PUCKLECHURCH CE VC PRIMARY SCHOOL

Art and Design Handbook 2026-2027

Intent

Our Art and Design curriculum intends to support our pedagogical principles by:

For our learners at Pucklechurch, art will…	
Nurture social and emotional growth	The art and design curriculum at Pucklechurch will help children to explore their feelings, develop empathy, and build confidence. Engaging in artistic activities encourages self-awareness as children make choices, express personal experiences, and reflect on their emotions through colour, texture, and form.
Promote metacognition	Children will learn what it is to be an artist and through this they will experience subject specific thinking and problem solving and relate this to themselves as learners now and in the future.
Champion inclusiveness and celebrate differences	Our art and design curriculum will help increase empathy and tolerance towards people different than themselves alongside the emotional benefits from creating art.
Raise aspirations	Through studying Art and Design at Pucklechurch, the children will understand that though the creation of visual art individuals can explore issues that affect us all and make positive contributions to shape our future. They will experience what it means to be an artist and how this could lead to a possible career.

To enable the realisation of our intent, as specified in our Curriculum and Pedagogy guide, we aim to achieve this by creating knowledgeable learners.

Building Knowledge

Key Concepts

Our art and design curriculum has been influenced by three main concepts that we revisit in each unit and through our chosen mediums of drawing, painting and sculpture. This allows children to make connections and links to previous learning and build conceptual understanding which is central to children behaving like subject specialists. These concepts are:

Art History

Colour theory

Composition

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Making connections through….		
Concept	**Key Questions**	**Intent**
Art History	• What art movement, if any, does the artist belong to? • When did this artwork/artist/movement occur and what came before and after this artistic period? • Why is this artwork/ artist significant and • How has this artwork/artist/movement influenced current art?	Throughout the primary phase, children will be given access to art history education in order to develop their knowledge of visual analysis, research and communication as well as build on empathy, tolerance and mutual respect for world cultures. Children are taught, and expected to remember, key dates and facts but are also taught to recognise distinguishing features of an artist's work and enabled to place a painting within its context. Throughout their primary education, children will encounter a range of art movements and associated artists, as well as study more contemporary and lesser-known artists. At times, art will be used to enrich other areas of the curriculum such as a study in the artwork of the Ancient Egyptians or Greeks.
Colour theory	• How are colours classified? • What happens when you mix colours? • How can you change the intensity of a colour? • What are tints, tones and shades? • How can colours be used to create an effect? • How do artists select colours to create moods or show feelings?	In each of the disciplines: drawing, painting and sculpture, children will be taught aspects of colour theory. The children know that colour theory is used to describe the collection of rules regarding the use of colour in art and design. Colour theory informs the design of colour schemes, aiming at aesthetic appeal and the effective communication of a design message on both the visual level (colour as light) and the psychological level (colours as symbols and emotions). This knowledge is used to communicate their thoughts about the artwork being studied as well as inform their own creative choices. In key stage one children are introduced to the basics of colour theory. They use the correct vocabulary and know that red, blue and yellow are the primary colours. They know that these cannot be mixed or formed by any combination of other colours. They know that all other colours are derived from these three hues. They mix two primary colours to form the secondary colours (orange, green and purple) and know that adding white to a base colour forms tints and black to a base colour forms shade. When looking at works of art children begin to talk about how the colours make them feel. In key stage two children build on their knowledge and related vocabulary. Children explore warm and cool colours, complementary colours, analogous colours, triadic and monochromatic schemes in pieces of art. They are able to use this language when discussing works of art and the effects these have on the audience. They are able to verbalise their choices and desired effects when talking about their own creative choices.
Composition	• What is the first thing you notice when you look at this picture? • Where has the artist placed the main subject or object? • Are there any shapes, lines, or patterns that help lead your eyes around the picture? • How does the space feel – is it full, empty, crowded, or balanced? • Why do you think the artist chose to arrange things this way?	In the visual arts, composition refers to how the artwork is put together. It is how the artist intentionally used the elements and principles of art and design to create the artwork. The placement of objects within the picture plane is not an arbitrary act but is the result of calculated decisions. Through the study of individual pieces, children will learn how artists lead the viewer into and around their composition and will be able to use this knowledge to create their own pieces. Children will be taught to use the elements and principles of art and design intentionally to create focal point, create mood, and give directional cues that will help the viewer navigate their work and therefore avoid the middle of the page images that are all too often produced at primary level.

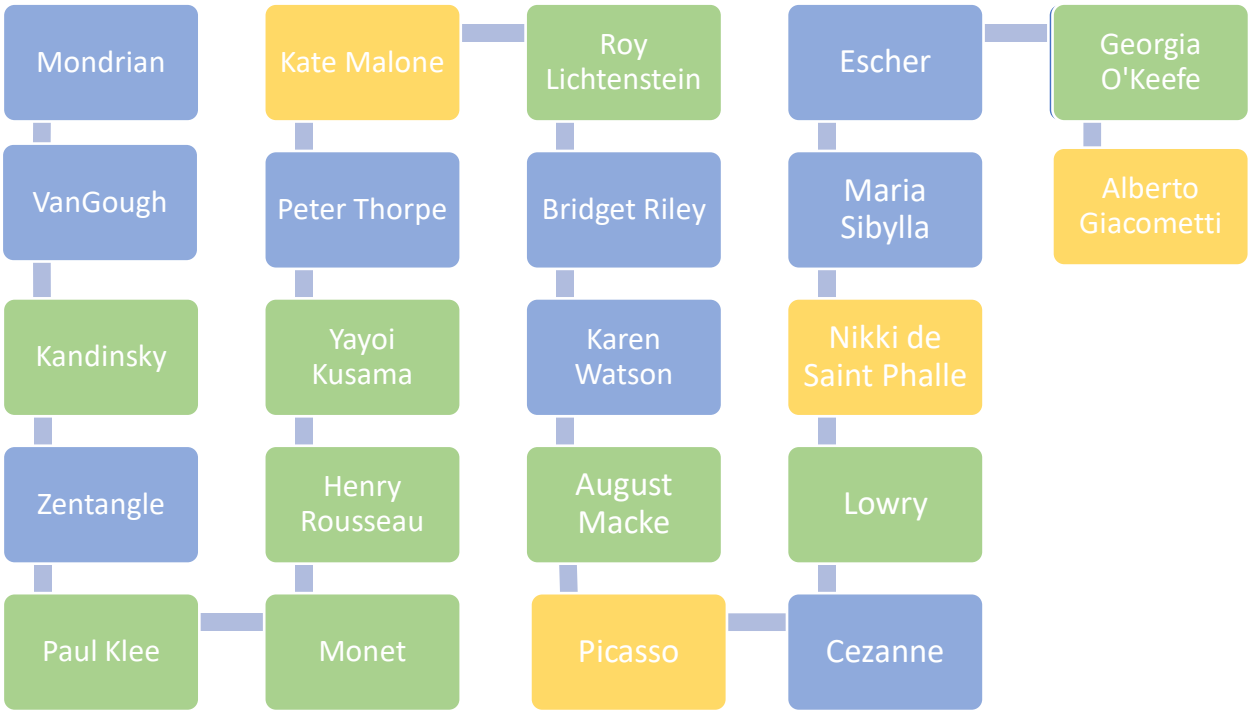
Building Theoretical and Practical Knowledge

It is important that when creating their own compositions, the children are equipped with the necessary theoretical and practical knowledge to allow them to make informed decisions. There are three main mediums that children will study throughout the primary phase, these are drawing, painting and in KS2 sculpture. The theoretical and practical knowledge within each area has been carefully mapped out so it is progressive across Key Stages. Teachers know what learning has come before and what learning will come after, enabling them to utilise the knowledge that is in the children's long-term memory.

Drawing	Drawing as a form of communication has transcended history and cultures. It is a key concept and closely linked to wider achievement in the subject'. For this reason, greater time will be spent on this area during EYFS and KS1 to enable the children to have a strong foundation for KS2. The curriculum has been designed to ensure there is a balance between observational and imaginative drawing. This will incorporate first-hand experience or use of stimuli from the natural world, human experience, identity and imagination. In EYFS, the children will refine their mark making and handle different drawing tools. They will be given the opportunity to work on a range of scales from large playground chalk drawings to small detailed drawings. Their work will focus on line drawing and back and forth technique to fill areas. They will learn that depending on how much pressure is applied the darker the drawing will appear. Throughout KS1, children will learn to use basic drawing skills to build their compositions. Year one will explore in more detail the types of line that can be produced including expressive line to demonstrate movement while year 2 will add to their drawing techniques by using blending and layering. In lower Key Stage two, the children build on their prior learning about line and begin to explore 3-dimensional line as both an optical illusion and to make an object seem realistic. Year 4 will use a range of hatching and stippling techniques to explore light and spheres. In upper Key Stage two, the children will produce more detailed close observational drawings and increase their precision in the use of scale and perspective.
Painting	Painting is an important discipline in the visual arts and as such will be allocated a greater amount of time during EYFS and KS1 to allow children to become proficient and master some of the basics. Our curriculum builds on the knowledge they have acquired from drawing units as well as painting specific knowledge. The curriculum has been designed to ensure there is a balance between observational and imaginative painting. This will incorporate first-hand experience or use of stimuli from the natural world, human experience, identity and imagination. There will also be opportunities for children to work at different scales both individually and collaboratively. Throughout the primary phrase, children will have the opportunity to paint naturalistic, representational, abstract and emotive compositions. In EYFS, children will learn to mix powder paints and experiment with the consistency of the paint. They will learn the basics of colour theory as well as how to hold a paint brush and create curved lines in a fluid motion. They will know that they can make lines thin or thicker through the choice of brush they select. In year one they will broaden their knowledge by increasing the colours they use in a composition. They will experience what it is like to paint outside like the post-impressionists and use quick, small brush strokes. In year 2 they will build on their knowledge of colour and will learn to mix a range of hues of the same colour. They will work in different consistencies of paint as well as explore the relationship between colour and mood. In lower KS2, the children will refine and build upon their knowledge from KS1. They will be introduced to new techniques such as Ben Day Dots and complementary colours. They will begin to develop a sense of scale and perspective to their paintings. In upper KS2, children will add more techniques to their repertoire. In year 5, children will use their knowledge of colour theory to mix paints to match a colour palette and refine their use of brush strokes and composition to portray a sense of movement. In year 6, children will develop their use of water colour paints and brush stokes to create close up views of flowers.

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Sculpture	In Key Stage two, children will be introduced to sculpture. They will have the opportunity to create sculptures from a range of materials. Children will learn about the properties and abilities of the materials and gain experience of manipulating them to imitate a piece of sculpture before creating their passion project. In year 3, children will use traditional coiling technique to create a small pot from air drying clay. They will learn different techniques for adding decoration to these before adding colour to their dried pot. In year 4 children will be inspired by Picasso's Lady's Face sculpture and learn how cardboard can be manipulated to produce an abstract sculpture to represent a natural disaster. In year 5, children will be introduced to papier mache and how the type and size of paper can be used to achieve a desired effect. They will work using a paper armature to build their sculpture linked to a rainforest or tundra creature. Once dried, the children will paint these in a similar style to Nikki De Saint Phalle's works. In year 6, children will be inspired by the sculptures of Alberto Giacometti and use a wire armature with clay to create their own animal linked to their learning about evolution.



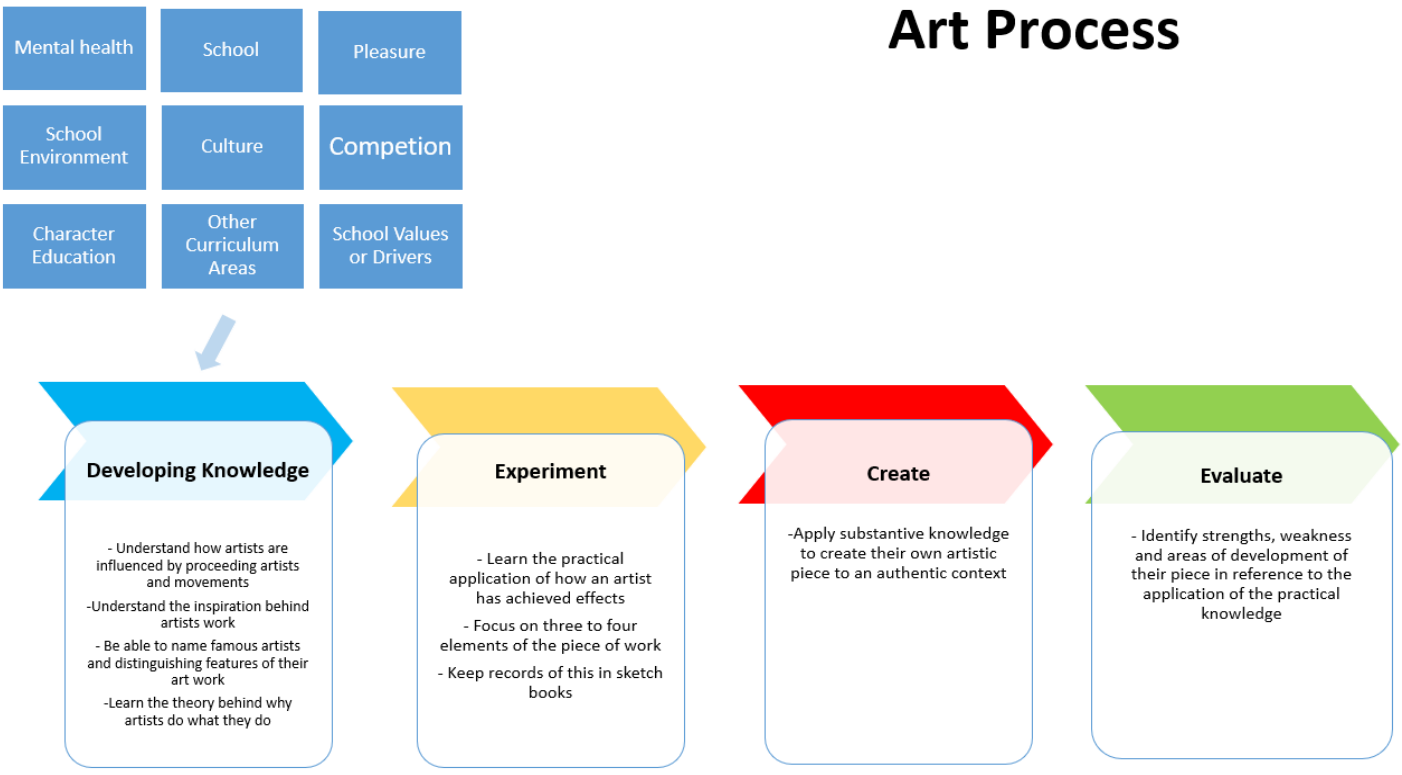
Art journey at Pucklechurch

Building Disciplinary Knowledge

To be successful artists children need to use their exsisting substansive knowledge to learn disciplinary knowledge through the process of creating their own piece of work; like an artist.

It is important that children not only develop their knowledge of art history and some of the associated artists and their works but that the curriculum gives an emphasis on personalisation and originality. With this in mind, we aim to link the children's studies and subsequent projects to themes covered in our Connected Curriculum, Curriculum Drivers and Character Education. Careful sequencing of lessons will ensure children have accquired the relevant theoretical and practical knowledge and a context to their original artwork.

Find a Purposeful, Authentic Context



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In order for children to acquire the disciplinary knowledge of the subject our Art process is explicit with the disciplinary knowledge we want the children to know. This knowledge is progressive across key stage and will be learned through the practical application of the knowledge of what an artist does during the creation tasks.

Design process	Key Stage one	Lower Key Stage two	Upper Key Stage two
Developing Knowledge	Artists explore existing art work Artist identify that there are different components to a piece	Artists explore existing art work through a range of movements Artist identify that there are different components to a piece Artist select a colour pallet for effect Artist select compositional effects to create the desired outcome	Artists explore existing art work through a range of movements Artist identify that there are different components to a piece Artist select a colour pallet for effect Artist select compositional effects to create the desired outcome Some Artists go against convention for effect
Experiment	Artists use other artists to help develop their ideas Artists generate ideas by drawing on their own experiences Artists develop and communicate ideas by talking and drawing and painting Artists explore ideas through experimentation through paint, ink and pencil Artists have liked and dislikes	Artists use art movements to help develop their ideas Artists generate ideas to express thoughts and feelings Artists share and clarify ideas through discussion Artists explore ideas through experimentation through a range of media Artists have preferences when choosing colour pallets	Artists draw from a range of art movements, cultures and individual artists to help develop their ideas Artists generate ideas to express thoughts and feelings Artists share and clarify ideas through discussion Artists explore ideas through experimentation through a range of media Artists have preferences when selecting the elements that they want to include in their art work
Create	Artists plan by selecting elements of existing art work Artists select from a range of tools and equipment, explaining their choices Artists select from a range of materials and components according to their characteristics	Artists use experimental sketches before creating their final piece Artists order the main stages of creating Artists select materials, components, tools and equipment suitable for their piece	Artists annotate their experimental sketches before creating their final piece Artists order the main stages of creating and consider how layering impacts this Artists explain their choice of materials and components according to functional properties and aesthetic qualities.
Evaluating	Artists talk about their ideas and what they are creating Artists suggest how their products could be improved Artists make simple judgements about their products and ideas against their theoretical and practical knowledge	Artists identify the strengths and areas for development in their ideas and pieces Artists use their theoretical and practical knowledge to evaluate their completed pieces	Artists identify the strengths and areas for development in their ideas and pieces Artists use their theoretical and practical knowledge to evaluate their completed pieces

Art Process and associated disciplinary knowledge