Begin to understand how to use and care for tools and materials safely • Express ideas and feelings through art
Reception	• Experiment with colour, shape, texture and form • Develop skills in using simple tools and techniques safely • Communicate ideas through drawing, painting and sculpture • Use imagination in art to represent people, objects and places • Begin to make accurate representation through observation

Year 1 end points

	End Points
Drawing	• Show knowledge of the language and literacy to describe lines. • Show control when using string and chalk to draw lines. • Experiment with a range of mark-making techniques, responding appropriately to music. • Colour neatly and carefully, featuring a range of different media and colours. • Apply a range of marks successfully to a drawing.
Painting	• Name the primary colours. • Explore coloured materials to mix secondary colours. • Mix primary colours to make secondary colours. • Apply paint consistently to their printing materials to achieve a print. • Use a range of colours when printing. • Mix five different shades of a secondary colour.
Sculpture & 3D Art	• Make choices about their sculpture • Shape paper strips in a variety of ways to make 3D drawings. • Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. • Create a tree of life sculpture that includes several different techniques for shaping paper. • Work successfully with others, sustaining effort over a time. • Paint with good technique, ensuring good coverage.
Craft & Design	• Give an opinion about whether an activity counts as 'art'. • Listen attentively to a visitor describing their creative interests. • Draw and talk about a remembered experience of making something creative. • Independently choose and measure lengths of wool and join wool sections together. • Show that they are choosing materials based on colour, thickness and flexibility.

Year 2 end points

	End Points
Drawing	• Suggest ways to draw a word through marks. • Use relevant language to describe how an object feels. • Suggest ways to create different textures through drawn marks. • Describe and then draw shapes that make up an object. • Make sketches, which may be of basic stick-like figures or may imply more shapes. • Develop sketches into a character, with some support, adding details to enhance their character. • Demonstrate an understanding of how drawing facial features in different ways conveys expressions.
Painting	• Discuss the colour changes they notice and make predictions about what will happen when two colours mix. • Describe the colours and textures they see.. • Show they can identify different textures in a collaged artwork. • Apply their knowledge of colour mixing to match colours effectively. • Choose collage materials based on colour and texture. • Try different arrangements of materials, including overlapping shapes.
Sculpture & 3D Art	• Flatten and smooth clay, rolling shapes successfully and making a range of marks in their clay. • Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. • Roll a smooth tile surface. • Join clay shapes and make marks in the tile surface to create a pattern. • Draw a house design and plan how to create the key features in clay. • Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining shapes.
Craft & Design	• Draw a map of their journey to school, including key landmarks and different types of mark-making. • Follow instructions to make a piece of felt that holds together and resembles their map. • Decide how to place ‘jigsaw’ pieces to create an abstract composition. • Make choices about which details from their map to include in a stained glass. • Cut cellophane shapes with care and arrange them into a pleasing composition. • Design a print with simple lines and shapes, making improvements as they work. • Follow a process to make and print from a polystyrene tile.

Year 3 end points

	End Points
Drawing	• Demonstrate the ability to use a variety of drawing tools and techniques, including line, shape, and texture, to create detailed and expressive artwork. • Show increasing control over the use of pencil, charcoal, and pastels, exploring shading and mark-making to create different tones and effects. • Begin to incorporate observational skills when drawing from real-life objects, landscapes, or figures.
Painting	• Mix and apply primary and secondary colors effectively, demonstrating an understanding of warm and cool tones. • Experiment with a variety of brushes and painting techniques, such as layering, blending, and creating textures. • Develop the ability to plan and execute a painting, considering composition and color choices to convey a specific theme or idea.
Sculpture & 3D Art	• Create 3D forms using materials like clay, papier-mâché, and other craft materials, demonstrating basic skills in molding, shaping, and joining. • Show understanding of texture and form by adding detail to 3D creations, exploring surface patterns and effects. • Use their knowledge of 3D space to build more structurally sound and balanced sculptures.
Craft & Design	• Demonstrate the ability to use a range of craft techniques, including weaving, collage, and printing, to create unique designs. • Begin to develop individual design ideas, considering purpose and audience, and experimenting with color, pattern, and texture. • Participate confidently in the whole-school Craft and Design Art Day, contributing to collaborative artwork and showcasing their understanding of various craft techniques.

Year 4 end points

	End Points
Drawing	• Demonstrate improved control and accuracy in drawing, using line, tone, and texture to represent objects, people, and landscapes with more detail. • Use cross-hatching, stippling, and blending techniques to create depth, shadow, and texture in drawings. • Develop greater confidence in drawing from observation, accurately representing proportion and perspective.
Painting	• Show a deeper understanding of color theory, mixing tertiary colors, and creating tints, shades, and tones to enhance artwork. • Explore a variety of painting techniques, including washes, dry brush, and impasto, to create different textures and effects. • Plan and execute paintings with more complex compositions, incorporating fore, middle, and background elements to create depth.
Sculpture & 3D Art	• Use a range of tools and techniques to refine 3D sculptures, paying close attention to form, texture, and detail. • Experiment with different materials, such as wire, clay, and recycled objects, to create more advanced 3D structures. • Demonstrate an understanding of balance, proportion, and scale when creating sculptures or 3D artwork.
Craft & Design	• Develop more intricate designs in craft work, showing an understanding of symmetry, pattern, and texture in projects such as mosaics, textiles, and printing. • Create designs with a clearer purpose and audience in mind, refining ideas through discussion and evaluation. • Participate actively in the whole-school Craft and Design Art Day, contributing to collaborative artwork with confidence and creativity, applying techniques learned throughout the year.

Year 5 end points

	End Points
Drawing	• Demonstrate the ability to use a wide range of drawing techniques, such as perspective, shading, and texture, to add realism and depth to their work. • Show an understanding of light and shadow, using tone effectively to create contrast and a sense of three dimensionality. • Develop more advanced observational drawing skills, accurately capturing proportion and detail in more complex subjects such as figures, animals, and architectural features.
Painting	• Confidently mix and use a broad palette of colors, including complementary and analogous colors, to create mood, atmosphere, and visual interest in their artwork. • Apply a variety of advanced painting techniques, such as glazing, scumbling, and sgraffito, to create layered textures and effects. • Plan and execute complex compositions with thoughtful use of color, space, and focal points, demonstrating an understanding of balance and harmony in their work.
Sculpture & 3D Art	• Create more complex 3D forms using a variety of materials such as clay, wire, and modroc, demonstrating refined sculpting and construction techniques. • Explore the use of negative space, symmetry, and proportion in 3D art, and apply these principles in the creation of more sophisticated and balanced sculptures. • Use a wider range of tools and materials to add intricate details and surface textures to their sculptures, showing creativity in design and execution.
Craft & Design	• Show proficiency in a variety of craft techniques, such as embroidery, printmaking, and batik, incorporating texture, pattern, and intricate details in their work. • Design with intention, creating artwork that reflects a clear theme, message, or purpose, while considering audience and function. • Take a leading role in the whole-school Craft and Design Art Day, contributing imaginative and well-crafted pieces to collaborative projects, demonstrating leadership and creativity in group work.

Year 6 end points

	End Points
Drawing	• Demonstrate mastery in using a wide range of drawing techniques, including perspective, proportion, and shading, to create detailed, realistic, and expressive artwork. • Use tone, texture, and contrast to convey mood, atmosphere, and depth, applying advanced skills in mark-making and fine detail. • Produce confident, accurate observational drawings, incorporating elements like foreshortening and varying viewpoints to add complexity and interest to their work.
Painting	• Show expertise in mixing and applying colors, using a range of color schemes (complementary, monochromatic, and analogous) to create sophisticated visual effects. • Apply advanced painting techniques, such as underpainting, glazing, and stippling, to produce artwork with rich textures and layers. • Plan and execute compositions with a strong sense of structure, balance, and unity, demonstrating the ability to make intentional artistic choices about color, space, and focal points.
Sculpture & 3D Art	• Create ambitious 3D artworks with precision, using a variety of materials (e.g., clay, wire, mixed media) to express ideas, narratives, or abstract forms. • Demonstrate a deep understanding of form, balance, and structure, producing sculptures that are stable, well-proportioned, and visually engaging. • Experiment with surface treatments and finishing techniques to add complexity and detail to sculptures, considering texture, light, and shadow to enhance the final piece.
Craft & Design	• Execute intricate and thoughtful designs using advanced craft techniques, such as printmaking, weaving, or mixed media, incorporating patterns, textures, and fine details with precision. • Develop creative designs that reflect a clear concept or message, demonstrating critical thinking and purposeful decision-making in their artistic process. • Take a leadership role in the whole-school Craft and Design Art Day, guiding collaborative efforts, contributing innovative ideas, and producing high-quality artwork that demonstrates a deep understanding of craft techniques and design principles.

Vocabulary across the curriculum

In the KAPOW art curriculum, vocabulary progresses alongside students' skill development, ensuring that children build a rich and expanding artistic language. In the early years, children are introduced to foundational terms, which they use to describe their work and understand key artistic concepts. As they move through the school, their vocabulary broadens to include more specific and complex terms, allowing them to analyze and reflect on their own artwork and that of others in greater depth. By upper Key Stage 2, students are confidently using advanced terminology, enabling them to discuss their work with precision, critique famous artists' techniques, and apply these concepts to their own creative processes. This progression ensures that as children develop their practical skills, they also gain the language to express and evaluate their artistic ideas effectively.

The KAPOW progression of vocabulary can be found below:

https://www.worthvalleyprimary.co.uk/wp-content/uploads/2024/10/Art-vocabulary-progression-last-updated-12-01-2023-1.pdf

Cross-curricular

Art and design at Worth Valley Primary school serves as a cross-curricular subject with transferable skills that integrate various disciplines, enriching students' learning experiences, providing children with creative ways to deepen their understanding. In English, drawing skills can be applied to create illustrations that bring stories or poetry to life, enriching the narrative experience. Throughout the history curriculum, students have opportunities to produce artwork linked to the era being studied, such as creating mosaics while learning about the Romans, cave art during the Stone Age, or pottery when studying the Ancient Greeks. 3D art is also integrated into science lessons, where children might build models of the mouth and teeth to explore anatomy, and in geography, where creating models of rivers helps them visualize the processes and features being studied. This cross-curricular approach allows children to engage with complex topics in a more hands-on and imaginative way.

In Art, students are encouraged to observe and make observations, combine media and materials, work to achieve a planned effect or outcome, to reflect and to collaborate. These are all valuable skills for life which are seen throughout the curriculum and beyond school.

Curriculum for all

How do we cater for SEND?

At Worth Valley Primary School we believe in the potential of every child to succeed through our curriculum. Our topics emphasise collaboration and communication and processes rather than outcomes , fostering an environment where children can work cohesively as a team. During group tasks, students are encouraged to contribute their thoughts and ideas, actively participating in decision-making processes. When independent work is necessary, we adapt our approach to support each child's success, ensuring they have the resources and guidance needed to thrive. This approach not only develops technical skills but also cultivates teamwork, problem-solving abilities, and resilience in our students.

Personal Development in Art

At Worth Valley Primary School, personal development in Art is cultivated through engaging and hands-on learning experiences. Our Art curriculum encourages students to explore their creativity, problem-solving abilities, and resilience. Through observation, skill progression, reflection and the artists introduced, students not only develop technical skills but also gain confidence in their abilities to empthasise, innovate, experiment and overcome challenges. Art promotes critical thinking and decision-making as students learn to assess, adapt, refine and reflect on their work and that of others. By nurturing a growth mindset and encouraging independence, Art at Worth Valley Primary School equips students with valuable life skills that extend beyond the classroom, preparing them for future academic and personal success.

Assessment

Formative assessment in Art plays a crucial role in monitoring and enhancing student progress at Worth Valley Primary School. By aligning with the end points of our Art curriculum, we systematically evaluate whether children have successfully achieved key skills and concepts. This involves identifying areas where students excel and demonstrating proficiency, as well as pinpointing skills that require further development. Through ongoing assessment, we provide targeted oral feedback that supports students in refining their designs, improving technical abilities, and enhancing problem-solving strategies. This approach not only guides instructional decisions but also empowers students to recognize their strengths and areas for growth.

Enrichment

At worth Valley primary school we believe that enrichment is the key to memorable, effective learning. We are currently on our Artsmark journey, which is crucial for enhancing art education, providing a structured framework that fosters creativity and cultural awareness among our students. Through this initiative, we are dedicated to delivering high-quality arts experiences and collaborating with local artists and community projects, ensuring that creativity is embedded throughout the curriculum. Achieving Artsmark status not only recognizes our commitment to arts education but also drives continuous improvement and enrichment for all pupils. Through this, opportunities are sought to provide the children with first hand experiences. We also seek to provide access to artists from the local and wider community. For example, local sculptor Andrew Hill, who has run a series of workshops for both children and staff.

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Pupil Voice

What do our children say about Art?

Working with clay was cool, we made coil pots.

I liked sprinkling on the ink powder and watching the colours mix and separate.

We get to experiment with paint and mix different shades and colours and tints.

It was interesting to find out more about David Hockney.

We can try anything and we use different stuff... charcoal, paint, pastel, paper, clay.

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