



Shardlow Primary School

Aspire Achieve Thrive



Art

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1. Introduction

- 1.1 At Shardlow Primary School we feel that art makes a unique contribution to the development of the child because of the visual, motor and social skills it promotes.
- 1.2 ‘The Arts’ at our school includes ‘Art,’ ‘Design and Technology’, ‘Drama’, ‘Dance’ and ‘Music.’ Although this policy specifically talks about ‘Art’, it is important to note that they are all intrinsically linked and celebrated at our school inside and outside the classroom.

2. Curriculum Intent

Vision and Aims

- 2.1 Art is taught as a discrete subject for three half terms every academic year and links are made to the English and History/Geography topic where meaningful. The idea behind this is to enable children to develop their artistic skills and knowledge progressively as they move through school. The provision of high-quality arts is entrenched in the ethos of the school and our ‘Art Curriculum Map’ (see Appendix A) ensures that there is a strategically progressive approach to the delivery and teaching of the arts.
- 2.2 Our curriculum intent reflects the school context and the specific needs of pupils. We are a small school, but nevertheless a school that prides itself on opportunities inside and outside the classroom. Whilst Physical Development and Communication, Language and Literacy may pose obstacles for learning, our teachers are well equipped to differentiate learning and provide appropriate scaffolds to ensure all children access our curriculum. We strive to offer opportunities to stimulate children’s creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world. This includes an appropriate balance of skills and knowledge as well as careful selection of artists for each class to study.

Shardlow Spirits

- 2.3 The key values at Shardlow Primary School, 'Open-mindedness', 'Independence', 'Respect and Responsibility', 'Motivation' and 'Confidence,' are embedded within our art curriculum. All of our children are given an entitlement to a variety of high-quality arts experiences throughout their time with us. Whilst such an approach is curriculum based, there is also an emphasis on: contribution to the arts in the school environment; opportunities to work collaboratively with artists from the local area; exposure to art from different cultures and on-going links to the community.

Organisation and Progression

- 2.4 Our long-term and medium-term plans demonstrate clear and coherent progression in practical, theoretical, and disciplinary knowledge within art and design.
- Practical knowledge involves learning how to use tools, materials, and techniques with increasing control and intention — including core skills such as drawing, painting, printmaking, and sculpture.
 - Theoretical knowledge enables pupils to understand formal elements (such as line, colour, texture, tone, and composition), artistic vocabulary, and significant artists, movements, and cultural contexts.
 - Disciplinary knowledge supports pupils in thinking and working like artists. It includes understanding that art involves interpretation, personal expression, experimentation, and decision-making, and that those artists develop ideas over time through a process of reflection and refinement.
- 2.5 The curriculum is carefully sequenced to ensure that pupils revisit and build on key knowledge and skills across EYFS, Key Stage 1, and Key Stage 2. Teachers work collaboratively across phases to bridge gaps and ensure continuity, particularly in mixed-age classes (excluding Reception). Our Art Curriculum Map reflects this progressive model and clearly outlines what is taught and revisited at each stage.
- 2.6 Rather than being activity-led, our art curriculum is knowledge-led and structured to develop fluency over time. Drawing, as a foundational discipline, features regularly and with increasing complexity across year groups. Subject-specific vocabulary is systematically taught to enable pupils to describe, interpret, and evaluate artworks - their own and others' - with confidence.
- 2.7 The Art Subject Leader is responsible for monitoring curriculum coverage and progression. The curriculum has been developed collaboratively with staff and is reviewed annually in partnership with the Art Governor. At the start of each academic year, the subject leader

sets specific aims, which are reviewed at the end of the year to inform future development.

Equality

- 2.8 Our curriculum delivery is equitable for all groups and appropriate. Art at Shardlow is for all children of all ages and abilities. Opportunities are given to all children to develop their own ideas and individual response and appropriate arrangements are made for children with Special Educational Needs and disabilities, such as physical impairment who may require the use of modified/special tools. If necessary, planning is differentiated in order for all children to access the learning.
- 2.9 If children miss art lessons because they attend core subject interventions, they are afforded the time to gain full experience of the art curriculum. We also hold a biennial arts week, which gives children the opportunities to further develop their experience of the full art curriculum. See the WAT Equality and Diversity Policy for further information.

Monitoring

- 2.10 We ensure that all aspects of the National Curriculum programme of study is being taught effectively and that pupils meet end of key stage requirements in art through monitoring three key foci: children's outcomes, teachers' planning and teachers' delivery. This monitoring takes place twice a year and teachers are provided with feedback on these areas. If there are any discrepancies between the 'Art Curriculum Map', the expectations laid out in this policy and classroom practice/outcomes, then feedback to teachers' reflects this and suggested steps to achieve what is required are set out.

3. Curriculum Implementation

Leadership and monitoring

- 3.1 The art subject leader monitors art across the school, twice each year and provides feedback both to individual class teachers and the Head teacher. Any necessary 'next steps' for teachers are communicated via this system of feedback. The subject leader is also responsible for ensuring curriculum coverage through monitoring and will highlight areas of strength and those that require further attention to class teachers.
- 3.2 At the start of each academic year the subject leader for art meets with the assigned governor and sets out an action plan for the subject for that particular year, including a time frame to achieve the aims and a budget. At the end of each academic year the subject leader compiles a subject report for art, detailing the monitoring they have completed and this is shared with the Head teacher and governors to ensure leadership is

quality assured. At this point the subject leader is able to review the success of their action plan at the start of the year and consider 'next steps' for the subject.

Resources

- 3.3 The art subject leader is responsible for ensuring that the art curriculum is effectively resourced. There is also an audit of the art resources twice yearly, conducted by the art subject leader. If there are any gaps, then these are addressed to ensure the full curriculum can be taught and pupils engaged. Teaching staff attend appropriate courses as and when available in order to support their continuing professional development.

Planning and Delivery

- 3.4 Teachers use the Art Curriculum Map as a framework to guide their long-term and medium-term planning, ensuring comprehensive coverage of the curriculum and clear progression in pupils' practical, theoretical, and disciplinary knowledge.
- 3.5 Each child maintains a sketchbook throughout their time at our school, which serves as a personal record of their artistic development. This ongoing portfolio provides teachers with valuable insight into each pupil's progress and informs the planning of subsequent lessons to meet individual and group needs effectively.
- 3.6 Our curriculum follows a deliberate sequence of learning designed to build all three types of knowledge. Pupils are first introduced to an artist, art movement, or style, enriching their theoretical knowledge and cultural understanding. This is followed by focused teaching of practical skills and techniques related to that style, with opportunities to experiment and draft ideas. Finally, pupils engage with disciplinary knowledge by reflecting on their creative process, making decisions, and refining their work to produce a final piece that demonstrates both technical skill and personal expression.
- 3.7 This structured approach supports pupils to develop a deep and connected understanding of art, enabling them not only to create but also to think, talk, and reflect like artists. It mirrors the Research Review's emphasis on the importance of integrating practical application, conceptual understanding, and disciplinary thinking throughout art education.

Assessment

- 3.8 Art is assessed primarily through teacher assessments, where teachers make informed judgements on the skills and knowledge that children have acquired and developed throughout each unit of learning.
- 3.9 Our assessment approach incorporates both formative and summative elements:

- Formative assessment happens continuously during lessons, as teachers observe pupils' practical skill development, engagement with techniques, and understanding of key concepts. This ongoing feedback enables teachers to adapt planning and support pupils in building their practical, theoretical, and disciplinary knowledge effectively.
- Summative assessment takes place at the end of each unit, where teachers evaluate pupils' overall progress against clear learning objectives. At Shardlow this happens after pupils complete their final piece. There is a planned reflection and evaluation stage where pupils present their work and discuss the choices they made, the techniques they applied, and the knowledge they have gained. This is done using the provided pro-forma to ensure continuity across school.

4. Curriculum Impact

- 4.1 To demonstrate that pupils reach the end of key stage expectations in art, class teachers rigorously follow the Art Curriculum Map and encourage children to discuss their artwork in detail, using subject-specific vocabulary confidently. Pupils are supported to make connections between their current learning and prior knowledge of art techniques, artists, and styles, deepening their practical, theoretical, and disciplinary knowledge.
- 4.2 Pupils also engage in regular reflection and self-assessment, developing the ability to critique their own work and that of others thoughtfully. This encourages critical thinking and fosters a growth mindset towards creativity and skill development.
- 4.3 The curriculum also enriches pupils' cultural capital by exposing them to a diverse range of artists, styles, and artistic traditions, broadening their understanding of art's place within society and history.
- 4.4 The Art Subject Leader monitors curriculum impact through a combination of book looks, planning scrutiny, lesson observations, and pupil voice. Both formative and summative assessments provide evidence of progression and inform ongoing curriculum development.
- 4.5 Ultimately, our art curriculum aims to nurture confident, creative learners who can retain and apply their knowledge and skills over time, preparing them to think and work like artists beyond the classroom.



Expressive Arts and Design Art Curriculum Progression Map

Reception

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title of Unit	On the Move	It's a Celebration Diva Lamps	Once Upon a Time Colour Mixing (Kandinsky)	Dinosaur Roar! Clay	Superheroes	Ready, steady, grow!
Objectives		- Manipulates materials to achieve a planned effect (40-60). - Chooses particular colours to use for a purpose (40-60). - Selects tools and techniques needed to shape, assembly and join materials they are using (40-60).	- Explores what happens when they mix colours (40-60). - Uses simple tools and techniques competently and appropriately (40-60). - Chooses particular colours to use for a purpose (40-60).	- Manipulates materials to achieve a planned effect (40-60). - Experiments to use different textures (40-60). - They safely use and explore a variety of materials, tools and techniques experimenting with texture, form and function (ELG).		
Core Knowledge		- Know what a diva lamp looks like and what it is used for. - Understand whether the diva lamp is successful and if it could be improved.	- Learn about the life of a famous painter (Kandinsky). - Learn about the style of a famous painter (Kandinsky). - Understand how to create primary colours by colour mixing.	- Understanding that fossils are from when dinosaurs were around and that they are debossed into rocks. - The names of basic tools. - Understand whether the fossil is successful and if it could be improved.		
Core Skills		Manipulate salt dough to create a	Mixing colours to form primary colours.	Debossing clay using objects and tools.		

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		diva lamp using basic tools. Selecting appropriate colours to paint the diva lamp.	- Painting using a brush. - Painting in the style of Kandinsky.	Selecting appropriate tools and objects to deboss.		

Year 1 & 2

Year A	Autumn 1	Autumn 2	Autumn 3	Autumn 4	Autumn 5	Autumn 6
Title of Unit	William Morris	Collage – mixed materials Henri Rousseau Tiger In a Troubled Storm		Artists who painted the Great Fire of London- Art- Twinkl	Landscape drawing Local artist study	
N/C Objectives	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	To use a range of materials creatively to design and make products.		To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	
Core Knowledge	- To know that WM used a repeating pattern for his wall paper designs. - To work out the style of WM.	- To understand the style of HR and depict the tiger accurately. - To understand that mixed media collage will give an effective aesthetic.		To know that art was created during this time to encapsulate the event.	To research into a local artist and replicate their style.	

Year A	Autumn 1	Autumn 2	Autumn 3	Autumn 4	Autumn 5	Autumn 6
Core Skills	- To design a repeating pattern wallpaper in the style of WM. - To draw and paint to create this	To recreate a mixed media collage in the style of Henri Rousseau.		To paint a scene from the GFOL inspired from the artists taught.	To draw and paint a landscape applying the skills from the techniques taught.	

Year 1 & 2

Year B	Autumn 1	Autumn 2	Autumn 3	Autumn 4	Autumn 5	Autumn 6
			Textiles "Fabricate"	Portraits	Andy Goldsworthy	
N/C Objectives			To use a range of materials creatively to design and make products.	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	
Core Knowledge			To research into weaving and what is the best way to create a sea scape.	To understand that a portrait resembles the person they are drawing or painting.	- To research AG and use this knowledge to create a sculpture. - To understand what is integral to make a sculpture.	
Core Skills			To weave a seascape scene using suitable material collected by their peers..	To draw and paint a portrait and replicate techniques used by other artists.	To plan and carefully choose natural resources and create a sculpture in the style of AG.	

Year 3 & 4

Year A	Autumn 1	Autumn 2	Autumn 3	Autumn 4	Autumn 5	Autumn 6
Title of Unit	Australia (Aboriginal dot paintings)	Narnia	Titanic (Still life – Francis Davies Millet)	Chocolate	Rainforests	Greeks (Clay pot making)
N/C Objectives	• Create sketch books to record their observations, use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) • Learn about great artists, architects and designers in history.		• Create sketch books to record their observations, use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) • Learn about great artists, architects and designers in history.			• Create sketch books to record their observations, use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) • Learn about great artists, architects and designers in history.
Core Knowledge	• Mix a variety of colours and know which primary colours make secondary colours. • Use a developed colour vocabulary. • Learn about the history of aboriginal art.		• Focus on the life and works of Francis Davies Millet. • Who was he, what was his connection with the Titanic? • Look at pencil sketches that he made and make observations. • Understand the difference between different pencil types			• Research the shape and form of Greek pottery. • Learn about how everyday life of the Ancient Greeks was represented through pot decoration.

Year A	Autumn 1	Autumn 2	Autumn 3	Autumn 4	Autumn 5	Autumn 6
			(e.g. H, HB and B) and which are most suitable for different purposes.			
Core Skills	- Experiment with different paint effects and textures. - Be able to replicate different aboriginal symbols within their own painting. - To mix desired colours as necessary.		- Experiment with pencils and other implements. - Draw for a sustained period of time at their own level. - Use different media to achieve variations in line, texture, tone, colour, shape and pattern.			- Construct a simple clay base for extending and modelling other shapes. - Join clay adequately and work reasonably independently. - Be able to paint their pottery using colours that were appropriate for the period.

Year B	Autumn 1	Autumn 2	Autumn 3	Autumn 4	Autumn 5	Autumn 6
Title of Unit	Egyptians (Death masks)	Amazing Oceans	Space	North America	Local area study – East Midlands Airport	Romans
N/C Objectives		- Create sketch books to record their observations, use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)		- Create sketch books to record their observations, use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	- Create sketch books to record their observations, use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of	

		Learn about great artists, architects and designers in history.		Learn about great artists, architects and designers in history.	materials (e.g. pencil, charcoal, paint, clay) Learn about great artists, architects and designers in history.	
Core Knowledge		- Technique study of watercolour artist Hokusai. - Understand a brief history of his background and his links to the ocean. - How he creates his pieces and the materials he uses.		- Learn about life of Andy Warhol. - Discuss influences on his art work – where did he get his ideas/inspiration from? - Understand his use of colour and how different colours complement each other. - Understand the term 'pop art' and the type of art and artists that would come under this umbrella.	- To understand the word collage and the techniques involved. - To understand how to create different effects (colour and texture) by their choices of collage material.	
Core Skills		- Increasing independence and creativity. - Choose paints and implements appropriately. - Recreate a piece in the style of another artist.		- Be able to create a printing block. - To use their printing block to create a repeating design. - To be able to choose appropriate colours to enhance their design.	- Be able to recreate important landmarks using collage materials. - Independently select the materials they need to complete their collage. - Create different textures and colours in their collage by their material selections.	

Year 5 & 6

Year A	Autumn 1	Autumn 2	Autumn 3	Autumn 4	Autumn 5	Autumn 6
Title of Unit	Engineering	World War II Drawing	Great Britain Painting	Vikings & Anglo Saxons	Arctic and Antarctic Textiles	Victorians
N/C Objectives		- To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing.	- To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including painting.		- To create sketch books to record their observations and use them to review and revisit ideas; - Learn about great designers in history.	
Core Knowledge		- Learn how famous artists developed their pieces of art by drafting initial ideas. - Learn to sketch drafts, editing and improving.	- Learn about the life of a famous painter (Damien Hirst) - Learn about the style of a famous painter (Damien Hirst) - Know which colours can be mixed to make other colours (and the colours they make.)		- Learn about the life of a great designer in history (Kurt Schwitters) - Learn about the style of a great designer in history (Kurt Schwitters)	
Core Skills		- Develop a range of sketching techniques using sketch books. - Using the appropriate sketching techniques to create a piece of art.	- Develop a range of painting techniques using sketch books. - Using the appropriate painting techniques to create a piece of art.		- Collect visual and other information to help them develop ideas. - Make thoughtful observations about starting points for their work	

Year 5 & 6

Year B	Autumn 1	Autumn 2	Autumn 3	Autumn 4	Autumn 5	Autumn 6
Title of Unit	World War 1 Digital	Volcanoes and Earthquakes	Mayans Sculpture	Stone Age to Iron Age	Fieldwork	Europe Expression
N/C Objectives	- To create sketch books to record their observations and use them to review and revisit ideas - Learn about great artists in history.		- To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including sculpture - Learn about great architects in history.			To create sketch books to record their observations and use them to review and revisit ideas
Core Knowledge	- Learn about the life of a famous photographer (David Bailey) - Learn about the style of a famous photographer (David Bailey)		Learn about style of the Mayans art with emphasis on sculpture.			- Understand that our designs and drafts will inform our final piece of art. - Choose the printing method appropriate to task. - Use sketchbooks to create designs for printing.
Core Skills	- Can plan, take and digitally process photographs for a creative purpose, working as part of a group. - Can plan and take photographs to provide content to be cut and pasted/superimposed		- Plan a sculpture through drawing and other preparatory work. - Develop skills in using clay inc, slabs, coils, slips etc.			- Explain techniques including, the use of poly-blocks, relief, mono and resist printing. - Choose the printing method appropriate to task.

Year B	Autumn 1	Autumn 2	Autumn 3	Autumn 4	Autumn 5	Autumn 6
Title of Unit	World War 1 Digital	Volcanoes and Earthquakes	Mayans Sculpture	Stone Age to Iron Age	Fieldwork	Europe Expression
	into other photographic images. • Can create simple images on photographic paper by placing shapes and materials on paper and fixing.		• Create sculpture and constructions with increasing independence.			