



Art and Design

Vision: 'Every child an Artist'

Intent: What do we hope to achieve by teaching Art?

Binfield C.E. Primary School (V.A.) aims to develop creative, confident, and visually literate children by teaching fundamental skills (drawing, painting, sculpture, mixed media), exploring diverse artists and cultures, and fostering experimentation and critical thinking through a progressive, cross-curricular approach.

We focus on inspiring curiosity and equipping pupils with the tools to "think outside the box". We use Art and Design as a means of communication, spiritual development, and understanding diverse cultures.

We believe that the fundamental qualities of an artist include:

- The ability to use visual language skillfully and convincingly to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craftmakers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject

Implementation: How is Art organised and taught?

The Art curriculum is coherently planned and sequenced so that pupils build knowledge and skills sequentially and cumulatively.

The Reception Art Curriculum is based upon the Early Years Foundation Stage Curriculum and Development Matters Framework.

In YR the children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what the children see, hear and participate in develops their understanding, self-expression, vocabulary and ability to communicate through the arts. We ensure the frequency, repetition and depth of their experiences ensure they progress in interpreting and appreciating what they hear, respond to and observe.

The Art Curriculum for Years 1-6 is based on the National Curriculum. We have divided this into knowledge and context alongside skills that need to be taught, repeated and built upon over time so that the learning is progressively deepened.

We use a sequenced, spiral curriculum that builds on prior knowledge. The key elements include:

1. **The Formal Elements:** Progressing in line, colour, texture, shape, form, and space.
2. **Technical Proficiency:** Explicitly teaching drawing, painting, sculpture, and mixed media every year.
3. **Sketchbook Use:** Promoting sketchbooks as safe spaces for experimentation, risk-taking, and critical reflection rather than just final products.
4. **Diverse Artists:** Studying a broad range of artists—contemporary, historical, local, and international—to build cultural capital.



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The curriculum is designed to give pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life

Art lessons will normally be taught weekly (approx.30-45minutes) or as a block (i.e. several lessons together in a blocked period of time). We would normally expect a minimum of 10 hours/term to be spent on teaching Art. In addition to taught Art lessons in class, in some years the children experience an enrichment week which focuses on developing certain skills – the last Art Enrichment Week was in the Autumn Term 2024.

We welcome local artists into our school to give the children real world experience and inspire them to become sculptures, painters, printers, woodworkers, stone masons and digital artists.

'Power Tools for Learning'

'Power Tools for Learning' are at the heart of our school's curriculum and we are a recognised 'Advanced Thinking School' (Exeter University). 'Power Tools' are a range of skills, attributes and tools taught from Year R upwards, which support pupils in becoming more independent, thinkers and learners. They include: De Bono's Thinking Hats, Hyerle's Thinking Maps, Philosophy for Children, and Claxton's Learning Muscles. Furthermore, within our curriculum and assessment framework, Bloom's taxonomy (a model/hierarchy of thinking which starts at a simple level and becomes more complex) is integral, ensuring that deeper 'thinking and learning' is required as pupils advance through each milestone. Together, these support staff in ensuring that suitable cognitive challenges are integrated across the curriculum and that pupils are equipped with the skills to learn independently, beyond school. We aim to ensure that all pupils are well prepared for the next stage of their educational careers by the time they leave us in Year 6.

Impact: What difference does it make and how do we know?

In determining the impact of the Art curriculum, we are essentially asking the question, 'How well have pupils developed the fundamental qualities of an artist (as defined above in our **Intent**)?'

We use 2 main methods to determine this: 1. Assessment (quantitative) and 2. Feedback from the pupils, their parents and other stakeholders (qualitative).

1. Assessment

At Binfield C.E. Primary School (VA), we assess YR pupils using the EYFS 'Development Matters Framework'.

In YR, pupils are assessed using on-going observation and questioning from staff. Evidence is used to build up a picture of the child's achievements and level of independence over time and summative assessments are made each term. At the end of YR, a determination is made as to whether the child has met the Early Learning Goal.

For Years 1-6, we use regular assessment whilst teaching, revising and revisiting as necessary, ensuring that pupils 'keep up' rather than 'catch up'. Assessment is balanced between the process (how they make it) and the product (what they make).

Ongoing Formative Assessment is the most critical form of assessment and happens in every lesson.

This includes,

- "In the Moment" Feedback: Focus on verbal dialogue to provide immediate, specific guidance that moves learning forward without defacing work.
- Sketchbook Evidence: Use sketchbooks to track experimentation, risk-taking, and initial ideas.
- Art Talk & Questioning: Listen to peer-to-peer conversations. Are pupils using subject-specific vocabulary like texture, form, or composition?
- Observation: Watch how pupils handle tools and materials (e.g., mixing secondary colours in Year 2 or manipulating wire in Year 6)



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We use Summative Assessment to evaluate achievement at the end of a unit or term against specific "endpoints". This is achieved by a progression framework and self and peer evaluations, where we encourage pupils to critique their own work and that of their peers.

2. Feedback

We also value the feedback from the pupils themselves and from other stakeholders. These are captured informally (during lessons, after concerts/performances) but also more formally too e.g. through questionnaires, and comments submitted to the school.