

Art and Design

Curriculum Overview
and
Progression Mapping



Upper
Wharfedale
Primary
Federation



Introduction

At the heart of our Art curriculum lies the guiding light of our federation vision: **“Be the Light” (Matthew 5:14)**. We believe every child carries a spark and a unique brilliance waiting to shine. Through Art, we nurture that light, encouraging children to express themselves with confidence, creativity, and joy, and to become a positive force in the world around them.

Art is more than a subject: it’s a journey of discovery. It invites children to explore their ideas, stretch their imaginations, and find beauty in the everyday and in each other. Our curriculum fosters curiosity, resilience, and a lifelong love of learning, helping children grow into thoughtful, expressive individuals who appreciate creativity in all its forms.

Our core values -**Love, Thankfulness, Trust, Forgiveness, and Kindness** - are woven into every brushstroke and sketch. They guide how we create, collaborate, and celebrate each child’s artistic voice. In embracing these values, our pupils learn to ‘be the light’ using art to reflect who they are, to uplift others, and to brighten the world with their vision.

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Intent Statement

At The Upper Wharfedale Primary Federation, we believe that Art and Design is a vital part of every child's entitlement to a broad, balanced, and enriching curriculum. It is a powerful medium through which children can explore their individuality, express their thoughts and emotions, and develop a lifelong appreciation for creativity.

We are inspired by the words of Sir Ken Robinson:

“Creativity is as important now in education as literacy, and we should treat it with the same status.”

Our Art and Design curriculum is designed to engage, inspire, and challenge pupils. It equips them with the knowledge and skills to experiment, invent, and create their own works of art, craft, and design. As children progress, they are encouraged to think critically, reflect deeply, and develop a more sophisticated understanding of artistic processes and cultural contexts.

Art and Design not only fosters technical proficiency in drawing, painting, sculpture, and other creative disciplines, but also cultivates curiosity, resilience, and self-expression. Pupils learn to evaluate and analyse creative works using the language of art, and to appreciate how art reflects and shapes our history, identity, and society.

Our Aims in Teaching Art and Design:

- To engage, inspire and challenge pupils through high-quality teaching and learning experiences.
- To enable pupils to experiment, invent and create their own works of art, craft and design.
- To encourage pupils to think critically and develop a deeper understanding of art and design as they progress.
- To help pupils understand how art and design reflect and shape history, and contribute to the culture, creativity and wealth of our nation.
- To support pupils in producing creative work, exploring ideas and recording experiences.
- To develop proficiency in drawing, painting, sculpture, and other artistic techniques.
- To foster the ability to evaluate and analyse creative works using appropriate artistic vocabulary.
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Implementation

At The Upper Wharfedale Primary Federation, the development of artistic skills and knowledge is carefully and thoughtfully mapped across each year group and topic. This structured progression ensures that children build on prior learning while deepening their understanding and refining their techniques.

We place a strong emphasis on contextual knowledge, helping children to understand the background of the artworks they study and the lives and influences of the artists who inspire them. This enriches their learning and fosters a deeper appreciation of art as a reflection of culture, history, and personal expression.

Our curriculum follows a progressive approach to skill development, providing children with regular opportunities to:

- Express their creativity
- Practise and master key artistic processes, including drawing, painting, printing, collage, and sculpture

To support this:

- Key vocabulary is introduced at the start of each new topic to build subject-specific language and understanding.
- Teachers assess pupils' prior knowledge through initial discussions, gaining insight into their starting points. This informs planning and allows for targeted support and scaffolding, tailored to both age group and individual needs.
- Our high-quality curriculum is designed to build confidence in using a wide range of media, encouraging children to explore, take risks, and celebrate their unique artistic voice.

Through this carefully structured and inclusive approach, we aim to cultivate not only technical proficiency but also a genuine love for art and design.

Impact

The structure of our Art and Design curriculum ensures that children develop a deep and meaningful understanding of the work of artists, craftspeople, and designers from a wide range of cultures and historical periods. This knowledge is not only appreciated but actively applied in their own creative work, fostering both inspiration and originality.

The consistent use of sketchbooks across the federation empowers pupils to reflect on their learning journey to review, refine, and evolve their ideas over time. This process supports the development of high-quality outcomes and encourages a thoughtful, iterative approach to creativity. Children gain a strong grasp of the key principles of art.

These elements are embedded throughout the curriculum, enabling pupils to build a rich visual vocabulary and apply it with increasing confidence and sophistication.

A solid foundation in the Early Years Foundation Stage (EYFS) ensures that children are well-prepared for the more structured teaching of art in Key Stage 1. As they move through the school, opportunities to refine and develop techniques are supported by a well-sequenced long-term plan and clear progression between key stages.

Ultimately, our Art and Design curriculum equips children with the skills, knowledge, and confidence to express themselves creatively, think critically about visual culture, and appreciate the role of art in shaping both personal identity and the wider world.

SMSC and British Values in Our Art Curriculum

Spiritual Development Through Art

Art provides a meaningful space for children at The Upper Wharfedale Primary Federation to explore their own spirituality, encouraging personal interpretation and emotional connection to the subjects they study. By engaging with the work of well-known artists, pupils experience awe and wonder at the creative gifts of others, which inspires and motivates their own artistic expression.

Through perseverance and independent thinking, children learn that creativity is a journey, and by understanding the emotional depth of art in all its forms, they connect with the most spiritual aspects of themselves, fostering self-awareness, empathy, and inner growth.

Moral Development Through Art

At The Upper Wharfedale Primary Federation, our school ethos fosters a strong sense of moral responsibility, which is clearly reflected in how pupils approach peer evaluation in Art and Design. Children learn to offer constructive, respectful, and honest feedback, recognising the value of others' feelings while supporting the development of individual work. Lessons encourage pupils to explore their own emotions through art, helping them understand the importance of thoughtful critique in a safe and positive environment. This practice not only enhances their artistic growth but also prepares them to engage respectfully and empathetically with diverse perspectives in the wider world.

Social Development Through Art

Social responsibility is deeply embedded in the Art and Design curriculum at The Upper Wharfedale Primary Federation. Pupils consistently demonstrate care and support for one another, particularly when working collaboratively or engaging in peer evaluation. They learn to offer thoughtful guidance and constructive feedback, fostering a respectful and inclusive environment where every child feels valued. This collaborative spirit not only enhances artistic development but also nurtures essential social skills that prepare children to contribute positively to their communities.

Cultural Development Through Art

Art and Design at The Upper Wharfedale Primary Federation provides children with rich opportunities to explore and appreciate the artistic traditions and themes of cultures from around the world. This exposure fosters a deeper understanding of diverse ways of life and nurtures respect for perspectives that may differ from their own. By blending inspiration from global art with elements of their own cultural heritage, pupils create a vibrant and meaningful fusion of styles, enriching their visual experiences and stimulating their creativity as future artists.

British Values

Our Art and Design curriculum actively promotes British Values by encouraging pupils to express themselves freely and respectfully, while appreciating the diverse perspectives of others. Through collaborative projects and peer evaluation, children learn the importance of **mutual respect** and **individual liberty**, recognising that every artistic voice is valid and valued. By exploring art from different cultures, faiths, and historical contexts, pupils develop **tolerance and understanding** of beliefs and traditions that may differ from their own. Opportunities to make choices in their creative work foster a sense of **personal responsibility**, while structured lessons and respectful critique help reinforce the importance of **fairness and the rule of law**. In this way, Art becomes a powerful vehicle for nurturing inclusive, thoughtful, and socially aware young citizens.

Art beyond the Curriculum

At The Upper Wharfedale Primary Federation, we believe that creativity extends far beyond the classroom. Our pupils regularly take part in art projects that connect them with the wider community, including local exhibitions and collaborative initiatives with community groups. These opportunities allow children to share their work in meaningful ways, celebrate their achievements, and see the impact of their creativity in real-world settings. We also encourage pupils to bring in and discuss artwork they have created at home, fostering a culture where artistic expression is valued in all aspects of life. Through our Global Spotlight Weeks and other enrichment activities, children explore art from a wide range of cultures, broadening their understanding of the world and deepening their appreciation for diverse artistic traditions. These experiences enrich our curriculum and help pupils develop as confident, curious, and culturally aware young artists.



Skills Progression

At The Upper Wharfedale Primary Federation, we are committed to ensuring that pupils build on previously taught skills in a structured and meaningful way. Our Art and Design curriculum is carefully planned to support progression in key techniques such as drawing, painting, printing, collage, and sculpture. Due to our mixed-age planning, teachers adapt lessons to revisit and reinforce prior learning while introducing new skills that challenge and inspire all learners. This approach allows children to consolidate their understanding, deepen their creativity, and make consistent progress regardless of their year group. Our flexible planning ensures that every child receives a rich and coherent artistic experience that supports both personal growth and technical development.

	KS1	LKS2	UKS2
Exploring and Developing Ideas	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practice and share their learning and skills with others, receive and offer feedback to improve.</p> <p>KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a respond positively to ideas and starting points; b explore ideas and collect information; c describe differences and similarities and make links to their own work; d try different materials and methods to improve; e use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. 	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practice and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use sketchbooks to record ideas; b explore ideas from first-hand observations; c question and make observations about starting points, and respond positively to suggestions; d adapt and refine ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. 	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practice and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> a review and revisit ideas in their sketchbooks; b offer feedback using technical vocabulary; c think critically about their art and design work; d use digital technology as sources for developing ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.

Drawing

Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.

KS1 Art and Design National Curriculum

To become proficient in drawing techniques.

To use drawing to develop and share their ideas, experiences and imagination.

Children can:

- a draw lines of varying thickness;
- b use dots and lines to demonstrate pattern and texture;
- c use different materials to draw, for example pastels, chalk, felt tips;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.

Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.

KS2 Art and Design National Curriculum

To become proficient in drawing techniques.

To improve their mastery of art and design techniques, including drawing, with a range of materials.

Children can:

- a experiment with showing line, tone and texture with different hardness of pencils;
- b use shading to show light and shadow effects;
- c use different materials to draw, e.g. pastels, chalk, felt tips;
- d show an awareness of space when drawing;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.

Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.

KS2 Art and Design National Curriculum

To become proficient in drawing techniques.

To improve their mastery of art and design techniques, including drawing, with a range of materials.

Children can:

- a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
- b depict movement and perspective in drawings;
- c use a variety of tools and select the most appropriate;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

Painting

Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.

KS1 Art and Design National Curriculum

To become proficient in painting techniques.

To use painting to develop and share their ideas, experiences and imagination.

Children can:

- a name the primary and secondary colours;
- b experiment with different brushes (including brushstrokes) and other painting tools;
- c mix primary colours to make secondary colours;
- d add white and black to alter tints and shades;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.

Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.

KS2 Art and Design National Curriculum

To become proficient in painting techniques.

To improve their mastery of art and design techniques, including painting with a range of materials.

Children can:

- a use varied brush techniques to create shapes, textures, patterns and lines;
- b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;
- c create different textures and effects with paint;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.

Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.

KS2 Art and Design National Curriculum

To become proficient in painting techniques.

To improve their mastery of art and design techniques, including painting with a range of materials.

Children can:

- a create a colour palette, demonstrating mixing techniques;
- b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;
- c use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.

Sculpture	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; b use a variety of techniques, e.g. rolling, cutting, pinching; c use a variety of shapes, including lines and texture; d use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. 	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a cut, make and combine shapes to create recognisable forms; b use clay and other malleable materials and practise joining techniques; c add materials to the sculpture to create detail; d use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. 	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a plan and design a sculpture; b use tools and materials to carve, add shape, add texture and pattern; c develop cutting and joining skills, e.g. using wire, coils, slabs and slips; d use materials other than clay to create a 3D sculpture; e use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
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<p style="text-align: center;">Collage</p>	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a combination of materials that have been cut, torn and glued; b sort and arrange materials; c add texture by mixing materials; d use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. 	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> a select colours and materials to create effect, giving reasons for their choices; b refine work as they go to ensure precision; c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; d use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. 	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> a add collage to a painted or printed background; b create and arrange accurate patterns; c use a range of mixed media; d plan and design a collage; e use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
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<p style="text-align: center;">Printing</p>	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> a copy an original print; b use a variety of materials, e.g. sponges, fruit, blocks; c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. 	<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use more than one colour to layer in a print; b replicate patterns from observations; c make printing blocks; d make repeated patterns with precision; e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. 	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a design and create printing blocks/tiles; b develop techniques in mono, block and relief printing; c create and arrange accurate patterns; d use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;
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Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.

KS1 Art and Design National Curriculum

To understand 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.

Children can:

- a describe the work of famous, notable artists and designers;
- b express an opinion on the work of famous, notable artists;
- c use inspiration from famous, notable artists to create their own work and compare;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, Robert Lichtenstein, Eric Carle, Hokusai, Claude Monet

Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.

KS2 Art and Design National Curriculum

To learn about great artists, architects and designers in history.

Children can:

- a use inspiration from famous artists to replicate a piece of work;
- b reflect upon their work inspired by a famous notable artist and the development of their art skills;
- c express an opinion on the work of famous, notable artists and refer to techniques and effect;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: John Turner, Lowry, William Morris

Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.

KS2 Art and Design National Curriculum

To learn about great artists, architects and designers in history.

Children can:

- a give detailed observations about notable artists', artisans' and designers' work;
- b offer facts about notable artists', artisans' and designers' lives;
- c use key vocabulary to demonstrate knowledge and understanding in this strand: Michelangelo, Leonardo Di Vinci, Botticelli, Bellini, Hundertwasser, Warhol. Surat, Bridget Riley, Henri Rousseau.