



Art and Design Trail

Part 1: Retrieval

What do pupils already know?

Before introducing new content, activate prior knowledge and identify misconceptions.

Possible Retrieval Activities:

- Naming colours, materials and shapes
- Talking about previous art experiences
- Looking closely at images and objects

- Quick recall quizzes on vocabulary and techniques
- Identifying materials and processes in images
- Sorting vocabulary (known / new)

- Retrieval grids or low-stakes quizzes
- Analysing previously studied artworks
- Linking techniques to purpose or meaning

Part 1: Knowledge Organiser

Glued in as the unit cover

- . Introduced explicitly at the start of the unit
- . Referred back to during every lesson for retrieval and reinforcement
- . Learn and use new vocabulary
- . Understand key concepts: materials and tools used, techniques specific to the art form, artists, cultures or traditions linked to the project, visual elements such as colour, texture, shape, pattern or form.
- . Use the knowledge organiser to support verbal explanations, written reflection and evaluation of artwork.

Part 2: Timeline / Context

Locate the unit in a wider world.

Options depending on the unit:

Historical context:

- Art has been created across time to record ideas, beliefs, identity and memory.
- Some artworks respond to specific events or periods

Cultural context:

- How does art reflect culture, tradition and lived experience? For example exploring how nature art responds to environment, ancient and religious mosaics

Part 3: New Knowledge (broken down across 5–10 sessions)

New knowledge is introduced in carefully sequenced steps so pupils build secure understanding of **art concepts, techniques and processes** before applying them independently. Each session introduces a small, manageable “chunk” of learning, revisited and built upon across the unit. Every session begins with **retrieval** from prior learning and the Knowledge Organiser.

1: Core Artistic Concept

Introduce the **key disciplinary focus** for the unit.

This may include:

- An element of art (e.g. line, colour, texture, tone, form, pattern, composition)
- A technique or process (e.g. colour mixing, weaving, printing, sculpting, layering)
- A material focus (e.g. paint, clay, textiles, paper, found materials, digital tools)

Teaching focuses on:

- What the concept *is*
- Why artists use it
- How it changes the way artwork looks or communicates meaning

Use:

- Visual examples
- Simple demonstrations
- Shared language from the Knowledge Organiser

2: Exploring Technique

Teach pupils **how artists use the concept in practice**.

Pupils:

- Observe techniques being modelled step by step
- Learn correct vocabulary for tools, materials and actions
- Experiment with techniques in a guided way

Progression:

- EYFS/KS1: exploration and controlled play with materials
- KS2: increasing control, accuracy and intention

3: Artist or Cultural Study

Introduce an **artist, designer, or artistic tradition** linked to the unit.

Pupils explore:

- Who the artist is
- When and where they worked
- Key features of their style
- How they used the focus concept or technique

Discussion focuses on:

- How art reflects culture, history, environment or personal experience
- That artists make **choices** to communicate ideas and meaning

4: Developing Skills and Control

Pupils deepen technical understanding by:

- Practising techniques with increasing precision
- Comparing outcomes
- Making adjustments based on observation

Teaching emphasises:

- Control of materials
- Purposeful decision-making
- Refinement rather than speed

Sketchbooks are used to:

- Practise
- Record learning
- Test ideas

5: Making Connections

Pupils connect **knowledge to intention**.

They consider:

- How different materials and techniques create different effects
- How artistic choices affect mood, meaning or message
- How their work links to the artist or tradition studied

Reflection may include:

- Verbal discussion
- Annotation
- Peer talk
- No assumptions are made about personal beliefs or experiences.

6: Applying Knowledge Independently

Pupils apply new knowledge to create artwork with **greater independence**.

They: Select appropriate materials and techniques

- Refer to the Knowledge Organiser
- Make decisions based on what they have learned

Teacher input focuses on:

- Questioning
- Feedback
- Supporting refinement rather than directing outcomes

7–10 (Where Appropriate): Refinement and Extension

In longer units, additional sessions allow pupils to:

- Revisit techniques
- Improve control and finish
- Add detail, layers or complexity
- Combine media where appropriate

Older pupils may:

- Adapt techniques
- Take creative risks
- Work towards personal intentions

Key Principles Across All Sessions

- Knowledge is **explicitly taught**, not assumed
- Vocabulary is **modelled, repeated and expected**
- New learning builds directly on prior units
- Practical work is rooted in **understanding**, not copying
- Talk, reflection and evaluation are integral throughout

Part 4: Investigate

Children could:

- Examine materials, artefacts and artworks
- Ask enquiry questions e.g. how was this made? What colours have been used? What might it represent? Why are these materials chosen?
- Compare artworks from different cultures or times
- Distinguish between observation and interpretation
- UKS2 could focus on multiple viewpoints, symbolism and intention

Part 5: Evaluate

Pupils will:

- Use increasingly precise art vocabulary
- Explain and justify choices
- Compare techniques and outcomes
- Reflect on how art communicates ideas and meaning

- KS1 – simple explanations, LKS2 – structured responses, UKS2 – analytical evaluation

Assessment

1. Quiz (10 questions)

Based on the Knowledge Organiser:

- Vocabulary
- Key concepts
- Artists or cultural links
- Materials and techniques

2. Reflect (Essay)

A single question that allows reasoning, explanation and reflection.

Examples for any unit:

- What did you make and what do you like about it?
- Why did you choose these materials, techniques or colours?
- How does this artwork communicate meaning, memory or ideas?

3. Spiritual Reflection (Ow/Wow/Now)

Ow: Art can come from careful observation or difficult human experiences.

What emotions or thoughts did this artwork raise?

Wow: Art helps people express identity, belief, memory and beauty.

What felt powerful or meaningful to you?

Now:

How might art help us understand ourselves, others or the world differently?