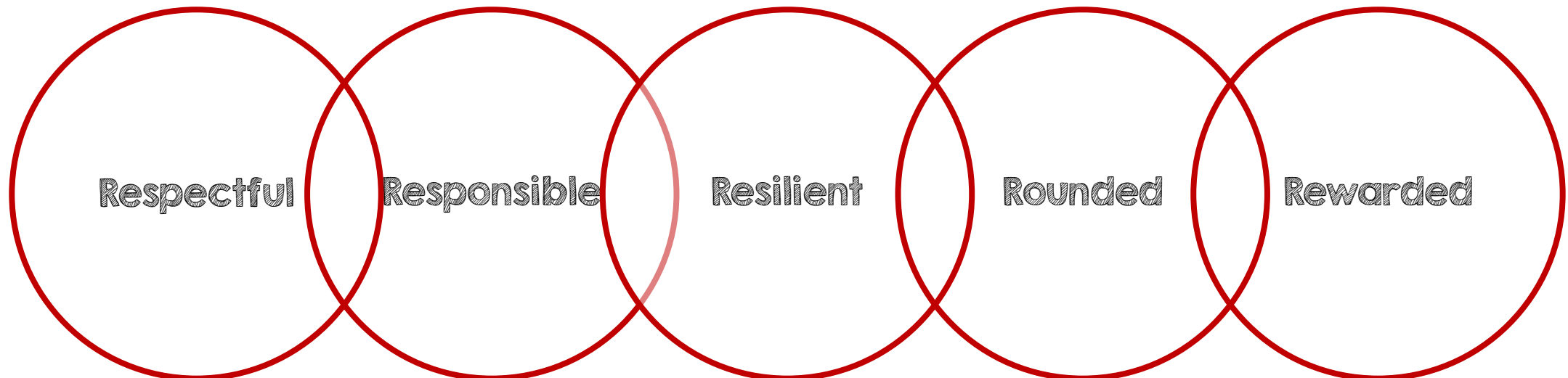
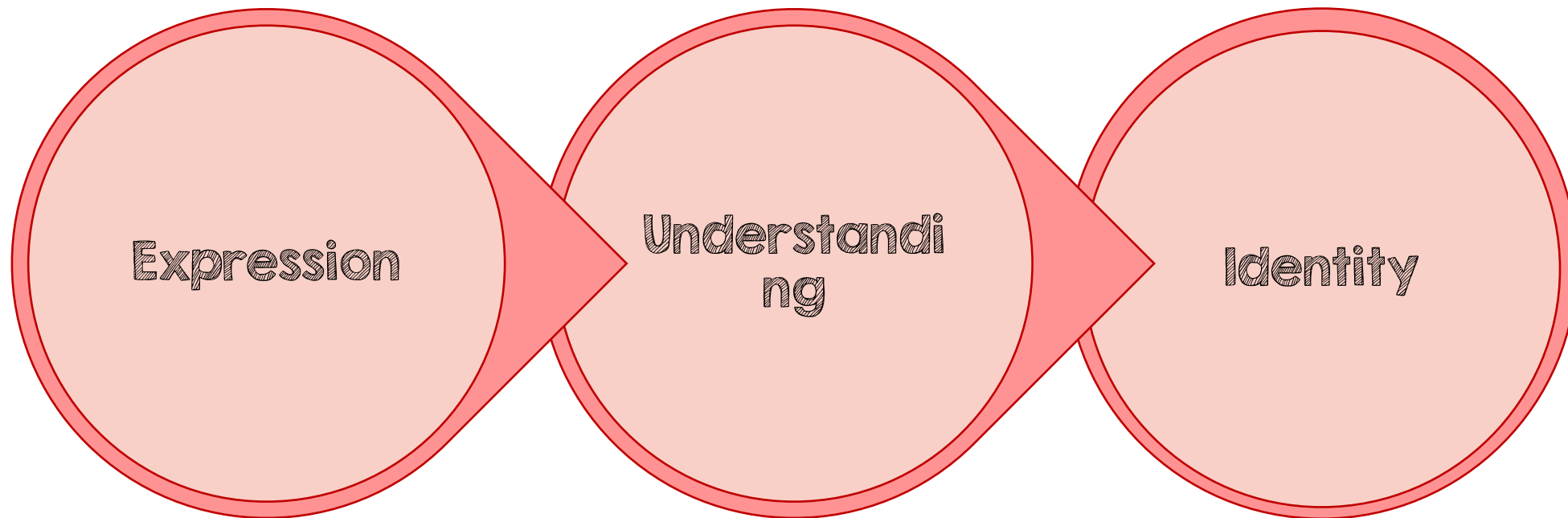




Highfields Academy and Nursery - Art



*“Art is a place for children to learn to trust their ideas,
themselves and to explore what is possible” - MaryAnn F
Kohl*





Art



Vision

At Highfields Academy, we nurture artists who confidently use a range of media, skills and rich artistic language to express their individuality, explore creativity and make meaningful cultural connections. Through an ambitious and well-sequenced curriculum, rooted in the study of diverse artists, pupils develop resilience, technical skill and reflective thinking.

Intent

- Provide a broad and balanced Art curriculum from Year 1 to Year 6 using the Primary National Curriculum for England 2024.
- Develop creativity, imagination and self-expression
- Provide visual, tactile and sensory experiences as a special way of understanding and responding to the world
- Explore ideas and meanings through the work of a range of artists, craftspeople and designers from different times and cultures and begin to evaluate and put forward own opinions in a reflective and respectful manner.
- Make informed judgements, aesthetic and practical decisions when creating their own artwork.

Implementation

- Each year group experiences Art for three half terms over the year..
- Pupils become proficient in drawing, painting, sculpture plus printing or textiles. Key elements of Art such as line, colour, shape, tone, form, space, texture and pattern are developed..
- Pupils produce creative work, exploring their ideas and recording their experiences. From year 1, children use sketchbooks to experiment and practise the different skills and techniques.
- Pupils evaluate and analyse creative works using the language of Art, Craft and Design
- Pupils learn about great artists, craft makers and designers, and understand the historical and cultural development of their Art forms.

Pupils use knowledge organisers and key vocabulary to express ideas and explain choices made.

Impact

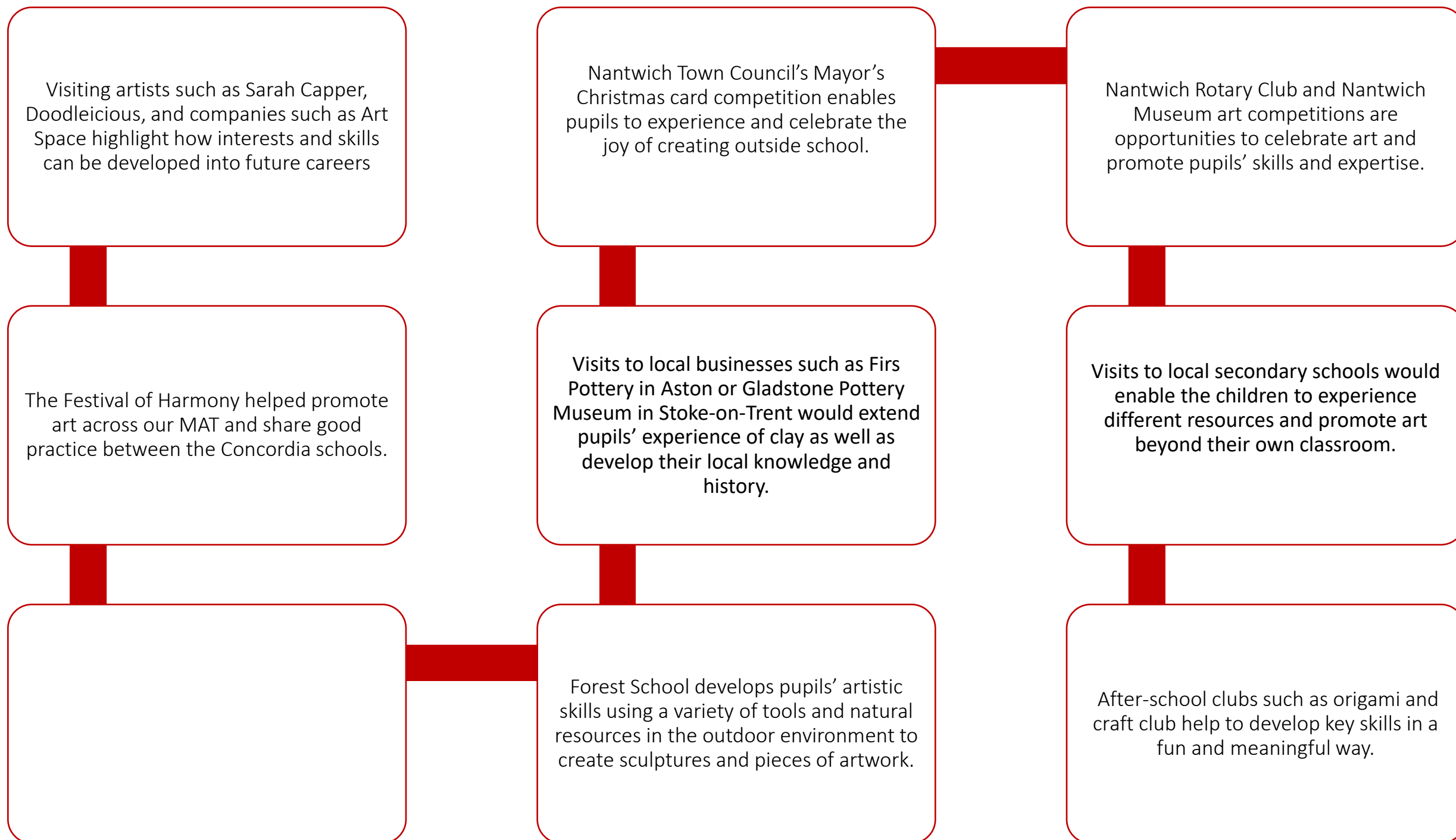
- High quality pieces of work and photographic evidence in Art sketchbooks highlight the progress made by all children, including SEND and disadvantaged pupils
- Through written reflections and pupil voice surveys, pupils confidently explain their ideas using developing technical vocabulary. They enjoy analysing their own and others' work and are supportive of each other.
- Pupil voice surveys highlight the enjoyment that the children get from Art projects. Pupils are keen to learn new skills and express themselves using different media. They grow in confidence as a result of their positive experience in Art lessons.
- Pupils feel that their views are valued and respected and take pride in their work.
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Art



Beyond The Classroom - Enrichment and Cultural Capital





Art



Action Plan - 2026-2027

Priority	Actions	Success Criteria	Who?	When?
1) Refine the Art curriculum and provide CPD in weaker areas	- Refine Art long term plan so that all objectives can be achieved in the time given. - Monitor and ensure Art objectives are completed and achieved in each year group each term and order resources. - Align progression document with the Art scheme of work and distribute to staff at start of Autumn term - Provide staff training in weaker areas such as printing and clay to progress skills through the school	- Evidence of Art lessons in Art sketchbooks once per term - Consistency in sketchbooks with inserts and links to the Art progression document - Increased confidence of staff delivering Art lessons - A progressive range of printing and clay skills evident in sketchbooks throughout the school	-Headteacher and Deputy Headteacher - Art Champion -Teaching staff	Implementation – Autumn 2026- Spring 2027- Summer 2027 -Monitoring – Autumn 2026-Spring 2027- Summer 2027
2) Develop Art knowledge organisers and introduce pupil evaluations	- Create exemplar Art knowledge organisers - Work alongside staff to develop own knowledge organisers which include key skills and vocabulary from Art progression document. - Model how pupils can reflect on their own work and include their own thoughts and feelings in sketchbooks	- Clear and progressive knowledge organisers evident in Art sketchbooks. - Children referring to and using key vocabulary in written reflections / evaluations and pupil voice surveys.	-Headteacher and Deputy Headteacher - Art Champion - Teaching staff	Implementation – Autumn 2026- Spring 2027- Summer 2027 -Monitoring – Autumn 2026-Spring 2027- Summer 2027
3) Ensure consistency in presentation of Art Sketchbooks	- Ensure staff are aware that exemplar work is available in files as well as inserts and links to the Art progression document. - Monitor sketchbooks once per term to ensure consistency and key points included such as links to artists within each project	- Knowledge organisers are included in sketchbooks - Inserts and links to progression document are evident - Links to artists are clearly visible.KS1 pupils may annotate artworks and KS2 pupils may add their own research.	-Headteacher and Deputy Headteacher - Art Champion -Teaching staff	-Assessments and teacher judgements – Summer 2027
4) Enhance enrichment in Art	- Research enrichment opportunities and provide suggestions for promoting Art outside the classroom going forward. - Develop wider opportunities (Perhaps Reception / KS1 craft club in addition to KS2 origami club)	- Increased pupil engagement and enjoyment - Positive pupil voice about Art through Curriculum Club - Pupils apply Art skills confidently beyond lessons	-Headteacher and Deputy Headteacher -Art Champion	Ongoing



Highfields Academy and Nursery



Our Monitoring Guide

Pupil Voice	Staff Voice/Wellbeing	Subject Leader
1) What have you been learning recently, and how does it link to what you learned before? 2) What helps you remember new things in this subject? Can you give an example? 3) Is there anything you find tricky in this subject, and what helps you when it feels difficult? 4) Do you feel you get to learn interesting and important things in this subject? Why? 5) How does your teacher help everyone -including those who learn differently- take part in lessons?	1) Do you feel confident teaching the key knowledge and skills in this subject? 2) What support would help further? 3) Is the curriculum sequence clear, manageable, and realistic for your class? 4) Which aspects of planning, resourcing, or assessment feel most time-consuming or challenging? 5) Do you feel you have the CPD or coaching you need to teach this subject well? 6) How manageable is the workload for this subject, and what would help reduce unnecessary pressures?	1) How do you ensure the curriculum in your subject is sequenced so that pupils build knowledge over time? 2) What does strong implementation of this subject look like across different classes and year groups? 3) How do you check that all pupils - including SEND and disadvantage- access the same ambitious curriculum? 4) What recent monitoring has shown strengths and areas for development, and how has this informed next steps? 5) How do you know pupils are remembering the key knowledge long-term in this subject?