



Trinity St. Peter's

Church of England Primary School

where children shine

Art and Design Curriculum Policy

Guided by Our Faith in Everything That We Say and Do

Our School Vision



At Trinity St. Peter's, we are driven by the belief that every child is a star. In partnership with our local and global community, we equip each child with the skills, values, and mindset to shine.

We are committed to creating a school where every child feels they belong, where differences are recognised and celebrated, and where every individual is valued. Our curriculum is innovative, inclusive, and engaging, inspiring a lifelong love of learning and high aspirations.

We nurture children's growth academically, socially, emotionally, and spiritually. Through personal development and opportunities for pupil voice and leadership, we empower children to shape their futures and make a positive difference in the world.

Together, as a community, we work to ensure equity, success for all, and a deep celebration of diversity, rooted in kindness, inclusion, and mutual support.

Art and Design Vision Statement:

Art and Design at Trinity St Peter's enables pupils to become confident artists, creators and evaluators who can express ideas, emotions and experiences creatively. Through purposeful and engaging projects, pupils develop technical skills, explore a range of materials and techniques, and gain an understanding of art's role in shaping culture and society.

Our Art and Design curriculum develops creativity, resilience and critical thinking, preparing pupils for later life in an increasingly visual and creative world. Pupils learn to think, create and evaluate as artists, applying their knowledge to meaningful contexts and expressing their ideas with confidence and originality.

Intent

The purpose of our Art and Design curriculum is to equip every child with the knowledge, skills and attitudes they need to thrive as artists and creative individuals.

We implement the National Curriculum to deliver a high-quality, engaging curriculum that inspires pupils to become creative and reflective thinkers. The curriculum is designed to develop children's understanding of the artistic process through exploring, creating and evaluating. We aim to foster a culture of experimentation and imagination, encouraging pupils to take risks, reflect on their work, and learn from mistakes. Pupils build knowledge of artists, techniques and materials, alongside developing practical skills across key areas such as drawing, painting, sculpture and design.

Our curriculum is designed to develop key learning behaviours for later life, including creativity, resilience, critical thinking and collaboration. Pupils are encouraged to take risks, explore ideas and reflect on their work in order to improve outcomes. Through this, they are prepared not only for the next stage of education but for life beyond school.

The curriculum is carefully structured using a progressive scheme (Kapow Primary) to ensure that pupils build on prior learning and achieve clearly defined end points.

Implementation

All of our children will have consistent access to a broad, balanced and high-quality Art and Design curriculum which will:

- Develop the creative, artistic and practical expertise needed to express ideas confidently and to engage successfully in an increasingly visual and creative world
- Build and apply a repertoire of knowledge, understanding and skills in order to create high-quality artwork and develop ideas using a range of materials and techniques
- Enable pupils to critique, evaluate and analyse their work and the work of others using appropriate artistic vocabulary
- Help pupils to understand the role of art and design in history and culture, and to develop their knowledge of artists, styles and creative disciplines
- Pupils study a diverse range of artists from different cultures, periods and backgrounds to broaden their cultural understanding.
- Sketchbooks are used as a working document where pupils explore ideas, practise skills and reflect on their artistic journey

In addition to this curriculum, we teach Art through the school's core values:

Service

With Christ at the centre, Art and Design is more than a subject; it is a way for children to reflect the creativity of God. Created in His image, we are called to be creators, innovators and thoughtful stewards of His world. Our Art and Design curriculum is rooted in the belief that every child has the potential to achieve excellence and express themselves through purposeful creativity. Through engaging and meaningful artistic experiences, children develop a sense of awe and wonder for the world around them and learn how art can be used to communicate ideas, celebrate diversity and contribute to their communities.

Hope

Learning through art empowers pupils to embrace challenge, persevere through setbacks and grow through reflection. By engaging fully in the creative process of exploring, creating and evaluating, children learn that mistakes are a valuable and necessary part of artistic development. Our Art and Design curriculum promotes a growth mindset, helping pupils understand that success is achieved through effort, resilience and thoughtful refinement. Through the curriculum driver of resilience, children are encouraged to take risks, experiment with ideas and develop confidence as creative individuals who see challenge as part of the journey.

Imagine

Our Art and Design curriculum is crafted to ignite curiosity and ambition in every child. We nurture imaginative thinking by encouraging pupils to explore ideas, experiment with materials and express their own interpretations of the world. Through exposure to a diverse range of artists, cultures and creative disciplines, children are inspired to think creatively, challenge ideas and begin to see themselves as artists and designers of the future.

Nurture

The curriculum provides a safe, inclusive and stimulating environment where children can express themselves, explore ideas and experience the joy of creating. Hands-on, creative learning supports positive mental health, emotional regulation and the development of self-belief. We believe that artistic expression and creativity are powerful tools for personal growth. By valuing each child's voice and encouraging collaboration, our Art and Design curriculum nurtures confidence, independence and wellbeing.

Enjoy

We want our children to enjoy the process and satisfaction that comes from being an artist. Pupils are guided through the process of exploring, creating and evaluating in order to produce artwork that reflects their ideas, experiences and understanding of the world. They are encouraged to take pride in their work and develop a sense of ownership over their creative outcomes. Learning about different artists, styles and techniques helps children to appreciate art and find enjoyment in the creative process.

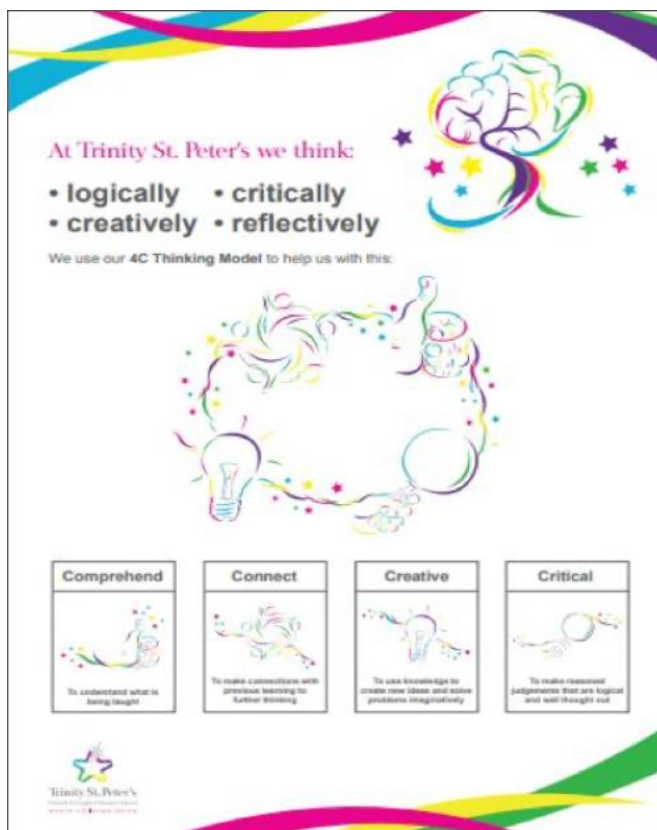
We support children in becoming happy, healthy individuals who feel safe, included and confident to succeed.

In summary, guided by British and Christian values, pupils are encouraged to be respectful, responsible and creative citizens. Through success, we raise aspirations and broaden horizons by helping children understand how creativity links to future opportunities. Carefully planned artistic experiences and exposure to a wide range of artists and creative careers provide inspiration, enabling pupils to aim high, believe in their abilities and see themselves as part of an ever-evolving creative world.

4C Thinking Model

We also embed the school's 4C Thinking Model into all Art and Design lessons.

The 4C Thinking Model (Comprehend, Connect, Creative, Critical) underpins all teaching and learning in Art and Design. It supports pupils in understanding new concepts, linking prior learning, generating ideas and evaluating outcomes. Teachers plan opportunities for pupils to think critically and reflect on their work throughout the design process. Thinking Maps are used where appropriate to support pupils in organising and developing their ideas.



Vocabulary is VITAL

Valued	We value vocabulary in Art and Design and it underpins everything we do.
Identified	Art and Design is identified by the subject leader and is explicitly planned for.
Taught	Vocabulary is explicitly taught in every lesson. Our knowledge organisers are used as a teaching tool for key Art and Design vocabulary and the Art and Design medium term plans include additional vocabulary to be taught.
Applied	Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment outcomes in Art and Design.
Learned	Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, children revisit and relearn key Art and Design vocabulary

We follow the STAR approach (**S**elect, **T**each, **A**ctivate, **R**evisit) to teach new or unfamiliar vocabulary.

 Our STAR Vocabulary is:	 What does it mean?
 How does this word connect to the topic?	 How can I remember it?

EYFS

Through an enriched range of hands-on and creative experiences, our youngest artists are exposed to the foundations of their Art and Design learning. Carefully planned art knowledge, skills and experiences are provided for our children. High-quality books, stories and visual stimuli are the beating heart of our Art and Design curriculum in EYFS. Art vocabulary is planned for, and staff act as role models in demonstrating this vocabulary, which is further enhanced through our rich and stimulating provision. The foundations of Art and Design learning in EYFS are carefully linked to Year 1 and beyond.

Both our staff and children are enthusiastic about Art and Design. Through ongoing CPD, we strive to ensure our teachers have expert knowledge of the subject they teach. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they can be recalled and applied fluently. This ensures that both substantive knowledge (e.g. artists, techniques, materials) and disciplinary knowledge (e.g. exploring, creating and evaluating) are developed effectively.

Combining the Kapow Primary scheme of work with our pedagogy ensures that lessons are carefully sequenced so that new knowledge and skills build on prior learning and lead towards clearly defined end points. Our Art and Design curriculum is supported by the Kapow Primary scheme, which provides a clear and progressive structure and ensures full National Curriculum coverage across all year groups. Kapow units are carefully sequenced to build knowledge and skills over time, focusing on key areas such as drawing, painting and mixed media, sculpture and three-dimensional work, and craft and design. Teachers use Kapow planning alongside professional judgement to adapt lessons to meet the needs of all pupils.

We firmly believe that all children should have full access, including those with additional needs, to our Art and Design curriculum. Lessons are adapted where appropriate to ensure all children can participate, succeed and express themselves creatively.

Sequence Structure

Art and Design sequence structure	
Phase 1 – Research and Experiment	• Prior Art and Design learning revisited • Introduction to a real artist, artwork or creative stimulus to inspire learning • Exploration of existing artwork, techniques and styles • Art outcome for the unit shared with children • Knowledge organiser introduced
Phase 2 – Plan and Create	• Medium-term planning to inform lessons • New art skills taught through modelling and practical exploration • Opportunities for pupils to experiment with materials and techniques • Vocabulary explicitly taught through Knowledge Organiser • Quality First Teaching
Phase 3 – Reflect	• Evaluate final artwork against success criteria or artistic intention • Identify strengths and areas for improvement • Reflect on skills, knowledge and creative process • Share and discuss outcomes with others using artistic vocabulary • Children know more and remember more

Lesson Structure

Each lesson, within the sequence, follows the structure so prior knowledge is constantly revisited and transferred to long term memory.

Art and Design lesson structure	
Phase 1 – Recap and Connect	• Recap previous learning and activate prior knowledge • Refer to Knowledge Organiser • Introduce and teach STAR vocabulary • Link to previous Art learning, artists and creative contexts
Phase 2 – Teach and Create	• Teach new knowledge and techniques through modelling • Opportunities for pupils to generate and develop ideas • Practical creation and exploration using a range of materials and techniques • Use of vocabulary in discussion, explanation and critique
Phase 3 – Evaluate and reflect	• Evaluate work against success criteria or artistic intention • Discuss what worked well and what could be improved • Use subject-specific vocabulary to explain ideas and creative decisions • Formative assessment to inform next steps

Sketchbook Expectations

To support pupils in understanding and engaging with the artistic process, a consistent colour dot system is used throughout sketchbooks. Each lesson objective is accompanied by a coloured dot representing a specific stage of the Art and Design process. This visual approach enables pupils to clearly identify where their learning sits within the wider artistic journey and helps them make connections between knowledge, skills and outcomes over time. The colour dot system promotes independence, supports pupils in reflecting on their progress, and ensures consistency in teaching, learning and assessment across the school.

Colour Dot Key:

- Orange – Research: Investigating artists, styles and generating initial ideas
- Red – Experiment: Exploring materials, techniques and processes through practical trial and error
- Green – Plan: Developing and refining ideas, preparing for a final outcome
- Yellow – Create: Applying skills and knowledge to produce artwork
- Blue – Reflect: Evaluating outcomes, identifying strengths and next steps, using artistic vocabulary

This consistent use of colour supports pupils in recognising the stages of their learning and reinforces the cyclical nature of the artistic process.

Each new unit begins with a clearly presented title page including the term (e.g. Autumn 1), the title of the topic, the subject (Art or Design and Technology), and a relevant image or visual stimulus.

Oracy in Art and Design

Opportunities for structured talk are embedded throughout Art and Design lessons. Pupils are encouraged to explain their ideas, justify their creative decisions and evaluate outcomes using subject-specific vocabulary. Teachers model and scaffold language through sentence stems such as:

- “I chose this because...”
- “This worked well because...”
- “Next time I would improve...”

This supports deeper understanding and strengthens pupils’ ability to think, reflect and communicate as artists.

Art and Design Long Term Plan

All our planning is based on our key principles and intent for our curriculum.

Year Group	Autumn	Spring	Summer
Reception	Drawing: Marvellous Marks	Painting and Mixed Media: Paint My World	Sculpture and 3D: Creation Station Focused Tasks
Year 1	Drawing: Exploring Line and Shape	Sculpture and 3D: Paper Play	Painting and Mixed Media: Colour Splash
Year 2	Craft and Design: Map it Out	Painting and Mixing Media: Life in Colour	Sculpture and 3D: Clay Houses
Year 3	Drawing: Developing Drawing skills	Painting and mixed media: Prehistoric Painting.	Craft and Design: Ancient Egyptian Scrolls
Year 4	Drawing: Exploring Tone, Texture and Proportion.	Painting and Mixed Media: Light and Dark	Craft and Design: Fabric of Nature
Year 5	Sculpture and 3D: Interactive Installation	Drawing: Depth, Emotion and Movement	Painting and Mixed Media: Portraits
Year 6	Craft and Design: Photo Opportunity	Drawing: Expressing Ideas	Sculpture and 3D: Making Memories

Progression Documents

A comprehensive set of progression documents from Kapow Primary supports teachers in understanding how knowledge and skills build from EYFS to Year 6. These documents ensure clear progression in drawing, painting, sculpture, craft and design, as well as the development of evaluation and critical thinking across the curriculum.

These are all accessed by staff through Kapow (and are not published in entirety here due to copyright reasons).

Year 2

Skills

- ✓ Talk about art they have seen using some appropriate subject vocabulary.
- ✓ Create work from a brief, understanding that artists are sometimes commissioned to create art.
- ✓ Create and critique both figurative and abstract art, recognising some of the techniques used.
- ✓ Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.

Knowledge

- ✓ Know that some artists create art to make people aware of good and bad things happening in the world around them.
- ✓ Know art can be figurative or abstract.
- ✓ Know illustrators use drawn lines to show how characters feel.
- ✓ Know artists try out different combinations of collage materials to create the effect they want.
- ✓ Know artists can use the same material (felt) to make 2D or 3D artworks.

National curriculum — end of KS1

- ✓ To use a range of materials creatively to design and make products.
- ✓ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- ✓ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- ✓ 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.

Assessment in Art and Design

Assessment in Art and Design is ongoing and based on pupils' ability to explore, create and evaluate, alongside their application of artistic knowledge and skills. Teachers assess pupils through:

- Observation during practical activities
- Discussion and pupil voice
- Evaluation of final artwork
- Review of sketchbooks and recorded outcomes

Assessment takes place at key points:

- Start of unit - prior knowledge and understanding
- During lessons - teacher observation and feedback
- End of unit - evaluation of final artwork and reflection

Assessment is used to inform future planning and ensure progression across year groups. Kapow assessment tools and guidance support teachers in making accurate judgements about pupils' attainment and progress in Art and Design. Kapow lessons follow a clear creative process which aligns with our whole-school Art structure of Explore - Create - Evaluate.

Subject Leadership and Monitoring

The Art and Design subject leader is responsible for monitoring the quality of teaching and learning across the school. This includes:

- Reviewing planning and curriculum coverage
- Conducting sketchbook and portfolio scrutiny
- Gathering pupil voice
- Monitoring progression and outcomes
- Supporting staff through CPD and guidance

Monitoring ensures that the Art and Design curriculum is implemented consistently and that all pupils receive a high-quality Art education.

Impact

Our well-constructed and well-taught Art and Design curriculum leads to strong outcomes. Our results reflect what our children have learnt. Our philosophy is that a broad and balanced curriculum leads to high-quality outcomes and the achievement of end points at the end of each key stage.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills, through a growth mindset approach, to confidently recall and apply artistic knowledge and techniques from their long-term memory.

The quality of our children's work, at every stage, is of a high standard. Pupils are able to confidently talk about their learning, explain their creative decisions and evaluate their work using appropriate artistic vocabulary. All learning is built towards an end point and, at each stage of their education, we prepare our children for the next stage.

We ensure all our children read to a stage-appropriate level and fluency through disciplinary literacy in Art and Design lessons.

The impact of the Art and Design curriculum is measured through the following:

- Assessment at the end of each unit of work
- Vocabulary and knowledge are assessed at the end of each lesson and at the end of each sequence
- Pupil voice
- Progress evident in children's sketchbooks and record of experiences
- Seeking views of parents where appropriate

Policy reviewed: 2025/26

Next review: 2027/28