



Intent

Why do we teach what we teach?

At High View Primary School, we believe that Art and Design is a vital part of a broad and balanced curriculum that nurtures the whole child. Our intent is to cultivate confident, creative, and reflective young artists who are equipped with the knowledge and skills to express themselves visually and imaginatively. Rooted in our school values of **creativity**, Art and Design encourages pupils to explore, experiment, and engage with the world around them in unique and thoughtful ways.

We want our children to:

- Experience a broad and balanced curriculum that reflects the diversity of our school and wider society, ensuring all pupils see themselves represented.
- Develop a deep understanding of the visual language of art through exploring a range of media, techniques, and styles.
- Appreciate the work of diverse artists, craft makers, and designers from different cultures and historical contexts.
- Be inspired to think creatively, take risks, and embrace mistakes as part of the artistic process.
- Use art as a powerful form of communication, self-expression, and emotional exploration.
- In the Early Years Foundation Stage (EYFS), following the statutory framework, Art begins through Expressive Arts & Design. Children explore creativity, imagination, and cultural expression.

Our curriculum aims to ensure that all pupils have opportunities to flourish artistically and creatively, regardless of their background or starting point.

Our curriculum is designed to meet the National Curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies.

Implementation

How do we teach what we teach?

EYFS

In EYFS, children explore a variety of artistic techniques including drawing, painting, collage, printing, sculpture, and model-making. High-quality texts are carefully chosen to introduce and embed artistic vocabulary. Adults model techniques, scaffold creativity, and encourage children to refine and revisit ideas. Opportunities for collaborative projects, role play, and creative exploration are embedded across the year to deepen understanding and self-expression

KS1 and KS2

We deliver a high-quality, inclusive Art and Design curriculum using the Kapow Primary Art and Design scheme. This structured scheme provides a progressive journey of learning across year groups, covering the National Curriculum strands of drawing, painting, sculpture, collage, printing, digital media, and the study of significant artists which are organised in to the following four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

Our curriculum is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing
 - Kapow's sequenced units ensure progression of skills and knowledge from Year 1 to Year 6, while offering flexibility for teachers to adapt lessons to suit the interests, strengths, and needs of their class.
 - Art is taught in the first half of each term.
 - Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units.
 - Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

- Lessons include clear learning objectives, visual examples, vocabulary, and assessment opportunities to support consistent and confident teaching across the school.
- Teachers are empowered to personalise lessons and integrate cross-curricular links, community projects, and enrichment opportunities that reflect our children's lives and local context.
- We use sketchbooks across the school to encourage reflective practice, idea development, and independent thinking, fostering our core school value of **creativity**.

Teachers plan Art lessons with high expectations for all pupils, using scaffolding rather than simplification, so every learner can access and succeed within the same ambitious curriculum. Children are taught in a supportive environment where they are encouraged to explore and take ownership of their learning. Creativity is celebrated in displays, exhibitions, and sharing outcomes with the wider school community.

Impact

How do we know what pupils have learnt and how they have learnt it?

The impact of our Art and Design curriculum is measured through a child-led reflection through pupil voice, teacher discussion, and review of outcomes.

At High View:

- Pupil voice is integral – we listen to children's reflections on their artistic process, their inspirations, and how confident and creative they feel.
- Our curriculum encourages children to evaluate their work, engage in dialogue, and make decisions about improvement. Through regular reflection and discussion, they develop a strong grasp of art knowledge, confidently articulate their learning journey, and build metacognitive skills to support continuous growth.
- Teachers assess children's progress through observation, discussion, and analysis of sketchbook work and final pieces, noting how pupils apply techniques, experiment with media, and articulate their ideas.
- The subject leader monitors progression across year groups through learning walks, staff discussions, and sketch book scrutinies to ensure consistency and high standards.
- Art and Design outcomes demonstrate not only the acquisition of skills and knowledge, but also children's growing confidence, imagination, and ability to make independent artistic choices.
- Children's artwork is celebrated through whole-school displays, allowing other year groups and parents to see and value the creative achievements of all pupils, reinforcing inclusion and pride, alongside positive feedback from families and learners.

In EYFS, children develop confidence in using artistic media, can represent ideas visually, and articulate their creative choices. They build skills and vocabulary that prepare them for structured art learning in KS1 and beyond.

By the end of Key Stage 2, our pupils are equipped with a strong foundation in art techniques, a broad appreciation of artistic traditions, and most importantly, the creative mindset to express their individuality and ideas.

Long Term Planning

EYFS

[Development Matters](#)

KS1 and KS2

[KS1 and KS2 Art and Design Progression Map](#)