

# Horningsham Primary School

## Art and Design Overview



Our art and design programme aims to nurture pupils' creativity, imagination and visual literacy, encouraging them to think like artists and designers. The intention is for pupils to develop the confidence to experiment, express ideas and communicate meaning through visual and tactile media. Five strands run through each unit: Generating ideas; using sketchbooks; making skills; knowledge of artists and evaluating and analysing. These strands ensure a balanced coverage of the practical, theoretical and disciplinary knowledge pupils need to progress in Art and design, which supporting the development of both creative confidence and critical thinking. Each unit is thought of as a 'project', which have been designed as a spiral curriculum that is cyclical (pupils return to key knowledge and skills), increasing depth (each time a skill is revisited, it is covered with greater complexity) and prior knowledge (pupils build upon previous foundations)

Art + Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Robins Cycle A</b>	Drawing: Marvellous marks	<i>Artist Study Henri Matisse</i>	Painting and mixed media: Paint my world	<i>Artist Study Wassily Kandinsky</i>	Craft and design: Let's get crafty	<i>Artist Study Faith Ringgold</i>
<b>Robins Cycle B</b>	Drawing: Exploring line and shapes	<i>Artist Study Piet Mondrian</i>	Sculpture and 3D: Paper play	<i>Artist Study Indigenous Australian Art</i>	Painting and mixed media: Colour splash	<i>Artist Study Andy Goldsworthy</i>
<b>Woodpeckers Cycle A</b>	Drawing: Understanding tone and texture	<i>Artist Study Vincent van Gogh</i>	Painting and mixed media: Life in colour	<i>Artist Study William Morris</i>	Sculpture and 3D: Clay Houses	<i>Artist Study George O'Keefe</i>
<b>Woodpeckers Cycle B</b>	Painting and mixed media: Pre-historic painting.	<i>Artist Study Claude Monet</i>	Drawing: Developing drawing skills	<i>Artist Study Katsushika Hokusai</i>	Craft and Design: Woven Wonders	<i>Artist Study Henri Rousseau</i>
<b>Owls Cycle A</b>	Drawing: Exploring tone, texture and proportion	<i>Artist Study Banksy</i>	Painting and mixed media: Light and dark	<i>Artist Study Lubaina Himid</i>	Craft and design: Fabric of nature	<i>Artist Study Barbara Hepworth</i>
<b>Owls Cycle B</b>	Painting and mixed media: Portraits	<i>Artist Study Pablo Picasso</i>	Sculpture and 3D: Interactive Installation	<i>Artist Study Jean-Michel Basquiat</i>	Drawing: Expressing ideas	<i>Artist Study Romero Britto</i>
<b>Owls Cycle C</b>	Craft and design: Ancient Egyptian scrolls	<i>Artist Study Bridget Riley</i>	Drawing: Depth, emotion and movement	<i>Artist Study Leonardo da Vinci</i>	Sculpture and 3D: Mega Materials	<i>Artist Study J.M.W Turner</i>

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## Artist Studies Overview



At Horningsham Primary School, our Artist Studies programme gives pupils regular opportunities to explore a wide range of artists, craft makers and designers, and to understand the cultural, historical and creative contexts of their work. These short studies (2–3 lessons) sit between longer art projects, keeping Art and Design visible across the year, even during the terms when Design Technology is taught.

Artist Studies develop sketchbook skills, introduce new techniques and revisit key skills, in a low-pressure, exploratory way. Our carefully chosen artists expose pupils to diverse cultures, time periods, movements and media, with balanced gender and global representation. They may also support cross-curricular learning, linking art to geography, history, music and science.







Through discussion, analysis and creative responses, pupils develop curiosity, confidence, visual literacy and the ability to form personal opinions about art. Artists are sequenced to support skill progression: from shape and colour in KS1, to pattern and observation in LKS2, and abstraction, expression and detailed study in UKS2. Artists Studies help children understand art as a global human expression and contribute to the National Curriculum by developing proficiency in a range of techniques, knowledge of great artists, and the ability to evaluate and respond to creative works.

	Autumn Term	Spring Term	Summer Term
<b>Robins Cycle A</b>	<b>Henri Matisse (Collage &amp; Colour)</b> <b>Focus:</b> simple shapes, colour contrasts, cutting skills <b>Link:</b> “Drawing with scissors”	<b>Wassily Kandinsky (Shape, Colour &amp; Abstract Music)</b> <b>Focus:</b> circles, colour relationships, responding to music through abstract shapes <b>Diversity:</b> Russian abstract art pioneer	<b>Faith Ringgold (Storytelling &amp; Quilts)</b> <b>Focus:</b> mixed-media, narrative art <b>Diversity:</b> African-American female artist
<b>Robins Cycle B</b>	<b>Piet Mondrian (Shape &amp; Abstract Art)</b> <b>Focus:</b> primary colours, geometry, composition	<b>Indigenous Australian Art (Symbols &amp; Storytelling)</b> <b>Focus:</b> dot painting techniques, traditional symbols, connection to land and community <b>Diversity:</b> Aboriginal and Torres Strait Islander cultures	<b>Andy Goldsworthy (Nature Art)</b> <b>Focus:</b> outdoor sculpture using natural materials
<b>Woodpeckers Cycle A</b>	<b>Vincent van Gogh (Brushwork &amp; Expressive Colour)</b> <b>Focus:</b> texture, mark-making with paint	<b>William Morris (Repeating Patterns)</b> <b>Focus:</b> design principles, printmaking, nature motifs	<b>Georgia O’Keeffe (Scale &amp; Observation)</b> <b>Focus:</b> enlarging details, watercolour techniques <b>Diversity:</b> influential female artist
<b>Woodpeckers Cycle B</b>	<b>Claude Monet (Impressionism &amp; Light)</b> <b>Focus:</b> colour mixing, short brush strokes	<b>Katsushika Hokusai (Printmaking)</b> <b>Focus:</b> block printing, waves, natural forms <b>Diversity:</b> Japanese historic master	<b>Henri Rousseau (Jungle Imagery &amp; Imagination)</b> <b>Focus:</b> layering, creating depth, pattern of leaves
<b>Owls Cycle A</b>	<b>Banksy (Street Art &amp; Stencilling)</b> <b>Focus:</b> message in art, contrast, stencil techniques <b>Diversity:</b> contemporary/modern approach	<b>Lubaina Himid (People &amp; Painting)</b> <b>Focus:</b> figure painting, storytelling <b>Diversity:</b> Black British contemporary artist	<b>Barbara Hepworth (Sculpture)</b> <b>Focus:</b> abstract form, carving, 3D modelling <b>Diversity:</b> British female sculptor
<b>Owls Cycle B</b>	<b>Pablo Picasso (Cubism &amp; Portrait Distortion)</b> <b>Focus:</b> viewing from different angles, collage	<b>Jean-Michel Basquiat (Graffiti &amp; Expression)</b> <b>Focus:</b> symbolism, expressive mark-making <b>Diversity:</b> Black American artist	<b>Romero Britto (Colour, Pop Art &amp; Pattern)</b> <b>Focus:</b> bold colours, shapes, outlines <b>Diversity:</b> Brazilian artist
<b>Owls Cycle C</b>	<b>Bridget Riley (Optical Art)</b> <b>Focus:</b> line, contrast, geometric pattern <b>Diversity:</b> British female artist	<b>Leonardo da Vinci (Drawing &amp; Anatomy)</b> <b>Focus:</b> observational drawing, shading	<b>J.M.W. Turner (Wiltshire Landscapes)</b> <b>Focus:</b> light, atmosphere, watercolour techniques Strong local history & geography link (Salisbury Cathedral, Stonehenge)

## Skills Progression Summary Grid: *Artist Study Programme*

Skill Area	Robins	Woodpeckers	Owls
<b>Drawing</b>	Basic marks, simple shapes (Matisse, Kandinsky, Ringgold)	Shading, detail, composition, enlarging natural forms (Van Gogh, O’Keeffe, Morris)	Tone, perspective, proportion, observational drawing, anatomy (Da Vinci, Picasso, Riley)
<b>Painting/Colour</b>	Primary colours, expressive marks, colour contrasts (Matisse, Kandinsky, Ringgold)	Colour mixing, brush control, layering, texture (Monet, Van Gogh, Rousseau)	Colour theory, atmosphere, style, expressive/conceptual use of colour (Picasso, Britto, Turner)
<b>Collage/ Mixed Media</b>	Simple cutting, shape arranging, storytelling (Matisse, Ringgold)	Layering, pattern, texture, mixed-media exploration (O’Keeffe, Rousseau, Morris)	Conceptual composition, symbolism, narrative, multimedia responses (Banksy, Basquiat, Britto)
<b>Printmaking/Pattern</b>	Simple prints & patterns (Kandinsky)	Block printing & repeats, layering (Hokusai, Morris, Rousseau)	Multi-layer prints, carving blocks, abstract/optical effects (Riley, Turner)
<b>Sculpture/3D</b>	Basic forms, natural materials (Goldsworthy, Matisse)	Building with simple tools, abstract/natural forms (Morris, O’Keeffe)	Complex structures, abstract forms, stencilling, site-specific sculpture (Hepworth, Banksy)
<b>Evaluation/Analysis</b>	Simple art vocabulary, noticing features	Compare artworks, describe choices, understand influences	Analyse, reflect, articulate influence, cultural/historical context

# ART SKILLS PROGRESSION: Artist Study Programme

	ROBINS (Reception, Year 1–2)	WOODPECKERS (Year 2–3)	OWLS (Year 4–6)
 <b>Drawing</b>	<ul style="list-style-type: none"> <li>• Explore mark-making using pencils, crayons, chalk.</li> <li>• Begin to draw from observation (simple shapes, faces).</li> <li>• Develop control: drawing lines, circles, patterns (Kusama).</li> </ul>	<ul style="list-style-type: none"> <li>• Draw with increasing detail and accuracy.</li> <li>• Add shading to show depth and form (O’Keeffe).</li> <li>• Use lines and shapes to build composition (Mondrian).</li> </ul>	<ul style="list-style-type: none"> <li>• Develop accuracy in proportion, perspective, and scale (Da Vinci).</li> <li>• Use hatching, cross-hatching, and blending for tone.</li> <li>• Draw from observation and imagination with increasing independence.</li> </ul>
 <b>Painting</b>	<ul style="list-style-type: none"> <li>• Experiment with primary colours; begin simple mixing (Matisse).</li> <li>• Use paint to create bold, expressive marks (Van Gogh).</li> <li>• Explore texture using thick and thin paint.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix secondary and tertiary colours confidently.</li> <li>• Apply different brushstroke styles (Monet).</li> <li>• Use bold colour and outline for effect (Britto).</li> </ul>	<ul style="list-style-type: none"> <li>• Use colour theory intentionally (complementary, harmonious).</li> <li>• Experiment with atmospheric colour and light (Turner).</li> <li>• Apply styles such as Cubism, Pop Art, Expressionism confidently (Picasso, Britto, Basquiat).</li> </ul>
 <b>Collage &amp; Mixed Media</b>	<ul style="list-style-type: none"> <li>• Cut simple shapes safely and confidently (Matisse).</li> <li>• Create story-based images combining materials (Ringgold).</li> <li>• Assemble natural materials outdoors (Goldsworthy).</li> </ul>	<ul style="list-style-type: none"> <li>• Combine materials for texture and pattern.</li> <li>• Explore layering to create depth (Rousseau).</li> <li>• Develop simple design planning (Morris patterns).</li> </ul>	<ul style="list-style-type: none"> <li>• Combine drawing, paint, and collage in sophisticated compositions.</li> <li>• Make deliberate artistic choices to convey mood or meaning (Banksy’s message).</li> </ul>
 <b>Printmaking</b>	<ul style="list-style-type: none"> <li>• Explore basic printing (foam shapes, leaves).</li> <li>• Make repeated patterns (inspired by Kusama dots).</li> </ul>	<ul style="list-style-type: none"> <li>• Create repeating patterns using stamps and blocks (Morris).</li> <li>• Experiment with nature prints and texture plates.</li> </ul>	<ul style="list-style-type: none"> <li>• Design and carve printing blocks (Hokusai).</li> <li>• Use repeat, rotation, and reflection in patterns.</li> <li>• Print in multiple colours and layers.</li> </ul>
 <b>Sculpture</b>	<ul style="list-style-type: none"> <li>• Manipulate simple materials (playdough, clay, natural items).</li> <li>• Build small, temporary sculptures from natural materials (Goldsworthy).</li> </ul>	<ul style="list-style-type: none"> <li>• Build simple forms using card, sticks, clay.</li> <li>• Use tools to shape and smooth materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Work confidently in 3D using clay, wire, cardboard, recycled materials.</li> <li>• Create abstract forms inspired by Hepworth and El Anatsui.</li> <li>• Use joining techniques and tools safely and effectively.</li> </ul>
 <b>Evaluation &amp; Art Language</b>	<ul style="list-style-type: none"> <li>• Use simple vocabulary: colour, shape, line, pattern.</li> <li>• Talk about choices and favourite parts of their artwork.</li> <li>• Begin recognising that artists make different styles of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Use vocabulary: warm/cool colours, tone, texture, pattern, foreground/background.</li> <li>• Compare two artworks and explain similarities/differences.</li> <li>• Give simple feedback to peers using positive language.</li> </ul>	<ul style="list-style-type: none"> <li>• Use formal vocabulary: composition, tone, contrast, perspective, opacity, negative space.</li> <li>• Analyse how artists express ideas or emotions (Basquiat, Banksy).</li> <li>• Reflect and refine work: identify strengths and next steps.</li> <li>• Explain how their work is influenced by artists studied.</li> </ul>