

Banks Road Infant and Nursery School

Art and Design

Intent

At Banks Road, we want every child to leave our school loving Art and Design. We believe art should be joyful, expressive, and meaningful, giving children the confidence to explore ideas, experiment with materials, and take pride in what they create. Our teachers have carefully sequenced a subject that develops creativity, technical skill, and cultural awareness. Learning is organised with explicit skill progression from Nursery to Year 2 and Art is closely linked to wider curriculum themes to enrich learning and support meaningful connections. The curriculum is designed with children's starting points in mind, ensuring fine motor skills, physical control, and artistic techniques are built progressively. We are committed to broadening children's cultural capital through the study of a diverse range of artists from different genders, eras, and cultures to broaden pupils' understanding of art in the world around them. Children are taught that art exists all around them and can be used as a form of communication, expression, and reflection.

Inclusion is central to our intent. Children with SEND and those who are disadvantaged access the same ambitious curriculum. Reasonable adjustments and adaptive teaching ensure barriers to learning are removed. Art is also used as a valuable means of expression, exploration, and sensory engagement, particularly for children with additional needs. Skills are revisited regularly to support long-term memory and confidence.

Implementation:

Our children experience a wide range of artistic techniques and materials, helping them to develop curiosity, imagination, and a growing understanding of the world around them. Art and Design at Banks Road is a space where children are encouraged to explore, take risks, and discover what they are capable of creating. The subject is delivered through a carefully sequenced, skills-based curriculum, collaboratively developed by our teachers from Nursery to Year 2. Each year group has a clear set of substantive and disciplinary skills that are explicitly taught, revisited, and built upon over time, ensuring children feel confident and supported as their abilities grow. These skills are thoughtfully embedded within wider curriculum projects so that learning feels purposeful and meaningful. For example, children manipulate wire to create poppies as part of a History project exploring Remembrance, allowing them to express understanding through creativity. Lessons are rich in teacher modelling, thoughtful questioning, opportunities to experiment, and hands-on application of techniques. Learning is carefully sequenced so that children can build on what they already know and remember more over time. Sketchbooks are valued throughout Key Stage 1 as a place for children to think, explore, practise, and reflect. They capture the journey of learning, not just finished pieces, but the ideas, changes, and discoveries along the way. We take pride in helping children feel connected to the place they live. Alongside studying a diverse range of artists from different cultures, eras, and backgrounds, we also explore artists from Nottingham and the local area, helping children see that creativity exists on their doorstep and that artists are real people within their own community. Quality First Teaching underpins all Art lessons, ensuring that every child feels included, supported, and encouraged to succeed. Through Art and Design, we nurture confidence, self-expression, and a genuine love of creativity that we hope children will carry with them long after they leave Banks Road.

Inclusion: For children with SEND, adaptations may include additional modelling, guided practice, scaffolded resources, or alternative tools to ensure full access to learning. Teachers demonstrate enthusiasm and high expectations while breaking learning down into small, achievable steps. This ensures children develop both confidence and technical accuracy.

Impact:

Our thoughtful provision and delivery enable us to clearly see the impact of what our children are learning in Art and Design. The way techniques are explicitly taught and revisited allows teachers to assess progress in small, manageable steps and respond quickly to children's needs. Progress in Art and Design is often very visible in the work children produce. Over time, children show increasing control, confidence, and creativity, particularly in their technical skills and use of materials. They become more willing to experiment, refine their work, and make purposeful choices. Children's growing appreciation and understanding of artists and artistic styles is supported through our learning walls and Sticky Knowledge folders, which are accessible in every classroom. These resources are actively used and regularly referred to, encouraging spontaneous conversations, thoughtful questioning, and meaningful recall of prior learning. For example, a displayed colour wheel naturally prompts discussion about colour mixing, primary and secondary colours, and complementary colours. Children regularly talk about their previous learning, helping them to consolidate knowledge, share ideas with others, and build confidence in using subject-specific vocabulary. Sketchbooks clearly show the journey of children's thinking and artistic development. They are safe spaces where children feel confident to practise, try out ideas, make changes, and learn from mistakes, understanding that the process of creating is just as important as the final outcome. By the end of Year 2, children leave Banks Road with growing confidence, secure foundational skills, and a genuine enjoyment of Art and Design.

Inclusion: We make art accessible to all groups of children. We feel all children have the right to enjoy art and access opportunities at their own level and develop their own creativity. Art will mean different things to different children; for some it is expression, and for some, skill. We find for children with SEND and learning difficulties, art can be a real talent and we draw on this to promote self-esteem and celebrate different intelligences.





Art knowledge

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Substantive knowledge is the core content of Art and Design. This includes learning about different artists, art styles, and ways art has been created in the past and today. Children learn about both historical and modern artists, as well as different types of art such as drawing, painting, printing, collage, and sculpture. This knowledge is taught through looking at artwork, talking about what we see, and exploring ideas through practical activities. Learning is progressive, meaning children build on what they already know each year. As children move through the school, they remember more, make links between ideas, and develop a deeper understanding of art and artists.

Disciplinary knowledge helps children understand what it means to be an artist. Children are taught specific artistic skills and techniques, and they learn how to use the language of art to describe, discuss, and share their ideas. Through studying artists and artworks, children begin to understand that artists make choices on purpose. They learn how art can look different depending on the artist, materials, or style. Skills are taught in small steps and gradually combined, helping children feel confident and successful as they apply what they have learned.

Procedural knowledge is about how art is created, from start to finish. Children are taught that art is a process and that it is okay to explore, practise, and make changes along the way.

Vocabulary is an important part of children's learning and success. In Art and Design, key subject words are carefully planned across the curriculum so that children learn new vocabulary step by step as they move through the school. Tier three vocabulary is taught clearly, used often in lessons, and revisited regularly to help children remember and use them with confidence. This ensures learning builds over time and supports children in talking about their ideas, artwork, and the work of others.

The understanding of knowledge has been carefully sequenced to build year-on-year. This is clearly outlined in our **Progression of Knowledge** within the **Threads of Learning** planning.

Our **Sticky Knowledge** for Art outlines the key knowledge that we want our children to know and remember from each unit of work. This incorporates key vocabulary, knowledge, key questions and considerations for Art. Sticky knowledge refers to key information that is not only well understood but also easily retained and recalled over time. This concept is crucial as it enhances pupils' ability to apply their knowledge in varied contexts, facilitating deeper comprehension and long-term retention. It incorporates key vocabulary, knowledge, key questions and considerations. Retrieval combines a variety of methods to support pupils' retention: immediate retrieval, short term memory and spaced retrieval; each method playing a significant part in the children's memory and ability to retain key learning, knowledge and skills. At Banks Road sticky knowledge tasks are planned thoroughly to ensure appropriate coverage of all wider curriculum subjects and the units and key learning within them. In Foundation Stage time is set aside at the beginning of each session to focus on previous learning and there are sessions each day to focus on sticky knowledge tasks, primarily through their use of floorbooks and learning journey walls. In Key Stage One retrieval is built into the start of every lesson and spaced retrieval is planned each half term using the learning walls and daily retrieval discussions.

In **EYFS**, children have daily access to a wide range of art materials so they can explore, practise, and develop their skills through play. Provision is carefully planned to suit the interests of the children, whilst developing the necessary foundation skills such as cutting, drawing, painting and sticking. Adults observe children closely and get to know each child's development well, allowing them to support individual next steps and provide the right experiences to help every child grow in confidence and creativity.

What does Art and Design look like at Banks Road?

- Art days
- Art appreciation assemblies
- After school art club
- Art stations in every classroom
- OPAL Art opportunities



Component Plan				
	EYFS Cycle 1	EYFS Cycle 2	KS1 Cycle 1	KS1 Cycle 2
Autumn 1	My Community and Me Brianna McCarthy Collage	Marvellous Me Quentin Blake Drawing	Time Travellers Stephen Wiltshire Drawing	Towers, Turrets and Treason Picasso Drawing
Autumn 2	Heroes Lewis Newplast Sculpture	Colour Alma Thomas Printing	Time Travellers Anthony Gormley Sculpture	Towers, Turrets and Treason William Morris Printing
Spring 1	Traditional Tales Alex Rubes Painting	Long long ago -	We need a Hero Helen Bulmer Printing	Let's Explore -
Spring 2	Let's Explore Axel Sheffler Drawing	New Life Eric Carle Collage	Go Jetters -	My World and Beyond Alexander Calder Sculpture
Summer 1	Down on the Farm Ya Yoi Kusama Printing	Minibeast adventure Andy Goldsworthy Sculpture	Rumble in the Jungle Henri Rousseau Painting	My world and Beyond Georgia O'Keefe Painting
Summer 2	We're going on a Journey -	Our Wonderful World Jackson Pollock Painting	Change and Transition Hannah Hoch Collage	See how they grow Shani Nottingham Collage



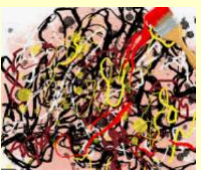
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Progression of Knowledge and Threads of Learning

	Nursery	Reception	Year 1	Year 2
	Drawing			
Substantive Knowledge	Know there is a range of drawing media. Know that different media have different mark making potentials. Know that my art can represent my ideas and emotions. Know marks can be made using big or small movements.	Know different drawing media (chalk, felt tips, pencils, crayons) make different types of lines and marks. Know media can be chosen for a purpose (e.g., chalk for thick lines, pencils for thin). Know basic 2D shapes (circle, square, triangle) can be used in drawings. Know drawings can be observational, looking closely at real objects before drawing.	Know there are different types of lines: straight, curved, wavy, looped, zigzag. Know what observational drawing is and artists draw from line, form and pattern. Know lines can be varied (long/short, thick/thin) depending on the tool. Know basic visual elements of drawing: line, shape, pattern, form. Know drawings can be made more realistic by looking closely at objects.	Know a range of drawing techniques such as hatching, cross hatching, stippling, scribbling. Know that texture and pattern can be created using specific drawing techniques. Know that shading creates tone showing light and dark. Know different pencil grades produce different effects (sharp, soft, smudged). Know that drawings can show form (3D) by using tone, texture and detail. Know that artists use drawing to communicate ideas.
Disciplinary Knowledge (techniques)	Make spontaneous marks using a variety of large and small movements, Create closed shapes with continuous lines (circles loops) and begin to use these shapes to represent objects. Begin representing objects through simplified shapes or marks. Use drawing to share ideas and emotions. Experiment freely with line and media without a set purpose. Begin to develop a comfortable grip.	Experiment with a variety of lines using different media. Draw using simple 2D shapes to represent objects (e.g., circles for faces). Hold drawing tools with control using a comfortable grip. Use basic observational drawing to represent what they see (shape, size). Choose media intentionally to achieve desired effects (thin/thick lines). Show early control when drawing inside given spaces or outlines.	Draw straight, curved, wavy, looped, zigzag, thick and thin lines with increasing control. Use different media (pencils, crayons, charcoal) to create varied lines. Represent basic objects realistically based on observations. Observe closely and represent simple objects realistically (correct shapes, basic details). Use controlled pressure when drawing (light vs. firm lines). Add simple patterns and repeated details to enhance drawings.	Purposefully experiment with line, shape, pattern, texture, form and space. Use hatching, cross-hatching, stippling, and scribbling to show texture. Use shading to create gradients, tone, light and shadow. Use different pencil grades to create effects e.g. sharp lines, smudging, sketching Create increasingly accurate observational drawings, considering proportion and detail. Refine drawings by reviewing and improving (adding tone, increasing accuracy). Use drawing as part of the process of thinking and planning, not just final pieces.
Assessment Criteria	- I know there are lots of tools I can use to draw. - I am learning to hold a pencil or crayon comfortably. - I can turn my marks into pictures.	- I know different drawing tools can make different lines. - I can look closely at things and draw what I see. - I can draw inside a space or follow a shape.	- I know there are different types of lines. - I can add patterns and small details to improve my drawing. - I can use different drawing tools to make different effects.	- I know artists use shading to show light and dark. - I can use hatching, cross-hatching, stippling and scribbling to show texture. - I can improve my drawing by adding more detail or changing parts.
Artist	Quentin Blake Cycle 2 	Axel Sheffler Cycle 1 	Picasso Cycle 2 	Stephen Wiltshire Cycle 1 
Curriculum link & term	Cycle 1 Spring 2- Axel Sheffler Cycle 2 Autumn 1- Quentin Blake	Cycle 1 Spring 2- Axel Sheffler Cycle 2 Autumn 1- Quentin Blake	Cycle 1 Autumn 1- Stephen Wiltshire Cycle 2 Autumn 1- Picasso	Cycle 1 Autumn 1- Stephen Wiltshire Cycle 2 Autumn 1- Picasso
Vocabulary	Pencil, crayon, felt tip, chalk, paint, paper, mark, draw, scribble, move, big, small, round, line, dot, circle, loop, hold, grip, explore, zig zag, shape, triangle, square, face, body,		Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, smooth, rough, wrinkly, bumpy, soft (pencil), hard (pencil), pattern,	3D, hatch, cross-hatch, stipple, blend, scribble, foreground, background, blend, tone, shade, texture, shadow, light, dark, smudge
Lesson objectives	L1: To learn about an artist. L2: To draw with a purpose using deliberate shapes and lines. L3: To talk about what they have drawn. L4: To explore a variety of tools.	L1: To learn about an artist and talk about what they see. L2: To draw with purpose, considering the scale, size and detail. L3: To choose tools with a purpose. L4: To talk about their work.	L1: To learn about an artist and share opinions respectfully. L2: To use sketching pencils to explore different types of lines. (SB) L3: Use different media to create varied lines and patterns. (SB) L4: To plan a self-portrait by observing the lines and shapes in one's face. (SB) L5: To use different drawing tools to create a drawing inspired by a focus artist. (P)	L1: Learn about the artist and critique their work. L2: Introduce hatching, cross hatching, stippling, scribbling to show texture. (SB) (Sketching pencils) L3: Create tones using light and dark shading effects. (SB) (sketching pencils) L4: Practice drawing techniques in the style of an artist (SB) (Sketching pencils) L5: Create a drawing showing texture inspired by focus artist. (P) (sketching pencils, rulers, thin black pen) (children will need to create a painted fire background- non teaching point)
End Result	Cycle 1 Spring 2- Create a drawing of the Gruffalo thinking about scale, size and details. Cycle 2 Autumn 1- To draw a self-portrait with face, arms, legs, body.	Cycle 1 Spring 2- Create a drawing of the Gruffalo thinking about scale, size and details. Cycle 2 Autumn 1- To draw a self-portrait with face, arms, legs, body.	Cycle 1 Autumn 1- Create a cityscape of London influenced by Stephen Wiltshire using drawing techniques. Cycle 2 Autumn 1- Create a self-portrait influenced by Picasso using drawing techniques.	Cycle 1 Autumn 1- Create a cityscape of London influenced by Stephen Wiltshire using drawing techniques. Cycle 2 Autumn 1- Create a self-portrait influenced by Picasso using drawing techniques.

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Painting

Substantive Knowledge	Know paint is a material used to make marks. Know paint comes in different colours. Know colours have names (e.g. red, blue, yellow). Know paint can be experimented with freely. Know paint can be applied in different ways (dabbing, spreading, brushing). Know paint can represent ideas, feelings or experiences	Know paint can be applied using different tools (brushes, sponges, rollers). Know there are three primary colours (red, yellow, blue). Know colours can be mixed to change them. Know paint marks can be controlled. Know paint can be used to create patterns and shapes. Understand more than one painting technique can be used in the same artwork.	Know primary colours are red, yellow and blue. Know secondary colours (orange, green, purple) are made by mixing primary colours. Know colours can be organised on a colour wheel. Know paint can be applied in different ways to create different effects. Know that artists make colour choices on purpose.	Know primary and secondary colours have lighter and darker versions. Know tints are made by adding white; tones/shades are made by adding black. Know colours have relationships on the colour wheel (including complementary colours). Know complementary colours sit opposite each other and create contrast. Know different types of paint (e.g. thicker/thinner) have different properties. Know the type of paint and tool used affects mark making and texture.
Disciplinary Knowledge (techniques)	Explore paint using hands, fingers, brushes and tools. Explore powder paints by mixing powder with water with adult help. Make marks using large and small movements. Apply paint to a surface in a variety of ways. Mix paint accidentally and notice changes. Engage in sensory exploration of paint.	Use brushes of different sizes with increasing control. Mix paint intentionally (even if outcomes are unpredictable). Mix powder paints with water independently. Choose tools to achieve different effects. Apply paint within shapes or areas. Begin to talk about colour choices.	Mix secondary colours independently. Mix powder paint to create secondary colours. Use brushes of different sizes for detail and coverage. Apply paint carefully and evenly. Use paint to create patterns, shapes and simple forms. Control brush strokes (short, long, thick, thin). Understand how to use tools appropriately (e.g. not to scrub bristles too hard on the paper). Clean and care for painting tools.	Mix tints and shades intentionally. Mix tints and shades with powder paint confidently. Use complementary colours for effect. Layer paint to build colour and texture. Adjust paint thickness by adding water. Choose tools and techniques to suit purpose. Paint with increasing accuracy and refinement. Evaluate and improve their painting choices.
Assessment criteria	- I know the names of colours. - I can paint using my hands and tools. - I can use paint to make marks.	- I know the primary colours. - I can mix colours to make new ones. - I can choose a brush for my painting.	- I know the primary and secondary colours. - I can mix secondary colours independently to make new colours. - I can control my brush when I paint	- I know how to make lighter and darker colours. - I can use colours that stand out together. - I can change my paint to make different marks. - I can improve my painting.
Artist	Jackson Pollock Cycle 2 	Alex Rubes- Nottingham Street Artist Cycle 1 	Georgia O Keefe Cycle 2 	Henri Rousseau Cycle 1 
Curriculum link & term	Cycle 1 Spring 1- Alex Rubes Cycle 2 Summer 2- Jackson Pollock	Cycle 1 Spring 1- Alex Rubes Cycle 2 Summer 2- Jackson Pollock	Cycle 1 Summer 1- Henri Rousseau Cycle 2 Summer 1 – Georgia O Keefe	Cycle 1 Summer 1- Henri Rousseau Cycle 2 Summer 1 – Georgia O Keefe
Vocabulary	Paint, brush, picture, powder paint, hands, fingers, colour, dab, spread, brush, splash, dip, mix primary, water, sponge, roller, pattern, shape,		Primary, secondary, colour wheel, even coat, layer, blend, fine, thick, detail, brush strokes, texture,	Tint, tone, shade, light, dark, complementary, contrast, opposite colours, watery, opaque, smooth,
Lesson objectives	L1: To explore colour. L2: To talk about the colours they have used. L3: To explore a range of tools with paint. L4: To paint with a purpose.	L1: To name the primary colours. L2: To experiment with primary colours. L3: To select the appropriate tool for the artwork. L4: To create art with primary colours.	L1: Use powder paints accurately, to mix and name secondary colours. (SB) L2: To explore different sized brushes for detail and coverage. (SB) L3: To experiment with different paints and the effect this has with brushes. L4: To create a painting inspired by Georgia O'Keefe showing colour mixing and brush control. (P)	L1: Use powder paints to make secondary colours from primary colours and accurately paint these on the colour wheel. (SB) L2: Understand how to make tints, tones and shades using paints. (SB) L3: To mix their own shade of brown to create a Tiger. (SB) (Powder paints) L4: Draw a tiger using line, space and form. (P) L5: Put all the techniques taught together to recreate the work of the focus artist. (P)
End Result:	Cycle 1 Spring 1- To explore paint with tools and colours. Cycle 2 Summer 2- To create wall art with primary colours.	Cycle 1 Spring 1- To explore paint with tools and colours. Cycle 2 Summer 2- To create wall art with primary colours.	Cycle 1: Summer 1- To create a 'Tiger in a Tropical Storm' inspired by Henri Rousseau Cycle 2: Summer 1 - To create a piece of art inspired by Georgia O'Keefe.	Cycle 1 Summer 1- To create a 'Tiger in a Tropical Storm' inspired by Henri Rousseau Cycle 2 Summer 1 - To create a piece of art inspired by Georgia O'Keefe.

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Sculpture

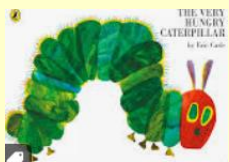
Substantive Knowledge	Know modelling materials (e.g. playdough, clay, salt dough) can be shaped. Know modelling materials can be squeezed, rolled, pressed and pulled. Know shapes can be changed by using hands. Know what they make can represent objects, people, or ideas. Know 3D objects can be touched and held, not just looked at.	Know a sculpture is a piece of art you can see from more than one side. Know sculptures are not flat (they are 3D). Know sculptures exist in everyday life, including in the local area (e.g., Nottingham statues). Know modelling materials such as playdough or clay can be used to make sculptures. Know sculptures can be changed by adding or removing material.	Know sculptures can be made from different materials (clay, card, paper, junk modelling, natural materials etc). Know sculptures are 3D artworks with height, width and depth. Know different materials have different properties (flexible, stiff, bendy, strong) Know materials can be shaped in different ways (folding, rolling, bending, twisting). Know that modelling materials can be shaped with their hands and different tools to create different outcomes. Know that pieces of clay can attach	Know sculpting involves modelling and manipulating materials. Know clay comes from natural earth and can be reused when wet. Know there are different techniques to attach clay (score and slip). Know textured relief tiles have raised designs on a flat base. Know sculptures can be freestanding or relief. Know wire can be used to create sculptures or frameworks. Know sculptures can be planned before making. Know clay can be rolled, coiled, pinched and flattened.
Disciplinary Knowledge (techniques)	Explore modelling materials through sensory play. Use hands to squeeze, roll, flatten and poke materials. Join pieces together through pressing. Create simple 3D forms unintentionally or intentionally. Use large movements and early fine motor skills.	Create simple sculptures using playdough or clay. Roll, coil and flatten modelling materials. Join pieces by pressing them together. Use simple tools (plastic knives, sticks) safely to create texture. Begin to plan what they are going to make. Talk about what their sculpture shows. Explore 3D art with junk modelling.	Use construction methods to build such as cut, bend, fold, stick materials. Use range of junk modelling (or other materials) to create a 3D sculpture. Use hands and tools to shape materials intentionally. Add texture using tools or objects. Make simple freestanding sculptures. Work with increasing control and care.	Use score and slip to securely attach clay pieces. Shape clay using pinching, coiling and slab techniques. Create textured surfaces intentionally. Make relief tiles with raised designs. Bend, shape and twist wire safely to create simple forms. Refine sculptures by smoothing, reshaping or adding detail. Evaluate their sculpture and suggest improvements.
Assessment criteria	- I can squeeze and shape modelling materials. - I can make things using my hands. - I can hold my model.	- I know a sculpture is not flat. - I can make a sculpture using playdough or clay. - I can change my sculpture.	- I know sculptures are 3D. - I can make a structure that stands up. - I can roll, bend or shape my materials.	- I know sculptures can be planned before making. - I know there are different materials for different purposes. - I can manipulate my materials for a specific purpose. - I can improve my sculpture.
Artist	Andy Goldsworthy Cycle 2 	Lewis Newplast Cycle 1 	Alexander Calder Cycle 2 	Anthony Gormley Cycle 1 
Curriculum link & term	Cycle 1 Autumn 2 – Lewis Newplast Cycle 2 Summer 1- Andy Goldsworthy	Cycle 1 Autumn 2 – Lewis Newplast Cycle 2 Summer 1- Andy Goldsworthy	Cycle 1 Autumn 2- Anythony Gormley Cycle 2 Spring 2- Aexander Calder	Cycle 1 Autumn 2- Anythony Gormley Cycle 2 Spring 2- Aexander Calder
Vocabulary	Play, clay, salt dough, mud, natural, materials, roll, squeeze, press, pull, poke, squash, ball, sausage, big, small, flat, hold, touch, feel, model, make, Sculpture, 3D, front, back, side, junk modelling, coil, flatten, join, tool, pattern	Card, paper, junk strong, weak, bendy, stiff, flexible, cut, fold, roll, stick, freestanding, balance,	Card, paper, junk strong, weak, bendy, stiff, flexible, cut, fold, roll, stick, freestanding, balance,	Score, slip, attach, secure, twist, pinch, coil, slab, relief, raised, wire, framework, smooth, reshape, refine
Lesson objectives:	L1: To manipulate modelling materials to create new shapes. L2: To explore a variety of modelling tools. L3: To create a piece of art using modelling materials	L1: To manipulate materials with a purpose L2: To choose a tool for a specific purpose L3: To create a clay sculpture L4: To talk about my sculpture.	L1: To understand sculpture as a 3D artwork. L2: To intentionally shape paper to make 3D parts. L3: To make a structure that stands independently. L4: I can enhance my sculpture with texture and detail.	L1: To review is and critique artwork using artistic vocabulary. L2: To learn wire techniques to create a sculpture. L3: To understand the medium of clay and practice techniques to attach. L4: To plan and create a clay relief tile. L5: To finalise the relief tile and evaluate and compare others art.
End Result	Cycle 1 Autumn 2- Create art using modelling materials. Cycle 2 Summer 1- Create a clay sculpture.	Cycle 1 Autumn 2- Create art using modelling materials. Cycle 2 Summer 1- Create a clay sculpture.	Cycle 1 Autumn 2– Wire poppies & poppy clay relief tile Cycle 2 Spring 2- Create a paper sculpture.	Cycle 1 Autumn 2– Wire poppies & poppy clay relief tile Cycle 2 Spring 2- Create a paper sculpture.

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Printing				
Substantive Knowledge	Know that printing involves making marks by pressing objects onto surfaces. Know that different objects can create different shapes, textures and marks. Know that paint can be applied to objects to transfer colour. Know that prints can be random or represent ideas and experiences.	Know that different materials print differently (sponges vs Lego vs leaves). Know that objects can be chosen intentionally to create specific shapes or textures. Know that printed shapes can create simple patterns. Understand prints can be planned, not just accidental. Understand colour can be changed or combined in printing.	Know that printing is a process where ink or paint is transferred from a surface to paper. Know that prints can be made using found objects, natural materials, and simple blocks. Know that patterns can be repeating, alternating, or symmetrical. Understand that artists use printing to create decorative and expressive effects. Understand the same print can be repeated multiple times to form a design.	Know that relief printing prints from raised surfaces. Know polystyrene relief printing uses pressed designs to create images. Understand printing blocks can make multiple copies of the same image. Know prints can show pattern, texture and tone. Know patterns have specific placement to create a desired effect. Understand printing techniques can be layered or combined.
Disciplinary Knowledge (techniques)	Explore printing through sensory play (hands, feet, sponges, natural objects) Press objects into paint and onto paper to make marks Experiment freely with pressure Repeat actions to see what happens Experiment freely without an expected outcome.	Experiment with a range of objects (blocks, corks, leaves, foam shapes) to print. Apply paint evenly to an object before printing. Create repeating patterns deliberately (AB or ABC patterns). Control placement of prints on the page. Begin to talk about their printing choices.	Create prints using blocks, sponges, objects, and simple relief surfaces. Apply colour consistently. Design and create simple repeating patterns across a surface. Rotate or change objects to vary printed outcomes. Begin simple relief printing using pressed materials (string, card shapes). Print with greater control over spacing and layout. Use firm pressure when printing with objects and remove them gently to avoid smudges.	Design and create printing blocks using foam, card or polystyrene. Press designs safely into printing surfaces. Apply ink or paint evenly with rollers. Layer colours and prints intentionally. Evaluate and refine their printing outcomes.
Assessment criteria	- I know I can make marks using objects. - I can press objects to make prints. - I can see the marks my prints make.	- I know different objects make different prints. - I can choose an object to make a pattern. - I can repeat my prints carefully.	- I know printing transfers paint onto paper. - I can make a repeating pattern using printing. - I can control where my prints go.	- I know what relief printing is. - I can design and make my own printing block. - I can print the same image more than once. - I can improve my print by changing ink or pressure.
Artist	Alma Thomas 	Yayoi Kusama 	William Morris 	Helen Bulmer- Nottingham print designer 
Curriculum link & term	Cycle 1 Summer 1- Yayoi Kusama Cycle 2 Autumn 2 – Alma Thomas	Cycle 1 Summer 1- Yayoi Kusama Cycle 2 Autumn 2 – Alma Thomas	Cycle 1 Spring 1- Helen Bulmer Cycle 2 Autumn 2- William Morris	Cycle 1 Spring 1- Helen Bulmer Cycle 2 Autumn 2- William Morris
Vocabulary	Print, press, dab, stamp, paper, paint, sponge, mark, shape, dot, colour, block, cork, leaf, Lego, repeat, pattern, space, even paint,		Relief, transfer, surface, alternating, symmetrical, firm, light, rotate, design, decorative	Polystyrene, layering, complexity, ink, relief print, ink, roller, raised surface, texture, overlap, placement, contrast, adjust
Lesson objectives	L1: To explore printing through sensory play. L2: To repeat prints L3: To print with purpose L3: To talk about the prints they have created.	L1: To experiment with a range of objects L2: To create simple patterns L3: To create a simple repeating pattern L4:	L1: To understand printing and recognise patterns by looking at artist's work. L2: To create repeating and alternating patterns. L3: To change prints by turning or pressing objects. L4: To print with control and intention.	L1: To know relief printing by reviewing the art of local artist. L2: To practice the technique of polystyrene relief printing (SB) (printing paint) L3: To plan and design a fruit print ready for a final piece (SB) relief L4: To create a polystyrene print piece of art and use layering techniques. (P) (printing paint) L5: Repeat previous lesson.
End result:	Cycle 1 Summer 1- Create a simple repeating AB or ABC pattern using fruit. Cycle 2 Autumn 2- Repeat prints in the style of an artist.	Cycle 1 Summer 1- Create a simple repeating AB or ABC pattern using fruit. Cycle 2 Autumn 2 Repeat prints in the style of an artist.	Cycle 1 Spring 1- Polystyrene relief prints. Cycle 2 Autumn 2- To create a detailed pattern to repeat.	Cycle 1 Spring 1- Polystyrene relief prints. Cycle 2 Autumn 2- To create a detailed pattern to repeat.

Banks Road Infant and Nursery School

Collage

Substantive Knowledge	Know you can make art with a range of materials. Know art can be made using a range of materials. Know materials can feel different (smooth, rough, soft, bumpy). Know materials can be stuck together to make pictures. Know art can show ideas, stories and feelings. Know pictures can be made by layering materials.	Know materials have different textures and appearances. Know different materials can be combined in one artwork. Know paper can be torn or cut to create effects. Know collage can be used to tell a story. Know artists choose materials on purpose.	Know a collage is artwork made by sticking materials together. Know collage can use mixed media (paper, fabric, yarn, foil, found materials). Know materials can be manipulated in different ways. Know collage can include shapes, patterns and textures. Know artists can combine different techniques in one piece of art.	Know collage involves careful placement of materials. Know materials can be arranged for a specific effect or meaning. Know a montage is made by combining images. Know a photomontage uses photographs and printed images. Know a collage can communicate ideas, opinions or messages.
Disciplinary Knowledge (techniques)	Explore and touch different collage materials. Choose materials independently. Stick materials onto a surface. Layer materials to create an image. Develop ideas through play and experimentation. Select materials to express their own ideas.	Explore different textiles and papers. Hold and manipulate natural and man-made materials. Use scissors safely to cut a range of materials. Tear, cut and layer paper intentionally. Use fabric, wool and thread alongside recycled materials. Combine materials to create a recognisable image.	Cut, tear, scrunch and rip materials deliberately. Use scissors with control to cut shapes. Arrange materials before sticking them down. Combine more than one material in a collage. Create images using shape, colour and texture. Talk about their choices and changes.	Create textured collages using a wide range of materials. Cut images accurately and with increasing precision. Arrange and rearrange materials before fixing them. Create a montage using images and drawings. Create a photomontage using photographs or printed images. Review and refine their collage to improve impact.
Assessment criteria	- I know I can make pictures using different materials. - I know some materials feel different to touch. - I know I can use collage to show my ideas and stories.	- I know different materials have different textures. - I can use more than one material in one picture. - I know artists choose materials on purpose.	- I know a collage is made by sticking materials together. - I can use different materials like paper, fabric and yarn. - I know materials can be ripped, cut or scrunched.	- I know where I put materials can change how the artwork looks. - I know a montage is made by combining images. - I know a photomontage uses photos or printed pictures.
Artist	Eric Carle 	Brianna McCarthy 	Shani Nottingham-Nottingham Collage artist 	Hannah Hoch 
Curriculum link & term	Cycle 1 Autumn 1- Brianna McCarthy Cycle 2 Spring 2- Eric Carle	Cycle 1 Autumn 1- Brianna McCarthy Cycle 2 Spring 2- Eric Carle	Cycle 1 Summer 2- Hannah Hoch Cycle 2 Summer 2- Shani Nottingham	Cycle 1 Summer 2- Hannah Hoch Cycle 2 Summer 2- Shani Nottingham
Vocabulary	collage, paper, card, fabric, tissue, foil, natural, smooth, rough, soft, wool, thread, texture, shape, colour, glue, stick, buttons, feather	hard, bumpy, stick, tear, touch, press, layer, picture,	material, mixed media, scrunch, fold, rip, arrange, change, combine, crumple, overlap	Montage, photomontage, precision, composition, photograph, placement, layer, arrange,
Lesson objectives:	L1: To explore a range of materials. L2: To stick materials to a surface. L3: To select materials to represent ideas. L3: To talk about the collage they have created.	L1: To use a variety of collage materials. L2: To cut a range of materials safely. L3: To create a self-portrait using collage materials.	L1: Know that collage is made by sticking materials together. SORT L2: To manipulate materials to change their look. Practice + add into sketchbook. L3: To combine materials together to plan a collage. Draw L4: To create a collage using shape, colour and texture.	L1: To understand collage, montage and how artists communicate their ideas. L2: To practice the techniques of specific placement of facial features. (magazines) L3: Combine images to create a photomontage. (magazines) L4: To enhance a photomontage using colour and background. (magazines)
End result	Cycle 1 Autumn 1- Collaging a self -portrait in the style of Brianna McCarthy. Cycle 2 Spring 2- Create a collage inspired by Eric Carle	Cycle 1 Autumn 1- Collaging a self -portrait in the style of Brianna McCarthy. Cycle 2 Spring 2- Create a collage inspired by Eric Carle	Cycle 1 Summer 2- A photomontage of a familiar person. Cycle 2 Summer 2- Create an animal collage.	Cycle 1 Summer 2- A photomontage of a familiar person. Cycle 2 Summer 2- Create an animal collage.

Artist appreciation and critique progression

Children can	- Look at artists work and respond emotionally ("I like it") - Point to parts of the image they notice - Use simple descriptive language (big, small, colour) - Talk about their own artwork when prompted	- Talk about what they can see in an artwork. - Use basic art vocabulary (colour, shape, line). - Say what they like or don't like and why. - Compare two artworks in simple ways. - Talk about their own artwork and choices.	- Describe artwork using art vocabulary (colour, line, shape, texture). - Say what they think an artist was trying to show. - Compare artworks and say what is the same or different. - Share opinions and listen to others respectfully. - Identify one thing they like about their own work and one thing to improve.	- Use appropriate vocabulary to describe and evaluate artwork. - Give reasons for opinions using visual evidence. - Compare artists' work and explain similarities and differences. - Suggest how artwork could be changed or improved. - Use knowledge of artists to inform their own work. - Reflect on their work and identify strengths and next steps.
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