

Art and Design at St Margaret's

Our art and design curriculum at St. Margaret's is used as a vehicle for creativity, exploration and personal expression. We aim to deliver a progressive, varied and high-quality art and design skills-based programme. In doing this we equip our children with the knowledge and experience to experiment, invent and produce their own works of art, craft and design and thus develop their arts capital through the enjoyment of art. Our ultimate aim is to help our children gain knowledge and skills not only through engaging classroom experiences, but also through enriching educational visits/visitors.

Our Curriculum

Art is taught through carefully planned units across the academic year. Each unit is thoughtfully sequenced to help children develop a deep understanding of artists, art movements and styles. Where possible, meaningful connections with other subjects have been established to enrich learning in a cross-curricular approach. The structure and frequency of lessons within each unit may vary to best support the acquisition of knowledge and skills—for example, a unit might be delivered through a series of shorter lessons spread over several weeks, or through longer, more intensive sessions over a shorter period.

Retrieval tasks are used in art to strengthen long-term memory of artists, styles, and concepts, which provide a foundation for new knowledge. Each lesson includes a retrieval task which encourages pupils to actively recall information through activities like drawing previously studied concepts or discussing artists or artistic styles. Through these, students improve retention and understanding whilst also building students' confidence and metacognitive awareness by allowing them to monitor their own learning progress.

Extra Curriculum

In addition to our curriculum, we deliver an annual Arts Week. This usually takes place during the Summer Term, during which the school dedicates a whole week to the arts in which art-based activities are planned around a theme. The theme changes each year (often linked to local/national events occurring at the time) and many different art activities and experiences are on offer within school. Professional artists are invited in to deliver workshops with the children, sometimes a visit to an art gallery or exhibition might be involved.

EYFS and 'Understanding the World'

In Reception, children explore art and design through practical, hands-on experiences that build curiosity, confidence, and early creative skills. Through the EYFS area of Expressive Arts and Design, pupils experiment with a wide range of colours, textures, and materials. Reception focus on Henri Matisse's 'The Snail' and explore colour, shape, and collage by creating their own cut-paper compositions inspired by Matisse's bold, playful style. Art in Reception is rooted in play, exploration, and enjoyment, laying the foundations for the more structured skills and techniques they will encounter as they move through the school.

Sequencing: Our journey through Art and Design in KS1 and KS2

Medium Term planning has been put in place by the Art and Design Co-ordinator. The planning ensures continuity with progression of skills within and across the key stages. This is in line with the long-term plan for the school. Class teachers work together to organise short-term planning which can be taught in blocks or on a weekly basis. Where possible, units link to a range of historical and living artists with local links/relevance.

At St Margaret's, the art and design curriculum is a rich and progressive journey that nurtures creativity, cultural awareness, and technical skill from Year 1 through to Year 6. Each year builds upon the last, offering pupils opportunities to explore a wide range of artistic media, styles, and historical contexts.

In Year 1, children begin with a focus on portraits, drawing inspiration from Van Gogh, Modigliani, and Derek Russell. Later in the year, they explore local sculptures such as Anthony Gormley's *The Angel of the North*, Fenwick Lawson's *The Journey*, and Durham Cathedral's *Sanctuary Knecker*. The summer term introduces environmental printing and collage, with artistic influences from William Morris and Cath Kidston.

Year 2 continues the development of printing and sculpture through animal patchwork prints and 3D clay models. Pupils study Tom Claassen and the Pitmen Painters, connecting art with local heritage. Drawing and painting are explored through the works of LS Lowry and Norman Cornish, while the seascapes topic in the summer term provides a platform for collage and textiles inspired by Hokusai, Homer, Turner, and Monet.

In Year 3, pupils delve into prehistoric art with Stone Age cave drawings and Iron Age labyrinth patterns, exploring drawing, painting, and collage. Catherine Anderson's labyrinth art provides a contemporary link. Architectural sculpture becomes the focus in spring, with studies of local landmarks like *The Sage* and other Norman Foster buildings such as *The Gherkin*. The year concludes with Ancient Egyptian patterns and prints, deepening pupils' understanding of historical art forms.

Year 4 begins with 3D animal collages, inspired by artists such as Robert Jefferson, Travis Pond, Gilles Cenazandotti, and Nick Mackman. Pupils then explore famous Italian masterpieces through drawing and painting, studying Leonardo da Vinci, Giotto, and Michelangelo. The summer term introduces Mayan art, adapted from the Year 5 curriculum, with a focus on drawing and printing.

In Year 5, the curriculum explores medieval patterns through clay work, inspired by the Lindisfarne Gospels and Norse art. Observational drawing and painting of flowers link with literacy and science, guided by the work of Georgia O'Keeffe. This year, pupils will continue to focus on portraits and printing, as part of a special theme for the 2025–2026 academic year. The Year 2026-2027 will have a different focus (yet to be decided).

Finally, Year 6 offers a global perspective with Japanese art, including Ukiyo-e paintings, prints, and manga styles, inspired by Hokusai. Pupils then engage in kitbashing sculpture projects with a robot theme, linking with design and technology and drawing influence from Henry Moore. The year concludes with forest landscapes, where pupils use sketching, watercolour painting, and textiles to create collages inspired by Henri Rousseau and local artists Jenny Ulyatt and Sarah Hill.

Our long Term Plan:

Year	Autumn	Spring	Summer
1	<u>Local Sculptures – Angel of the North, The Journey, Durham Cathedral, Sanctuary Knocker</u> Drawing and Sculpture <u>Artists</u> – Anthony Gormley, Fenwick Lawson	<u>Portraits – self and others</u> Painting and Drawing <u>Artists</u> – Van Gogh, Modigliani, Derek Russell_	<u>Environmental Printing and Collage –</u> Printing and Collage Artists – William Morris and Cath Kidston
2	<u>Animal Patchwork Prints – science link/3D Modroc animals</u> Printing and sculpture Artist – Tom Claassen	<u>Local artists – Pitmen painters</u> Drawing and painting Artists- LS Lowry and Norman Cornish	<u>Seascapes – compare different artists, different techniques and create collage inspired by favourite artist</u> Collage and Textiles Artists - Hokusai, Homer, Turner, Monet
3	<u>Stone Age Cave Drawings and Paintings and Iron Age Labyrinth Patterns/Collages</u> Drawing, painting, collage <u>Artists</u> – Catherine Anderson (Labyrinth art)	<u>Architectural Sculpture - famous local landmarks – The Sage, The Gerkin</u> Sculpture and drawing Artist – Norman Foster	<u>Ancient Egyptian Patterns and Prints</u> Printing
4	<u>3D Animal collages</u> Sculpture and Collage Artists – Robert Jefferson Travis Pond, Gilles Cenazandotti, Nick Mackman	<u>Famous Italian Masterpieces</u> Drawing and Painting Artists – Leonardo Da Vinci, Giotto, Michelangelo	<u>Mayan Art –From year 5 - adapt of required</u> Drawing and printing
5	<u>Medieval Patterns – The Lindisfarne Gospels and Norse Art</u> 3D - Clay	<u>Linked with literacy/Science - Observational drawing and Painting of flowers</u> Drawing and Painting Artist – Georgia O’Keefe_	<u>Mayan Art – Portraits and Printing</u> Drawing and Printing (2025-2026 only then change next year)
6	<u>Japanese Art (Ukiyo-e paintings and prints and Manga Art)</u> Painting and Printing Artist – Hokusai and art styles of Ukiyo-e and manga_	<u>Kitbashing sculptures – robot theme (link with DT theme of toys)</u> Drawing and 3D Artist – Henry Moore	<u>Forest Landscapes</u> Sketching, Water colour painting and textiles (collage) Artists - Jenny Ulyatt, Sarah Hill and Henri Rousseau_

Monitoring and Assessment

Monitoring is carried out regularly and can be seen in many different forms. We carry out pupil voice every year alongside analysis of children's work which includes various evidence sources. Each child has an art progression portfolio which records their drawing skills once a term. In the Autumn Term the children do a memory drawing of a self-portrait, in the Spring Term they do an observational drawing of a daffodil and in the Summer Term they do an abstract piece titled "What is Summer?". These drawings are repeated each year so that by the end of Key Stage 2, the work in the folders show how each child's artistic skills have progressed during their time at St. Margaret's.

Assessment forms part of the planning process and is clearly linked to intended learning objectives and outcomes for art attainment targets. Each pupil has a sketch book which is used as a working document, to show continuity and progression throughout the school, alongside larger project work. Not every piece of work is formally assessed however, work is dated and labelled with a learning intention. A variety of marking is used and includes work that is teacher, peer and self-marked.

