



# Art Policy on a Page:



## Curriculum Intent:

The intention of our Art curriculum is to ensure all pupils produce creative, imaginative work. Children at Parish are able to explore their ideas and record their experiences (beginning in EYFS in class portfolios and progressing to independent sketchbook work), as well as exploring the work of others and evaluate different creative ideas. In addition to this, children will progressively develop their confidence and proficiency in a variety of techniques including drawing, painting, 3D, printing, collage and digital media. They will also develop their knowledge of famous artists, designers and craft makers. We have chosen to deliver art thematically through religion/culture, curriculum links and art appreciation to encourage them to naturally become more curious about the world and retrieve key knowledge.



## Curriculum Vision:

**At Parish CE Primary School, our art curriculum fosters creativity, imagination, and self-expression in every child. Embracing diversity, we explore cultural art forms to ensure an inclusive experience. Guided by our Christian vision of "Learning and Growing Together in Faith, Hope, and Love," we integrate spirituality and values, encouraging reflection and meaningful expression. By linking past, present, and future, we help children understand art's evolving role and grow as confident, thoughtful, and creative individuals.**



## Curriculum Sequencing:

**Each year group will experience a topic based on an artist (with the exception of Y5&6 as they will complete a self guided project), religious/culture and a foundation subject link.**

**KS1, LKS2 and UKS2 will each explore 3D, collage, digital media, painting, textiles and printing.**

**Drawing will be present within every topic**

**Each of our Art topics follow the same structure including:**

**Gathering inspiration  
Exploring art media  
Developing understanding  
Recording responses  
Reviewing artwork  
Modifying  
Evaluating**

**Within each topic, all children will be drawing upon their ability to observe, imagine and use their memory.**



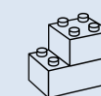
## Curriculum Progression:

**Our Art Progression Plan ensures that key disciplinary knowledge is built upon and revisited over time. Central threads permeate throughout the Art curriculum including techniques such as digital media, painting and collage with drawing acting as the 'golden thread' running throughout all art units. These are also incorporated within our Art curriculum milestones to ensure pupils 'know more, remember more and can do more'.**



## Reading as the Beating Heart

**Incorporation of reading across our art curriculum is at 'the beating heart.'  
Art Reading Spine available for each class.  
Vital vocabulary  
Use of bespoke knowledge organisers.**



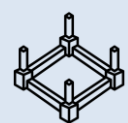
## EYFS As the Bedrock:

**Our bespoke EYFS knowledge planner for Art ensures a strong foundation for future study in Year 1 and beyond. Created by the EYFS team and Art subject champion (in conjunction with our Artist in Residence), it outlines essential knowledge and vocabulary while being adaptable to meet learners' needs and support the EYFS characteristics of effective learning.**

**The Art curriculum focuses on the Early Learning Goal of 'Expressive Art and Design' through continuous provision and includes assessment statements. Key learning enquiries—'Powerful Portraits,' 'Making Art,' and 'Exploring the Natural World'—prepare children for future artistic development alongside strong foundations in motor skill development.**



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## Strong Foundations:

Our Art curriculum clearly defines the knowledge and skills children need to learn from Nursery and Key Stage 1, guiding teachers in prioritising teaching and assessment. When weaknesses are identified, such as in fine motor skills or creative expression, staff are given time and training to adapt the curriculum and teaching methods. We focus on creative fluency, ensuring children build confidence gradually without overly complex expectations. The curriculum is designed to maximize learning time while keeping content purposeful and manageable. 'Speak It' opportunities are integrated to help children discuss their artwork, reflect on their choices, and use key artistic vocabulary.



## Inclusive Practice - Meeting the needs of all learners:

Our Art planning encourages metacognition and allows all children to engage at their own level. Knowledge organisers support pupils, while additional in-lesson support is tailored to individual needs. Modelling and scaffolding are key to helping children succeed. To reduce cognitive overload and ensure progress, 'Art Milestones' highlight essential knowledge for each stage of learning, as recommended for education recovery. These milestones often assist learners with SEND alongside the EEF's 'Adaptive Teaching' recommendations, providing explicit instruction, scaffolding, and flexible support.



## Teaching Pedagogy:

Our art curriculum is shaped by Rosenshine's Principles of Instruction, with a focus on review, modelling, scaffolding, guided practice, and checking for understanding. We follow a consistent 'QUEST approach' across the school, beginning each unit with a key question—even in Reception. Each unit includes a detailed knowledge planner outlining the sequence of learning, with lessons designed to build knowledge and skills progressively. Pupils regularly retrieve key substantive and disciplinary knowledge orally, reinforcing learning. Bespoke knowledge organisers support metacognition, and our curriculum intent is embedded through whole-school links and our 'Rainbow Promises.'



## Developing Cultural Capital:

Our art curriculum is shaped by Rosenshine's Principles of Instruction, with a focus on review, modelling, scaffolding, guided practice, and checking for understanding. We follow a consistent 'QUEST approach' across the school, beginning each unit with a key question—even in Reception. Each unit includes a detailed knowledge planner outlining the sequence of learning, with lessons designed to build knowledge and skills progressively. Pupils regularly retrieve key substantive and disciplinary knowledge orally, reinforcing learning. Bespoke knowledge organisers support metacognition, and our curriculum intent is embedded through whole-school links and our 'Rainbow Promises.'



## Rainbow Promises:

Within EYFS, we focus on 'Expressive Art and Design' through our Ateliers promotes independent exploration. From KS1, our bespoke QUEST approach to lesson delivery allows pupils to follow their own ideas and express themselves freely. Use of sketch books encourages perseverance in developing and improving work over a period of time. Intrinsic learning from mistakes is also celebrated.



## Staff CPD:

Our Art curriculum is designed to meet the needs of our school community through a collaborative staff approach, ensuring all staff feel confident in delivering high-quality lessons. A consistent knowledge planner supports staff subject knowledge, enabling them to teach with confidence. In recent years, all teaching staff have received tailored CPD, including training from local high school Art Heads of Department, a nationally renowned primary art specialist, and ongoing coaching from an Art specialist teacher. This has focused on modelling artistic techniques to build knowledge and confidence. The Art subject leader is part of the 'LDST Art Curriculum Network,' supported by 'School Improvement Liverpool,' with updates shared regularly to keep staff informed and supported.



## Assessment:

In Art, teachers assess against statements that correspond to the strand of Art being taught in that term. Drawing is the only skill that is assessed termly as it is woven within every Art topic. Assessment is formative throughout the unit of work, allowing all children to develop both their substantive and disciplinary knowledge.