

Nateby Primary School



ART & DESIGN AT NATEBY PRIMARY SCHOOL 2025 - 2026

THE NATIONAL CURRICULUM

Aims:

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.

How will Art be taught?

Intent

At Nateby we want all children to experience the delights of being creative. We want them to understand how this can benefit them and their own sense of self and well-being. We hope that through a series of creative experiences in their journey at Nateby they will understand a variety of ways to express themselves and how to interpret the expressions of others. Our art and design curriculum is designed to build self-belief and confidence so that they are competent and can find expression in drawing, painting and printing and have a good understanding of sculpting, textile work, 3D, collage and digital media. We want them to be inspired by Art & Design and to know and understand what leads them to feel like this. This will enable them to access the full range of artistic experiences at High school and to have a positive idea of themselves as artists.

Implementation

How pupils at Nateby will learn through and about Art and Design

RECEPTION AND ART AND DESIGN

During the Early Years Foundation Stage, the essential building blocks of children's creative capability are established. There are many opportunities for art and design related activities in all areas of learning in the EYFS. Expressive arts and design is given its own place in Development Matters: Exploring and using media and materials. By the end of the EYFS, most children should be able to:

- Explore what happens when they mix colours
- Experiment to create different textures
- Understand that different media can be combined to create new effects
- Manipulate materials to achieve a planned effect
- Construct with a purpose in mind, using a variety of resources
- Uses simple tools and techniques competently and appropriately

Reception (EYFS) children at Nateby will have the opportunity to use a wide variety of materials, paints and other mark-making resources within continuous provision. This will sometimes be within a context set by the teacher and sometimes led by the children themselves. For example, they may use paint to create their own imaginary world or to create images depicting scenes and characters from stories they have heard. They may be directed to draw and paint images of the natural world from objects they have studied. They may look at ways in which images can be duplicated through simple printing techniques. They will have the opportunity to study the work of accomplished artists for example how collage has been used by artists for certain effects.

EYFS

Expressive Art & Design

EYFS Development Bands 30-50 months:

- Explores colour and how colours can be changed
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects
- Beginning to be interested in and describe the texture of things
- Realises tools can be used for a purpose

EYFS Development Bands 40-60 months:

- Explores what happens when they mix colours
- Experiments to create different textures
- Understands that different media can be combined to create new effects
- Uses simple tools and techniques competently and appropriately
- Selects appropriate resources and adapts work where necessary

End EYFS expectations:

They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Key stage 1

The National Curriculum states that 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Each year children will have the opportunity to be creative using a variety of different media. Nateby pupils will be taught the knowledge, understanding and skills needed to express their ideas effectively. They will learn from exploring artistic approaches of the work of artists, designers and architects both working today and past times. They will be able to develop and evaluate their own work and that of others with insight and understanding. They will work in a range of relevant contexts and cover a range of areas: Drawing, Painting, Printing; Sculpting and clay work, Textiles, 3D, Collage & Digital Media.

Curriculum Map A 2025/26			
	Autumn	Spring	Summer
CLASS ONE EYFS & Y1	<p>EYFS OBJECTIVES: Each unit of work will be adapted to meet the developing needs of our EYFS pupils following the objectives described above.</p> <p>NC OBJECTIVES:</p>	<p>EYFS OBJECTIVES: Each unit of work will be adapted to meet the developing needs of our EYFS pupils following the objectives described above.</p> <p>NC OBJECTIVES:</p>	<p>EYFS OBJECTIVES: Each unit of work will be adapted to meet the developing needs of our EYFS pupils following the objectives described above.</p> <p>NC OBJECTIVES:</p>

	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use painting 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 learn 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. <p>Drawing & Painting Self Portraits (Planbee) Fruit and vegetable pictures- Giuseppe Arcimboldo Study the work of Arcimboldo Use watercolours to create a self portrait Draw, collage or use objects to represent an idea</p>	<ul style="list-style-type: none"> KS1 - to use a range of materials creatively to design and make products KS1 - to use drawing to develop and share their ideas, experiences and imagination KS1 - to use painting to develop and share their ideas, experiences and imagination KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space KS1 - 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 <p>Drawing & Painting Sparks & Flames (Planbee) Use chalks, paints, collage and mixed media to create artwork linked to the Great Fire of London</p>	<ul style="list-style-type: none"> KS1 - to use a range of materials creatively to design and make products KS1 - to use sculpture to develop and share their ideas, experiences and imagination KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Sculpture Sea Creatures Use a range of new and recycled materials to create sea creatures. Materials could include – pipe cleaners, bubble wrap, chicken wire, lollysticks, drift wood, seaweed, sand. Techniques could include papier-mache, layering, collage.</p>
CLASS 2 Y2 & 3	NC OBJECTIVES: <ul style="list-style-type: none"> KS1 - to use drawing to develop and share their ideas, experiences and imagination KS1 - to use painting to develop and share their ideas, experiences and imagination 	NC OBJECTIVES: <ul style="list-style-type: none"> KS1 - to use a range of materials creatively to design and make products KS1 - to use sculpture to develop and share their ideas, experiences and imagination 	NC OBJECTIVES: <ul style="list-style-type: none"> KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials KS2 – learn about great artists in history

	<ul style="list-style-type: none"> • KS2 - to use sketch books to record their observations • KS2 - to develop their understanding of art and design techniques, including painting with a range of materials • KS2 - about great artists in history <p>Painting & Drawing</p> <p>Leonardo Da Vinci</p> <p>Renaissance art & Da Vinci</p> <p>The Mona Lisa & portrait art</p> <p>Perspective, composition & other drawing techniques</p>	<ul style="list-style-type: none"> • KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • KS1 - 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 <p>Sculptures</p> <p>Ancient Egypt</p> <p>Children to make a cartouche, an Egyptian nameplate, from clay.</p> <p>Children to kneed, roll and flatten apiece of clay. Use slip to attach pieces of clay to the main part.</p> <p>Children to make a canopic jar from clay. Kneed, roll and create a thumb pot for the base of the jar. Kneed, roll and sculpt the head from clay.</p>	<p>Drawing</p> <p>Viking Art (Planbee)</p> <p>Investigate the history of Viking Art.</p> <p>Use position and dimension to create an accurate drawing of a Viking Warrior.</p> <p>Create a drawing of a Viking Snake Head.</p> <p>Use pattern, shape and shade to create a Viking Dragon.</p>
<p>CLASS 3</p> <p>Y4</p>	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • KS2 - to create sketch books to record their observations • KS2 - use sketchbooks to review and revisit ideas • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 – learn about great artists in history <p>Sculpture & Painting</p>	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • KS2 - to create sketch books to record their observations • KS2 - use sketchbooks to review and revisit ideas • KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials • KS2 – learn about great designers in history <p>Painting</p>	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • KS2 - to create sketch books to record their observations • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 – learn about great artists in history <p>Drawing</p> <p>Art Illusions</p>

	Stone Age Art (Planbee) The Lion Man Sculpture Cave Paintings Stone Age Jewellery	African Art – Benin (Planbee) Investigate use of pattern and colour in African Art. Create own piece of African Art	Explore how artists create perspective and foreshortening in their work Begin use perspective to create effects Explore artists’ use of trompe l’oeil Explore and create optical art
CLASS 4 Y5 & Y6	NC OBJECTIVES: <ul style="list-style-type: none"> • KS2 - use sketchbooks to review and revisit ideas • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 – learn about great artists in history Design Graffiti – Street Art Explore the work of Jean-Michel Basquiat Use multimedia to create street art. Create a school mural in the style of street art.	NC OBJECTIVES: <ul style="list-style-type: none"> • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 – learn about great artists in history • KS2 – learn about great designers in history Painting & Sculpture Chinese Art & Gentlemen Painting Explore Chinese art & artists Sculpt a dragon Explore linear art Sculpture	NC OBJECTIVES: <ul style="list-style-type: none"> • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 – learn about great artists in history Drawing Landscapes A Sense of Place (Planbee) Use viewfinders; perspective & colour. Study Gainsborough, Sisley, Turner & Constable Sketch the local environment

Curriculum Map B 2026/27

CLASS	Autumn	Spring	Summer
CLASS 1 EYFS & Y1	EYFS OBJECTIVES: Each unit of work will be adapted to meet the developing needs of our EYFS pupils following the objectives described above.	EYFS OBJECTIVES: Each unit of work will be adapted to meet the developing needs of our EYFS pupils following the objectives described above.	EYFS OBJECTIVES: Each unit of work will be adapted to meet the developing needs of our EYFS pupils following the objectives described above.

	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • KS1 - to use a range of materials creatively to design and make products • KS1 - to use sculpture to develop and share their ideas, experiences and imagination • KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • KS1 - 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. <p>Painting, Drawing & Paper Art</p> <p>Explore how paper is used by different artists. Investigate different types of paper</p> <p>Make a collage</p> <p>Make a 'stained glass' window or pot</p> <p>Make objects from rolled paper</p> <p>Use papier mache</p> <p>Make abstract paper sculptures</p>	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • KS1 - to use a range of materials creatively to design and make products • KS1 - to use drawing to develop and share their ideas, experiences and imagination • KS1 - to use painting to develop and share their ideas, experiences and imagination • KS1 - to use sculpture to develop and share their ideas, experiences and imagination • KS1 - 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 <p>Painting & Collage</p> <p>Henri Rousseau.</p> <p>Find out about Henri Rousseau, his inspiration and work</p> <p>Create pieces of work using Rousseau's key features as inspiration</p> <p>Look closely at Rousseau's work and compare to other artists- make a shoebox model to show the features</p> <p>Create animal masks</p> <p>Animal Art – use printing to create the background of a jungle picture and collage.</p>	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • KS1 - to use a range of materials creatively to design and make products • KS1 - to use drawing to develop and share their ideas, experiences and imagination • KS1 - to use painting to develop and share their ideas, experiences and imagination • KS1 - to use sculpture to develop and share their ideas, experiences and imagination • KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • KS1 - 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 <p>Sculptures</p> <p>Andy Goldsworthy</p> <p>Study the artist's use of shape and colour and take photographs using this as inspiration</p> <p>Create collaged spirals and circles to indicate the sea. Use clay to sculpt sea-like forms.</p>
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<p>CLASS 2 Y2 & Y3</p>	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials <p>Painting & Collage Blitz Skylines</p> <p>Investigate how colour can be used to create mood and atmosphere.</p> <p>Practice making shades of the same colour.</p> <p>Investigate different media – chalk, paint, watercolour.</p> <p>Use collage to create the city and stick onto background.</p>	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • KS2 - to create sketch books to record their observations • KS2 - use sketchbooks to review and revisit ideas • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 - learn about great artists in history • KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials <p>Sculpture Inca Art</p> <p>Study the use of colour and pattern in Inca artwork/pottery.</p> <p>Design and make an Inca bird bowl from clay.</p>	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • KS2 - to create sketch books to record their observations • KS2 - use sketchbooks to review and revisit ideas • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials • KS2 – learn about great artists in history <p>Drawing & Painting Landscape Castles (Planbee castle enrichment topic)</p> <p>Practice using watercolour paint in sketchbooks</p> <p>Children will create a watercolour landscape.</p>
<p>CLASS 3 Y4</p>	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • KS2 - to create sketch books to record their observations • KS2 - use sketchbooks to review and revisit ideas • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials <p>Drawing Frida Kalilo and Surrealism</p> <p>Use proportion to draw self-portrait and</p>	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • KS2 - to create sketch books to record their observations • KS2 - use sketchbooks to review and revisit ideas • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials <p>Painting</p>	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • KS2 - to create sketch books to record their observations • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials <p>Printing Journeys</p>

	<p>expression to convey visual messages about self.</p> <p>Re-visit painting techniques</p>	<p>Portraying Relationships</p> <p>How relationships are reflected through form, composition, colour & content.</p> <p>Using colour-wash, layers & brush strokes</p> <p>Critically evaluate portraits</p>	<p>Look at symbols used by Australian indigenous artists</p> <p>Create a Dreamtime- style painting Look at the work of Paul Klee & create an abstract painting</p>
<p>CLASS 4 Y5 & Y6</p>	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • KS2 - to create sketch books to record their observations • KS2 - use sketchbooks to review and revisit ideas • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials <p>Textiles</p> <p>Aztec Weaving</p> <p>Learn about the artwork of the Aztecs.</p> <p>Investigate pattern and colour used in the Aztec designs.</p> <p>Design an Aztec rug</p> <p>Use a cardboard loom to create a piece of weaving.</p>	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • KS2 - to create sketch books to record their observations • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials • KS2 – learn about great artists in history • KS2 – learn about great designers in history <p>Sculpture</p> <p>Ancient Greece</p> <p>Use clay techniques to make a clay pot in the style of the Greeks.</p> <p>Use sculpting techniques.</p> <p>Greek masks</p>	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials • KS2 – learn about great artists in history <p>Painting</p> <p>Landscape Art (Planbee)</p> <p>Use perspective & ‘the vanishing point’ in own sketching.</p> <p>Develop and use water colour painting techniques.</p> <p>Use colour tints and shades.</p>

KEY SKILLS PROGRESSION IN ART, CRAFT & DESIGN

AREA	EYFS	KS1	LOWER KS2	UPPER KS2
EXPLORING & DEVELOPING IDEAS	<p>Represent their own ideas, thoughts & feelings in a drawing or other artefact using a variety of resources</p> <p>Make marks in a sketch book which records their ideas, thoughts & feelings</p>	<p>Record and explore ideas from first hand observations in a sketch book</p> <p>Ask and answer questions about the starting points for their work</p>	<p>Use a sketch book or other recordings to develop ideas – try things out, change their minds</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p>	<p>Develop the use of a sketchbook to record from first hand observation, experience and imagination, and explore ideas for different purposes</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p>
EVALUATING & DEVELOPING WORK	<p>Say whether they like their work or not and why</p>	<p>Review what they and others have done and say what they think and feel about it</p> <p>Identify what they might change in their current work or develop in future work</p>	<p>Review what they and others have done and say what they think and feel about it</p> <p>Identify what they might change in their current work or develop in future work</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</p> <p>Adapt their work according to their views and describe how they might develop it further</p> <p>Annotate work in a journal</p>
DRAWING- lines and marks	<p>Use what they have learnt about media and materials in original ways, thinking about uses and purposes</p> <p>Represent their own ideas, thoughts and feelings</p>	<p>Name, match and draw lines/marks from observations.</p> <p>Invent new lines</p> <p>Draw on different surfaces with a range of media</p>	<p>Name, match and draw lines/marks from observations.</p> <p>Invent new lines</p> <p>Draw on different surfaces with a range of media</p>	<p>Use dry media to make different marks, lines, patterns and shapes within a drawing</p> <p>Experiment with wet media to make different marks,</p>

				lines, patterns, textures and shapes
DRAWING-FORM AND SHAPE	Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Observe and draw shapes from observations Draw shapes in between objects. Invent new shapes	Observe and draw shapes from observations Draw shapes in between objects. Invent new shapes	Explore colour mixing and blending techniques with coloured pencils Use different techniques for different purposes i.e. shading, hatching within their own work
DRAWING-TONE	Manipulate materials to achieve a planned effect	Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes	Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes	Start to develop their own style using tonal contrast and mixed media
DRAWING-TEXTURE/ perspective & composition (y5/ 6)	Experiment to create different textures	Investigate textures by describing, naming, rubbing, copying	Investigate textures by describing, naming, rubbing, copying	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. Show an awareness of how paintings are created i.e. Composition.
PAINTING- TOOLS & TECHNIQUES	Select the appropriate resources and adapt work where necessary	Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping	Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques e.g. layering, mixing media, scrapping	Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g.

		through Name different types of paint and their properties	through Name different types of paint and their properties	observational drawing, themes, poetry, music
PAINTING- COLOUR	Explore what happens when mixing colours Choose particular colours for a purpose	Identify primary and secondary colours by name Mix primary shades and tones. Mix secondary colours	Identify primary and secondary colours by name Mix primary shades and tones. Mix secondary colours	Mix and match colours to create atmosphere and light effects Be able to identify and work with complementary and contrasting colours
PRINTING- TECHNIQUE	Combine different media and experience the effect	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge/found objects Make simple marks on rollers and printing palettes Take simple prints i.e. mono –printing Build repeating patterns and recognise pattern in the environment	Make simple marks on rollers and printing palettes Take simple prints using the print twice/ negative/ positive images Design more repetitive patterns	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
SCULPTURE- TECHNIQUE	Construct with a purpose in mind using a variety of resources	Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and	Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and	Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work

		tools	tools	
SCULPTURE-FORM	Use simple tools and techniques competently and appropriately Select tools and techniques needed to shape, assemble and join materials they are using	Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form	Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form Make and use 'slip'	Develop skills in using clay including slabs, coils, slips, etc. Design, plan and make a 3D sculpture
SCULPTURE-TEXTURE	Use simple tool and techniques competently and appropriately Experiment to create different textures	Change the surface of a malleable material e.g. build a textured tile	Change the surface of a malleable material e.g. build a textured tile	Produce intricate patterns and textures in a malleable media
FOCUS VOCABULARY-DRAWING	3D, line, tone, shape	Line, tone, shape, texture	Line, tone, shape, texture, techniques hatching, crosshatching, stippling, blending, shading, erasing	Line, tone, shape, texture, pattern, colour and form Hatching, crosshatching, stippling, blending, shading, erasing, side strokes, circulumism Scale, proportion and perspective
PAINTING	Pattern names of colours	Pattern, colour and form	Pattern, colour and form	Scale, proportion and perspective
COLOUR	Mix	primary and secondary colours.	Monochromatic, tint, shade, tone, colour washes complementary colours	Blocking in, colour washes tertiary colours (primary + secondary) and harmonious colours
SCULPTURE	3D	Slab, and coil	Pinch, slab, and coil	Pinch, slab, and coil
WIDER EXPERIENCES Cultural capital & multiculturalism.	As you will see from the curriculum map above there are many planned opportunities for pupils at Nateby to engage with the work of celebrated and renowned artists specialising in a range of specialisms and from all over the world. In addition to this we plan other experiences for our pupils so that they have a broad experience of Art and Design and how it is integrated in to our society today. Examples are: sketching at Humblescough Farm; Art & Design Week & Exhibition for community; Peer2Peer Days, drawing and painting on large scales for example outside; art in the environment; animation days (Class 3). 3D & clay from workshops led by local artists.			

COVID 19 RESPONSE	In response to the needs of our pupils experienced due to a period of self-isolation or the closure of school, we have given families and carers a summary of artistic activities they may want to complete at home. On return to school and resuming normal teaching we have ensured we assess the needs of our children and endeavoured to adapt planning to meet those needs. We use direct teaching focused on any skills that need refreshing and reminders of what we have learnt already. We also endeavour to re-ignite children's enthusiasm for the subject where it has not been a priority at home.
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Impact

Artwork is assessed in a formative manner throughout lessons so that the teacher can make constructive interventions where needed without damaging a pupil's sense of self-expression or belief in themselves as an artist. Sketch books and final pieces of work are assessed continually by the teacher 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. Age related expectation levels are reported to all parents or carers at the end of the year.

Pupils are also encouraged to assess their own work. They learn how to make a positive appraisal of the work of others and offer their own, constructive opinions of how work could be improved. This enables them to apply these skills when being selective in the real world and forming their own, informed decisions.

Art and Design work is celebrated in assemblies, through newsletters, on the school website and through rewards and certificates. This creates a high-profile for the subject and high expectations for pupils. It creates a desire for pupils to achieve as well as giving all pupils a feeling of self-worth.

A well-thought out Art and Design curriculum enhances achievement across the curriculum and enables all learners to access other subjects by developing how they 'see' the work they are doing.