



Field View
Primary School

Curriculum Policy

Art and Design

Making a difference



Updated: January 2026

Review date: July 2027

St Martin's
Multi Academy Trust



A Place to Thrive

St. Martin's Multi Academy Trust exists to advance a just cause, its vision: to create a place to thrive. A just cause is a future state that does not yet exist. It is vital that people that work in the schools in our Trust understand our vision and 'sign up' to achieving it. Our vision must encapsulate our 'why'. It has to inspire staff and our communities. It must persuade people to stay for and have a deep understanding of our cause. Our people need to be willing to be service orientated, resilient and idealistic. Our cause has to form the foundation of everything we do.



Trust



Respect



Compassion

We are all here to make a difference

Our vision is close to our hearts, it drives us in our chosen direction and informs every decision we make. It is our mission to give our children the skills, knowledge, and self-belief they need to genuinely make a difference in whichever path their lives take them.

Our Values

Honesty, Respect and Perseverance



Honesty



Respect



Perseverance

Our values are at the core of everything we do. They underpin our teaching and learning, every interaction we have with each other, and are an ever-present theme in our school. We strive to make a difference to children's attitudes by consistently promoting our values, and they are the foundations for building the environment we want to foster. They are the behaviours that we all truly believe in and exhibit and are the key components to ensuring that Field View Primary School is truly a place to thrive.

Subject: Art and Design

To create, evaluate and appreciate

Intent



Curriculum Intent

At Field View Primary School, our Art and Design curriculum is designed to develop secure artistic knowledge alongside the progressive practical and creative skills children need to express ideas, make informed choices and respond thoughtfully to the world around them. Using carefully sequenced progression documents, learning builds cumulatively from Nursery to Year 6. Children revisit and deepen their understanding of materials, techniques, processes, artists and designers while developing increasing control, confidence and independence.

We provide a broad, balanced and ambitious Art and Design curriculum that is accessible to all children and underpinned by high expectations. Each unit has clearly mapped knowledge and skills progression so that children build understanding, develop technical proficiency and apply their learning creatively. Through drawing, painting, collage, sculpture, printmaking, textiles and digital media, children explore a wide range of artistic processes and learn how materials and techniques can be selected and combined to communicate ideas.

Children study the work of a diverse range of artists, craftspeople and designers from different historical periods, cultures and traditions. They learn to observe closely, discuss artistic choices and use the work of others as a stimulus for their own ideas. Children are encouraged to experiment, take creative risks and understand that exploration, refinement and reflection are important parts of the artistic process.

Vocabulary, reading and oracy are central to our curriculum. Children are explicitly taught how to communicate ideas clearly, explain creative decisions, evaluate their own and others' work and use subject-specific artistic vocabulary accurately. Practical experiences, enrichment opportunities and links to the wider world are carefully planned to deepen understanding and allow children to apply their learning in meaningful contexts.

Our curriculum ensures that all children, regardless of background or starting point, develop the knowledge, skills, creativity and cultural capital needed for future learning and life beyond primary school. Children develop confidence in their own creative identity while learning to appreciate the significance and value of art and design within society.



Curriculum Aims

We want children to be able to:

- Develop secure artistic knowledge and apply progressively sophisticated practical and creative skills.
- Generate, explore, develop and refine ideas through drawing, sketchbooks, experimentation and discussion.
- Use a broad range of materials, tools, techniques and processes with increasing control, confidence and purpose.
- Make informed creative choices and explain the decisions they make.
- Develop skills in drawing, painting, collage, sculpture, printmaking, textiles and digital media.

- Explore the work of a diverse range of artists, craftspeople and designers from historical and contemporary contexts.
- Use the work of artists and designers to inform, inspire and develop their own ideas without simply reproducing the work of others.
- Communicate confidently using subject-specific vocabulary through speaking, reading and writing.
- Evaluate and reflect upon their own work and the work of others, identifying strengths and opportunities for refinement.
- Experiment, take creative risks and develop resilience when ideas or techniques do not work as initially intended.
- Appreciate the importance and value of art and design across cultures, communities and periods of history.
- Become confident, creative and increasingly independent learners who are prepared for the next stage of education and life beyond primary school.

Implementation



Teaching Approach

Teaching across the Art and Design curriculum is inclusive, engaging and knowledge rich. Lessons follow a clear sequence where new learning builds upon previously taught knowledge, techniques and skills. Teachers explicitly teach and model artistic techniques and processes, use effective questioning and provide opportunities for discussion, exploration, experimentation and independent application to deepen understanding.

Teacher modelling enables children to understand how materials, tools and techniques can be used effectively. Modelling supports the development of technical proficiency while allowing children the freedom to make individual creative decisions. Children are encouraged to explore possibilities rather than reproduce identical outcomes.

Children have opportunities to practise techniques, investigate materials and develop ideas before applying their learning to more sustained creative outcomes. Sketchbooks are used, where appropriate, as a working space in which children can explore, record, practise, develop and refine their ideas. The artistic process is valued alongside the finished outcome, enabling children to understand that experimentation, reflection and refinement are important aspects of learning in Art and Design.

Oracy is embedded throughout the curriculum to develop children's confidence in speaking, listening and explaining their thinking. Children are encouraged to use full sentences, justify creative decisions, evaluate artistic choices and communicate using accurate subject-specific vocabulary. Key vocabulary is explicitly taught, revisited and applied across units to support understanding and long-term retention.

Children explore the work of artists, craftspeople and designers and are encouraged to observe, question, compare and discuss their work. These encounters provide opportunities to develop artistic knowledge and appreciation while inspiring children's own creative thinking.

Learning is adapted to meet the needs of all children through adaptive teaching, ensuring all children can access and succeed within the curriculum. Appropriate resources, scaffolds and adaptations enable children to participate fully while maintaining ambitious expectations.



Lesson Structure

Lessons follow a consistent structure to support progression, independence and high-quality teaching across the curriculum.

- Key vocabulary is explicitly taught, revisited and displayed to develop understanding and support children in using accurate artistic language throughout the unit.
- Children learn about a relevant artist, craftsperson or designer, exploring their work, techniques, ideas and context. They are encouraged to observe closely, discuss artistic choices and use this learning to inform and inspire their own work.
- Teachers provide clear teaching input through modelling, questioning, visual examples, materials and practical demonstrations. Children then explore materials and practise the specific techniques and skills needed for the unit, developing increasing control and confidence.
- Each lesson includes an oracy question linked to the learning intention and task, encouraging children to explain ideas, discuss the work of artists, craftspeople and designers, justify creative decisions and use full sentences confidently.
- Once children have developed the required knowledge and practised the relevant skills, they plan their final piece. Planning enables children to draw upon their learning, generate and develop ideas and make purposeful choices about materials, techniques and processes.
- Children make their final piece, applying the knowledge and skills developed across the unit with increasing independence. The emphasis is on purposeful application and individual creative decision-making rather than reproducing an identical outcome.
- Children evaluate their final piece and the creative process, using subject-specific vocabulary to explain their choices, reflect on how successfully they have applied their learning and identify strengths and areas they would refine or develop further.



Curriculum Design

Curriculum content is carefully sequenced through progressive units of work that build on prior learning from Nursery to Year 6.

Each unit has clearly mapped knowledge and skills progression, allowing children to revisit, apply and deepen their understanding over time. Drawing, painting, collage, sculpture, printmaking, textiles and digital media are revisited at increasing levels of sophistication, enabling children to develop greater technical control and make increasingly informed artistic decisions.

Learning is designed to develop children's understanding of the artistic process. Children generate and explore ideas, practise techniques, experiment with materials, make creative choices and refine their work. Final outcomes provide opportunities to bring together learning from across a unit, but the process of exploration, experimentation and refinement is valued equally as evidence of children's artistic development.

Children encounter a diverse range of artists, craftspeople and designers from different periods, cultures and traditions. Their work is studied purposefully to develop children's knowledge and appreciation of art and design and to stimulate ideas, discussion and creative responses.

Vocabulary, reading and oracy are central to curriculum design. Key vocabulary is explicitly planned and revisited to support understanding and communication. Opportunities for discussion, questioning, evaluation and reflection are embedded across units to develop confidence, critical thinking and independence.

The curriculum is inclusive and adapted to meet the needs of all learners through adaptive teaching and appropriate scaffolding where needed. Children are challenged and supported, ensuring every child can access, engage with and succeed within the curriculum.



Planning and Resources

Planning is supported through detailed medium-term plans which clearly identify the knowledge, skills and vocabulary taught within each unit. Units are carefully sequenced using progression documents to ensure knowledge and skills build progressively from Nursery to Year 6.

Each unit has a clearly defined title and key enquiry question to frame learning. Planning identifies how individual lessons contribute to the development of children's knowledge, techniques and creative thinking across the unit. Where units culminate in a final outcome, teachers ensure that children have sufficient opportunities to explore, practise and refine the required knowledge and skills beforehand.

Each unit includes an oracy bulls-eye to support the development of speaking and listening skills, enabling children to communicate ideas confidently using subject-specific vocabulary.

Teachers use a wide range of high-quality resources to enhance learning, including appropriate drawing and painting materials, tools, textiles, printing equipment, modelling materials, digital resources, sketchbooks, visual references and examples of artists', craftspeople's and designers' work.

Resources are selected and organised to enable children to explore materials safely, develop increasing technical control and make independent creative choices.



Early Years Foundation Stage (EYFS)

In EYFS, Art and Design learning is developed primarily through Expressive Arts and Design and focuses on developing children's creativity, imagination, curiosity and confidence when exploring materials and expressing ideas.

In Nursery, children explore a wide range of materials, tools and processes through drawing, painting, collage, model making and other creative experiences. They experiment with colour, texture, shape and form and begin to develop control when using different tools and materials. Children are encouraged to explore freely, talk about their creations and make simple choices about how they represent their ideas.

In Reception, children build upon these experiences by using materials and techniques with increasing purpose and control. They explore, experiment and refine their ideas and begin to explain the choices they make. Children encounter the work of artists and other creative practitioners through appropriate images, texts and experiences and are encouraged to notice, discuss and respond to what they see.

Adults support learning through modelling techniques, introducing subject-specific vocabulary, asking purposeful questions and encouraging children to talk about their ideas and creations. A balance of independent exploration and guided practice enables children to develop confidence, fine motor control and the foundational artistic knowledge and skills needed for future learning.



Assessment

Formative Assessment

Assessment in Art and Design is ongoing throughout each unit. Teachers use observation, questioning, discussion, retrieval activities and responses to oracy questions to assess children's understanding and progress. Teachers also observe practical tasks, independent learning and children's use of subject-specific vocabulary to assess how securely knowledge and skills are being developed and applied.

Assessment reflects the full learning journey across the unit. Children first develop relevant knowledge and practise key artistic skills before applying these through the process of designing, making and evaluating. Teachers assess children's understanding across all stages of this process, rather than relying on a single final task or outcome.

Assessment considers children's knowledge, development of skills, application of techniques, creative decision-making and ability to explain, evaluate and refine their work. The quality of the finished piece forms only one part of this wider assessment and is not judged on aesthetic appearance alone.

Recording

Teachers assess children's understanding against clear success criteria linked to the progression of knowledge and skills across the whole unit. Assessment is recorded through a range of evidence, including sketchbooks, practical work, design development, final outcomes, evaluation, discussions, recorded discussions and photographs. Digital evidence may also be used to capture learning experiences and enrichment opportunities.

Teachers use unit assessment guidance to assess children's learning and track progress across key subject-specific knowledge and skills, ensuring a comprehensive picture of each child's development across the curriculum. Teacher assessment and children's self-assessment are both recorded, enabling children to reflect on their own learning and identify strengths and areas for development.

Use of Assessment

Assessment information is used to inform future planning and ensure all children make good progress in Art and Design. Using the assessment guidance, children are assessed as either working below, towards or at expected levels. Teachers identify gaps in knowledge and skills, revisit key learning where necessary and adapt teaching to provide appropriate support or challenge for all children.

Assessment outcomes also support curriculum evaluation, ensuring units remain ambitious, progressive and effective in meeting the needs of all learners. The subject leader monitors assessment across the school to ensure consistency and identify any gaps in learning. Assessment information is shared with parents, while children's self-assessment supports the development of metacognitive skills by helping children understand what successful learning in Art and Design looks like and take ownership of their progress.



Inclusion

Art and design lessons are carefully planned to meet the statutory and developmental expectations of each year group, while also taking account of the individual needs, abilities, and prior attainment of pupils. Where children are working towards age-related expectations, appropriately adapted tasks, scaffolding, and targeted support are provided to ensure meaningful engagement, sustained progress, and access to the full curriculum. Questioning within lessons is deliberately structured and differentiated to enable all pupils to participate fully, develop their ideas, and contribute to discussion, while also supporting the development of subject-specific vocabulary and conceptual understanding.

Oracy is explicitly embedded across lessons as a key tool to support and challenge learners, enabling pupils to articulate their thinking, justify their decisions, evaluate outcomes, and build on the ideas of others. Through this approach, all pupils are supported to develop confidence, creativity, and independence, while making consistent progress in line with their individual starting points.

Impact



Curriculum Impact

By the end of their primary education, children will:

- Develop secure artistic knowledge and progressively sophisticated practical and creative skills.
- Use a range of materials, tools, techniques and processes with increasing control, confidence and purpose.
- Generate, explore, develop and refine creative ideas.
- Make informed artistic choices and explain the decisions they make.
- Use subject-specific vocabulary confidently to explain and discuss their learning.
- Demonstrate knowledge and understanding of a diverse range of artists, craftspeople and designers and recognise the significance of art and design across cultures and time periods.
- Observe, discuss and evaluate their own work and the work of others thoughtfully.
- Apply learning through experimentation, practice, creative decision-making and sustained artistic outcomes.
- Reflect upon and refine their work, recognising that experimentation and creative risk-taking are valuable parts of the artistic process.
- Have met the National Curriculum requirements for Art and Design.
- Be prepared for the next stage of education as confident, creative, resilient and increasingly independent learners.



Role of Subject Leader

The subject leader will:

- Ensure National Curriculum requirements are met.
- Monitor teaching and learning for consistency and progression.
- Carry out book and sketchbook looks, learning walks and pupil voice activities.
- Review planning, assessment and curriculum coverage.
- Support staff through training, coaching and guidance.
- Track children's progress and attainment.
- Ensure appropriate resources are available and effective.
- Keep up to date with developments in Art and Design education.
- Support the ongoing evaluation and improvement of the Art and Design curriculum.