



**John Blow Primary School
Art Long Term Plan
2026-2027**




Child-friendly definition of Art

Art is a way of expressing ideas, feelings, and imagination through creating and exploring.
It helps us communicate what we see, think, and feel by drawing, painting, sculpting, printing, and using a range of materials and techniques.

By looking at art, we can learn about different cultures, artists, styles, and ways of seeing the world.










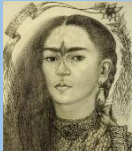





Through creating our own artwork, we can experiment, solve problems, and share our ideas with others.

By displaying and discussing art, we can build confidence, appreciate creativity, and inspire one another.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS					
 Rembrandt van Rijn Can we use observations to draw self-portraits?	 Kadinsky Can we use colour mixing and observation to create artwork inspired by Wassily Kandinsky?		 Henri Rousseau Can we use observation, texture and colour to create artwork inspired by Henri Rousseau?		
Year 1					





















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 <p>Andy Goldworth How can we use natural materials to create sculptures in the environment?</p>	 <p>Paul Klee How can we use colour to express ideas and create simple compositions?</p>	 <p>Emily Kame Ngwarreye How can we use colour, pattern and symbols to create artwork inspired by nature?</p>	 <p>Georgia O'Keeffe How can we observe closely to draw natural objects in detail?</p>		 <p>Romare Bearden How can we use collage to represent people, places and stories?</p>
Year 2					
 <p>Claude Monet How can we use colour and tone to paint landscapes?</p>		 <p>Beatrix Potter How can we use line and detail to draw animals and plants?</p>	 <p>Georges Seurat</p>	 <p>Antoni Gaudí</p>	
Year 3					
 <p>Frida Kahlo How can we use tone and shading to show emotion in drawing?</p>	 <p>David Hockney How can we use colour and tone to create mood in painting?</p>	 <p>Lubaina Himid How can we use collage to tell stories and share ideas?</p>	 <p>Judith Scott How can we use wrapping and materials to create 3D sculptures?</p>	 <p>Zanele Muholi How can we use printmaking to create unique images?</p>	 <p>Zarina Bhimji How can we combine materials to create layered artwork?</p>
Year 4					



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 <p>Jean-Michel Basquiat How can we use symbols and expressive drawing to represent identity?</p>	 <p>Wassily Kandinsky How can we use colour and shape to express sound and emotion?</p>	 <p>Faith Ringgold How can we use collage to tell personal stories?</p>	 <p>Marc Quinn How can we use sculpture to explore identity and uniqueness?</p>	 <p>Yinka Shonibare How can we use pattern and print to explore identity?</p>	 <p>Hew Locke How can we use pattern and print to explore identity?</p>
<p>Year 5</p>					
 <p>Leonardo da Vinci How can we use proportion and detail to create realistic drawings of the human body?</p>	 <p>Henri Rousseau How can we use layering and pattern to create imaginative jungle scenes?</p>	 <p>Charles Fazzino How can we use collage to build layered cityscapes and tell visual stories?</p>	 <p>William Morris How can we use relief sculpture to create repeating natural patterns?</p>	 <p>Wassily Kandinsky How can we use abstract printmaking to express music and emotion?</p>	 <p>Jacek Yerka How can we combine techniques to create surreal dream worlds?</p>
<p>Year 6</p>					
 <p>M.C. Escher How can we use drawing techniques to create optical illusions?</p>	 <p>John Constable How can we use paint to capture atmosphere in landscapes?</p>	 <p>Cubism – Picasso & Braque How can we break and rebuild images using collage to show different viewpoints?</p>	 <p>Käthe Kollwitz How can we use sculpture to express emotion and meaning?</p>	 <p>Kara Walker How can we use printmaking to communicate powerful ideas?</p>	 <p>Banksy How can we use mixed media to communicate messages through art?</p>



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Knowledge vs Skills approach to the curriculum

For the 2026–2027 academic year, the school’s curriculum focus is on knowledge-based learning, ensuring that pupils build a strong and secure understanding of key concepts in each subject. In foundation subjects such as Art, this knowledge focus will be carefully and explicitly balanced with the progressive development of subject-specific skills, ensuring clear progression of both knowledge and practical application across the school.

Art Enrichment and Enhancement at John Blow Primary School

At John Blow Primary School, we believe that art provides children with opportunities to explore, express and understand the world around them. Our art curriculum is carefully designed to expose pupils to a wide range of artists, craftspeople and designers from different cultures, backgrounds, time periods and artistic movements, enabling them to develop both their artistic skills and their understanding of diversity and representation.

We aim for children not only to develop technical artistic knowledge and skills, but also to gain an appreciation of how art reflects individual experiences, communities, cultures and societies. Through studying a broad range of artists and artwork, pupils learn how creativity can communicate ideas, challenge perceptions and celebrate diversity.

As a school rooted within the local community of Collingham and the surrounding Lincolnshire and Nottinghamshire area, we recognise the importance of broadening children's cultural understanding beyond their immediate experiences. The art curriculum plays a key role in developing pupils' cultural capital by introducing them to artists from across the world and from a variety of backgrounds.

Throughout their time at John Blow Primary School, children study artists who represent a diverse range of:

- ages
- disabilities
- ethnicities and cultures
- genders
- religions and beliefs
- sexual orientations
- socio-economic backgrounds



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This ensures that pupils encounter positive role models and gain an understanding of the contribution that people from all backgrounds have made to the world of art and design.

Across the school, opportunities are provided for children to:

- explore the work of artists from different cultures, countries and historical periods
- study contemporary and traditional artists, craftspeople and designers
- discuss how artists communicate ideas, emotions and experiences through their work
- examine artwork that reflects different identities, communities and lived experiences
- make connections between artists and their own creative work
- experiment with a range of media, techniques and artistic styles inspired by artists they have studied
- showcase their artwork through classroom and school displays

Educational experiences are carefully planned to support and enhance classroom learning. Where appropriate, learning is linked to wider curriculum themes, enabling pupils to make meaningful connections between art and other subjects. Through studying a diverse range of artists, children develop their understanding of artistic techniques alongside their appreciation of different perspectives and cultures.

In addition to planned curriculum opportunities, pupils benefit from wider cultural experiences that support their understanding of art and creativity, including:

- celebrating national and international events linked to art and culture
- exploring artwork connected to significant historical, cultural and religious events
- participating in whole-school display projects
- opportunities to respond creatively to current topics and themes
- engagement with local and national artistic influences where appropriate

Through these experiences, we aim to develop children who are creative, reflective and open-minded, with an appreciation of the richness and diversity of artistic expression and an understanding of the important role that art plays in society.

The teaching staff of John Blow School collaboratively developed this, supported by curriculum guidance and best practice research. This curriculum is underpinned by research-informed approaches and has been carefully mapped against the National Curriculum to ensure full coverage.



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Please contact the school if you require additional information.

Skills progression information

KS1 Art Skill Overview

Skill Focus	Year 1 focus	Year 2 focus
Drawing	Observational drawing using simple shapes and lines; focus on natural forms and plants	Developing line drawing skills with more detail; drawing animals and natural objects with precision
Painting	Experimenting with colour mixing (primary & secondary colours); expressive use of paint	Exploring tone and light through colour mixing; painting landscapes and natural scenes
Collage	Creating simple layered collage using paper and textures to tell stories	Using dots and patterns to create images inspired by pointillism and other techniques
Sculpture / Structures	Making natural sculptures with found materials; exploring form and balance	Designing and creating complex structures inspired by nature and architecture
Printmaking	Exploring simple printmaking techniques, e.g., dot patterns inspired by Aboriginal art	Applying printmaking skills in mixed media contexts, reinforcing earlier learning



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Skills progression KS1

Skill Focus	Year 1	Year 2
Drawing	Georgia O'Keeffe – Observational drawing of plants and natural forms (focus on shapes and detail)	Beatrix Potter – Line drawing of animals and plants (focus on outline and fine detail)
Painting	Paul Klee – Colour mixing and experimentation with primary and secondary colours	Claude Monet – Colour mixing and exploring tones; painting simple landscapes with light and shade
Collage	Romare Bearden – Layered paper collage for storytelling using shapes and textures	Georges Seurat – Introduction to pointillism using dots of colour to build images
Sculpture Structures	Andy Goldsworthy – Creating natural sculptures from found materials, exploring balance and form	Antoni Gaudí – Designing and making “superstructures” inspired by nature and architecture using clay or recycled materials
Printmaking	Emily Kame Kngwarreye – Simple dot painting prints inspired by Aboriginal art	(No specific printmaking focus; consolidate Year 1 skills through mixed media projects)



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KS2 art skills progression table

<i>Strand</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Drawing</i>	Drawing from memory and imagination; introducing tone	Observational drawing using line and shape	Realistic drawing using proportion, observational skills, and tone	Exploring transformation, symmetry, and optical illusion through pattern
<i>Painting</i>	Pattern and expressive painting using bold colour	Colour mixing and simple landscape scenes	Imaginative landscapes using bold colour, pattern, and simplified form	Realistic landscapes focusing on light, tone, and atmosphere
<i>Collage</i>	Portrait collage using pattern, symmetry, and texture	Paper collage with geometric shapes and layering	Creating narrative scenes with depth using layered, 3D pop-up techniques	Exploring abstraction through collage using fragmentation and shape
<i>Sculpture</i>	Exploring texture and pattern in relief sculpture	3D forms using natural materials and basic joining techniques	Clay tiles or relief sculpture with repeating patterns and symmetry	Sculpting expressive forms that convey emotion and gesture
<i>Printing</i>	Overlapping and two-colour printing with symmetry	Basic block printing and repeating patterns	Abstract prints exploring music, mood, and colour	Narrative printing using silhouettes and strong contrast to tell stories
<i>Mixed Media</i>	Story-based scenes using drawing, painting, and collage combined	Mixed materials to create imaginary settings and animals	Constructing surreal dreamscapes combining drawing, paint, and collage	Designing protest or message-based artwork using stencils and symbols