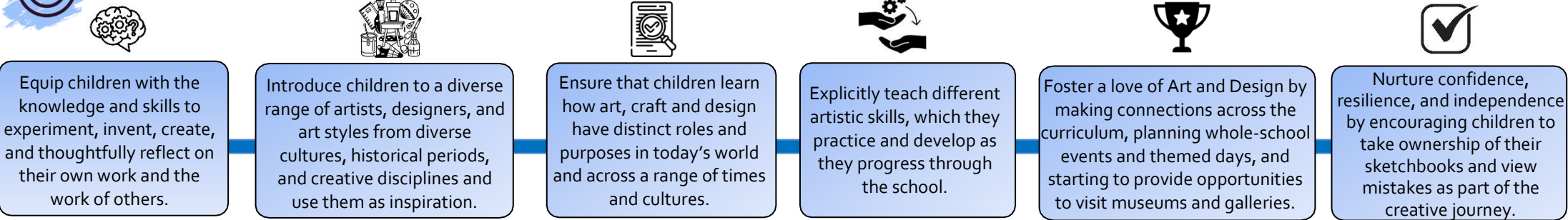


At Edward Pauling Primary School, our Art and Design curriculum creativity, independence, and resilience, encouraging children to take risks and view mistakes as a valuable part of the creative process, helping them grow and gain confidence in their abilities.

## Intent - We aim to...

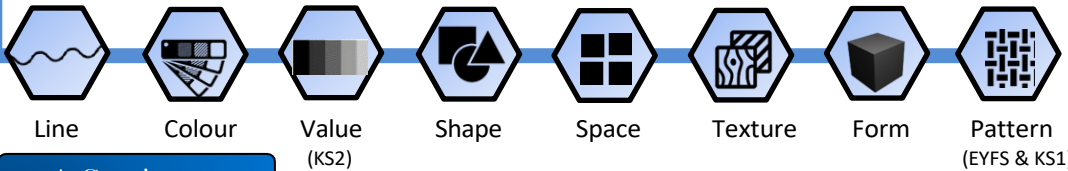


## Implementation - How do we achieve our aims?

### Our Curriculum

Our curriculum design is **spiral** meaning that skills and concepts are **explicitly taught, revisited, and applied** across different media, ensuring children retain artistic techniques, vocabulary, and knowledge of artists and styles. Key priorities include core artistic skills, understanding a diverse range of artists, styles, and cultural influences, recognising the roles of art across times and contexts, and developing creative confidence and reflective skills. By focusing on these elements, children build technical proficiency, resilience, and the confidence to experiment, innovate, and express themselves creatively.

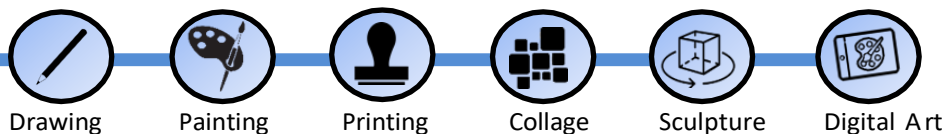
Core Skills



### A Consistent Approach

Art and Design is taught in blocks once per term. **Skills and knowledge** are developed throughout every topic, allowing children to build both substantive and disciplinary understanding over time, which ensures that key knowledge and skills are **embedded**. Planning is supported by **Kapow**, our chosen scheme of work, with learning objectives provided, and teachers can access CPD through onsite videos to develop their **subject knowledge and confidence**.

Art Domains



### Strong Foundations

In the EYFS, Art and Design is planned through both **adult-led** and **child-initiated** activities, linking primarily to the *Expressive Arts and Design* strand, while supporting communication, personal development, and *Understanding the World*. Creativity is central, with children encouraged to **explore, experiment, and express** their ideas using a range of materials and tools. **Key foundational skills** (mark-making, colour mixing, exploring texture and form, developing fine motor control, and making creative choices) are developed and built on in later years, supporting technical ability, visual literacy, and confidence in reflection. Art is **embedded** in everyday provision through creative areas, themed projects, and opportunities to display and discuss work.

### Development of Key Skills

Children have **regular opportunities** to explore drawing, painting, mixed media, sculpture, and craft and design. In the **EYFS**, they begin by **experimenting** with mark-making, colour, texture, and form, developing fine motor skills and making creative choices. These skills are built on in **KS1**, where children develop greater **technical proficiency** and start to reflect on their own work and the work of others. Throughout **KS2**, children apply these skills in more **complex projects**, such as designing their own artwork inspired by studied artists, demonstrating how knowledge and techniques are embedded in long-term memory. The curriculum also provides cross-curricular opportunities enabling children to apply their artistic knowledge in a variety of contexts.



## Implementation (continued)

### Artist Study



Children are **inspired** by a diverse range of artists, sculptors, and designers through the projects they undertake. They explore and **discuss** artworks, **experimenting with techniques** and ideas to create their own pieces. Children study key artists and work from different eras, countries, and cultures, gradually **broadening** their understanding of art from around the world, past and present. **Representation** matters, so artists are thoughtfully chosen to reflect the rich diversity of our world.

### Sketchbooks



Sketchbooks provide a safe and personal space for children to **explore ideas**, **experiment** with techniques, and **take creative risks**. Children take pride in their work, using their sketchbooks to develop knowledge of a range of artists, experiment with styles, and evaluate different pieces of art. Over time, sketchbooks reflect growth, creativity, and the progressive development of artistic skills throughout their school journey.

### Strong Vocabulary Development



Within each project, key vocabulary is **explicitly taught** and used by both staff and children, enabling children to **discuss** art with **confidence**. Developing this vocabulary also strengthens oracy and critical thinking skills, helping children to **question assumptions**, expand their creativity, and respond thoughtfully to artistic ideas and visual culture.

### Reading in Art Lessons



Reading is woven into many Art lessons, from **researching artists** and their techniques to following project guides and interpreting gallery texts. Children use reading to **inform** their own work, **make connections**, and **reflect** on art, with evidence seen in annotations and notes in their sketchbooks.



## Impact - How will we know we achieved our aims?



Children can confidently experiment with materials and techniques, express their ideas creatively, reflect thoughtfully on their own.



Children can discuss a range of artists and styles and apply what they have learned to create their own imaginative work.



Children can discuss the different roles and purposes of art, craft, and design, make connections between historical and contemporary works, and apply their understanding.



Children demonstrate clear progression in their artistic skills, confidently applying techniques they have learned, and show increasing control and creativity in their work.



Children show enthusiasm and curiosity and actively participate in cross-curricular projects, engage fully in whole-school events and themed days.



Children take pride in their sketchbooks, confidently experiment with ideas, reflect on their work, and approach mistakes as opportunities to learn and improve.



### Personal Development

Our Art and Design curriculum supports personal development by encouraging children to explore **different perspectives**, reflect on **ethical issues**, collaborate, and **appreciate cultural diversity**. Lessons promote **British values** through discussion and debate, while exposure to a wide range of artists and artistic traditions helps children to develop the knowledge, skills, and visual literacy to engage meaningfully with the creative world.

### Critical Thinking



Critical thinking in Art is developed by encouraging children to **analyse** and **evaluate** their own work and that of others. They are prompted to consider artistic choices, techniques, and meanings, compare different styles, and question assumptions. Reflection activities, discussions, peer critique, and evaluating famous artworks help children to form reasoned, informed judgements, make decisions about their own work, and develop deeper understanding and creativity.

### Inclusion



Our Art and Design curriculum is fully inclusive; teachers are supported by our chosen scheme of work, Kapow, which provides clear guidance to support teachers in **adapting lessons** for children with additional needs. Lessons incorporate scaffolding, multi-sensory approaches, clear instructions, and structured tasks, alongside opportunities for both **independent** and **collaborative learning**. This ensures all children can engage with the activities, build confidence, and develop their skills at a pace that suits them. The step-by-step curriculum design supports steady progression, helping children to **succeed** without sudden increases in complexity and enabling them to achieve their full creative potential.