

Askwith Primary School

Art & Design Rationale

'The study of art enables pupils to understand, appreciate and contribute to a dimension of life that taps into and expresses human innovation, imagination and thought... At its best, the subject is both intellectually challenging and creatively demanding.' (Ofsted Research Review: Art & Design, 2023)

Intent

Our vision is for every pupil to develop a love and understanding of a range of art and artforms. Art builds character and resilience; it helps shape who we are and who we can become by inspiring imagination, creativity, and deeper understanding of our culture, history, and others. A strong art curriculum also builds transferable skills that support future opportunities, well-being, and self-confidence.

Our Art & Design curriculum is designed so that all pupils know more, remember more and can do more. It is coherent, inclusive and sequenced from EYFS to Year 6 to build secure foundations and ambitious endpoints for every learner. We develop three complementary forms of knowledge:

- Practical knowledge (substantive) - technical proficiency with media, tools and processes, underpinned by the 7 elements of art (line, shape, form, colour, value/tone, texture, space).
- Theoretical knowledge (substantive) - knowledge of artists, designers, craft traditions and art movements within cultural and historical contexts.
- Disciplinary knowledge - how art is discussed, interpreted and evaluated; developing critical, reflective and metacognitive habits.

Art is taught in purposeful blocks at least once per term, enabling immersion and mastery. Units are structured to ensure equitable access to a broad range of disciplines: drawing, painting, sculpture, printmaking and collage.

Implementation

A whole-school progression map shows the essential knowledge, skills and vocabulary from Reception to Year 6. Units build deliberately from prior learning and revisit knowledge to secure long-term memory.

Teachers use explicit modelling of techniques: guided and independent practice; retrieval practice; and structured talk and critique. Vocabulary is taught explicitly and revisited in

context. Artist studies are embedded to illuminate techniques and deepen cultural understanding. Misconceptions are identified quickly and used as valuable teaching points. Adaptive teaching ensures the pupils with SEND can access all elements of art through small steps of knowledge acquisition; chunked instructions; and additional adult support where necessary.

Resources include high-quality exemplars; knowledge mats; key texts and information books; and age-appropriate tools. Sketchbooks are personal creative spaces that encourage experimentation, reflection and risk-taking.

Impact

Assessment is proportionate and purposeful. We emphasise first-hand evidence of pupils' typical work, progression in sketchbooks and their ability to discuss and evaluate art. Evidence of impact includes improved accuracy and control with media; more precise use of technical vocabulary; and increasingly sophisticated critique of artworks and peers' work. Summative assessments include spaced end-of-unit knowledge checks against clear endpoints for practical, theoretical and disciplinary knowledge.

Inclusion

Art is for everyone. We ensure equity of access and ambition for pupils with SEND, disadvantaged and vulnerable pupils. Adaptations may include visual scaffolds; chunked tasks; pre-teaching of vocabulary and techniques; flexible outcomes; additional adult support; and assistive tools. High expectations are maintained for all learners.

Personal Development & SMSC

Art provides meaningful opportunities for personal expression, resilience and collaboration. Spiritual development is encouraged through experiencing and responding emotionally to pieces of artwork as well as the creative process. Pupils are given the opportunity to reflect on the beauty and wonder of artistic expression. Collaborative projects enable pupils to develop social skills such as co-operation and mutual agreement. Pupils explore moral questions (e.g., public art and graffiti), learn to give and receive critique respectfully and encounter diverse global traditions. Arts & Diversity Week and enrichment activities strengthen pupils' sense of identity and cultural literacy.

Leadership & Professional Development

Subject leadership evidence is gathered through professional dialogue, classroom visits, sketchbook sampling, pupil voice and planning reviews. Findings inform CPD, resource allocation

and curriculum adjustments. Staff meetings provide opportunities to model good practice and share resources.

Staff CPD includes instruction on materials, modelling techniques and personal research into artist/designers and their work. Subject leader CPD includes current research shared with staff. CPD evidence demonstrates improved consistency and accuracy in teaching.

Enhancements & Cultural Capital

At Askwith, we implement a rolling programme of enrichment experiences: gallery visits; visiting artists; community exhibitions; and extra-curricular clubs. An annual Arts and Diversity Week broadens pupils' exposure to artists across periods, genders and cultures.

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