

Subject and Year Team Curriculum Statements

Subject/Year Team: Art

Intent

What are our curriculum objectives? What do we want pupils to know and do by the time they leave this school/this year group?

Art and Design at our school aims to engage, inspire and challenge pupils. Our curriculum equips them with the knowledge and skills needed to experiment, invent and create their own works of art, craft and design. As pupils progress, they develop critical thinking, creativity and a deeper understanding of artistic processes, styles and cultural influences.

How does the curriculum plan set out the sequence and structure of how we will implement it?

We use Cornerstones as a framework to support a clearly sequenced and coherent curriculum map for Art across the school. Each year builds on prior learning through well-structured units that revisit and deepen key artistic skills, ensuring full coverage of the National Curriculum objectives across KS2. The progression of skills ensures continuity and development from year to year.

How does the curriculum reflect British Values, PSHE and SMSC?

Pupils explore how Art and Design reflect and shape British history, culture and identity. They study artists, craftspeople and designers from a range of eras and cultures, developing respect, tolerance and appreciation for diversity. The curriculum encourages pupils to reflect on how art influences mood, wellbeing and quality of life, supporting SMSC and PSHE development.

How does the curriculum cater for different groups in our school – SEN, EAL, Gender, High Attainers, Disadvantaged etc.?

Planning shows clear adaptation and differentiation to meet the needs of all learners. Teachers tailor activities to ensure accessibility for SEN and EAL pupils, while also providing challenge for high attainers. Enrichment mornings further support targeted groups such as disadvantaged pupils, Pupil Premium and high attainers. Displays of finished work celebrate effort, creativity and achievement across all ability levels.

To what extent have we made the objectives clear and how will everyone know them?

A whole-school curriculum map and detailed unit plans are accessible to all staff. Lessons are planned using identified objectives and progression pathways. Curriculum teams ensure that teaching aligns with these objectives, and the Curriculum Lead's folder is available electronically for reference.

Implementation – how do we deliver our curriculum?

How does the current curriculum match our intention?

Art is delivered through discrete units and through meaningful cross-curricular links. Pupils explore a range of materials, tools and techniques in a safe, well-resourced environment. The progression of skills ensures that pupils build on prior knowledge and develop increasing independence and confidence.

How do the subjects we are teaching link together?

Art is connected to historical, scientific, linguistic, mathematical, physical, musical and geographical content where appropriate. Research tasks promote reading and recording skills. Drawing activities often incorporate mathematical concepts such as ratio, scale and proportion.

How are we encouraging progression as pupils move through the school?

The progression framework ensures that pupils revisit and build upon key artistic skills each year. Pupils learn to apply skills in increasingly sophisticated ways, evaluate their work and recognise their own success. Clear progression in tools, techniques and artistic understanding is outlined.

How do we adapt our curriculum for different ability groups?

Teachers use a range of strategies to support all learners, including:

- Open-ended tasks allowing varied responses
- Tasks of increasing difficulty
- Flexible grouping by ability
- Differentiated resources and scaffolds

Are subjects staffed appropriately? Are staff trained? Do subjects have adequate time and resources?

Art is taught by qualified teachers. Staff have received in-house training focused on drawing and effective feedback. Art is taught as a discrete unit each term, with year teams resourcing lessons from their budgets. Specialist resources such as mannequins, wax kettles and screen-printing equipment are available.

Impact – what difference is our curriculum making to pupils?

How well are pupils learning the content? How do we know?

Teachers assess pupils' work through ongoing observation and feedback. Completed pieces are reviewed and marked as appropriate. At the end of each term, teachers make a summary judgement of each pupil's progress using Insight, aligned with National Curriculum expectations.

How well are pupils prepared for the next stage of education?

Pupils leave each year group with a strong foundation of artistic knowledge and skills. Year teams collaborate to evaluate the effectiveness of units and identify areas for development, ensuring continuity and readiness for the next stage.

How do we know our curriculum is having an effect across all pupils, including identified groups?

Pupils demonstrate independence in selecting and applying skills. They can articulate their preferences and reflect on their creative choices, showing secure understanding across groups.

How well are key knowledge and skills consolidated before moving on?

Teachers use assessment and professional judgement to determine whether objectives have been embedded or require further consolidation. Pupils complete tasks that demonstrate Year Group Expected or Greater Depth standards.

How well developed are pupils' learning habits and skills?

Pupils show increasing independence, creativity and confidence in applying a range of artistic techniques. They can discuss their work and the processes they have used, reflecting strong learning habits.

How do we use evidence of pupils' learning to feed into planning and adaptation?

Teachers evaluate lessons and adapt future planning based on pupil outcomes. Year teams review the strengths and weaknesses of units and identify areas for improvement, ensuring continuous refinement of the Art curriculum.