



Art and Design at St. Paul's CE Primary School

Intent	
Our Art and Design philosophy is...	At St Paul's, we are committed to ensuring all children can access and enjoy art and design in an inclusive, supportive environment. We believe art is a vital part of every child's education, enabling them to explore ideas, express themselves, and flourish across the curriculum. We value diversity and ensure every pupil feels respected, represented, and able to participate, regardless of background, identity, ability, or starting point. We nurture creativity, imagination, curiosity, and reflection, recognising that children communicate and learn in different ways. Through meaningful artistic experiences, pupils develop confidence, independence, and pride in their unique voices, fostering a lifelong appreciation of the arts.
Implementation	
The curriculum for this subject area is designed using...	The National Curriculum Programmes of Study, our topic overview document and Access Art's split curriculum.
Curriculum coverage in this area is progressive. We ensure this by...	<p>We use our school-specific Art and Design Progression Framework to ensure learning builds progressively from EYFS to Year 6, enabling all pupils to develop their knowledge, skills and creative confidence over time.</p> <p>This is supported through the use of sketchbooks, which travel with pupils from Year 1 to Year 6, allowing them to revisit, reflect on and celebrate their learning journey.</p> <p>Staff are provided with clear unit overviews to support the effective planning, sequencing and delivery of high-quality Art lessons each term, ensuring all learners can access and achieve.</p> <p>Knowledge organisers are introduced at the start of each unit to support pupils in building on prior learning and developing subject-specific vocabulary in a structured and meaningful way.</p>
If a topic is repeated in various year groups, we ensure that learning builds on prior knowledge by...	The Art and Design Progression Framework maps skills, vocabulary and materials that develop across year groups, supporting all learners to make meaningful progress at an appropriate and ambitious level. It recognises diverse starting points, abilities and interests, ensuring every child can succeed and be challenged. Each pupil maintains a personal sketchbook, enabling teachers to understand prior learning, celebrate individual expression, and plan next steps. This continuity supports a

	rich, inclusive Art and Design journey where all pupils' ideas, identities and creative voices are valued and developed throughout school.
This subject links with the rest of our curriculum by...	<p>Making explicit links in teaching with other subjects. Particularly strong links exist with the topic overview themes- including specific links with History and Geography. Other ways in which we make links are:</p> <ul style="list-style-type: none"> ○ History – Researching artists and learning about artists ○ PSHE – How do people see themselves? How do people view the world? How can art be used as a way of expressing thoughts, beliefs and emotions? ○ RE – Comparing different religious paintings, discussing what is represented in the picture. ○ Computing – to create pictures using computing software and editing pictures.
Different year groups, and different abilities within a class, are catered for by...	<p>By following the Art and Design Progression Framework, teaching is adapted to ensure all pupils—regardless of age, ability, background, needs or interests—can access, participate in and succeed within the curriculum.</p> <p>This is achieved through a range of inclusive approaches, including scaffolded support, flexible grouping, and the use of accessible resources and equipment. Opportunities for pupil voice are embedded, enabling pupils to make choices, adapt outcomes and express their ideas within a shared theme in a safe and supportive environment.</p>
Trips, visits and the local community support this subject by...	<p>Trips to local secondary schools for enrichment activities Visits to art museums and art galleries Visiting artists from the local community Art and Design extra-curricular clubs Themed art days Art workshops</p>
The subject is monitored by...	<p>Planned Art and Design monitoring sessions provide supportive feedback to strengthen teaching practice. Inclusive pupil book studies help evaluate curriculum impact by reviewing a range of learners' work and talking with them about their ideas and experiences. These approaches ensure all voices are valued and help leaders understand how curriculum intent becomes lived learning, including knowledge retention, recall, and progression for diverse pupils across different abilities, backgrounds, and needs fully. The Universal Offer is also monitored during the teaching of Art and Design (when relevant).</p>
The subject is assessed by...	<p>Assessment takes place through teacher assessment, formative assessment is used as an ongoing tool to ensure future planning of lessons reflects each child's abilities.</p>
Staff development in this subject includes...	<p>Training for foundation subjects continues on a rolling programme of staff meeting sessions, with opportunities to liaise with teachers to share and observe good practice. Access art also offers CPD and workshop sessions.</p>
Impact	
In the Art and Design sketch books, you will see...	<ul style="list-style-type: none"> ○ Progressive build up of skills ○ Evidence of substantive art- including practical (art products) and theoretical (knowledge of art and its history). ○ Evidence of disciplinary art- knowledge of how quality and value have been expressed by experts. ○ Evidence of high expectations of work and pride in work

	<ul style="list-style-type: none"> ○ Artwork using a range of mediums ○ Artist studies ○ Key skills being taught as a build up to a final piece ○ Skills repeated and progressed to ensure that foundations are built upon
<p>What is the impact of our Art and Design curriculum?</p>	<p>All pupils are entitled to an engaging, high-quality Art and Design education that supports them to make sense of the world around them. Pupils are encouraged and supported to create with confidence, exploring their ideas, identities and experiences through a wide range of media and approaches.</p> <p>They are guided to discuss, evaluate and appreciate artwork using the language of art, craft and design, while encountering artists, makers and traditions from a diverse range of cultures and backgrounds.</p> <p>Through regular use of sketchbooks, pupils are supported to reflect on, revisit and develop their ideas over time, fostering independence, resilience and a sense of ownership over their learning.</p> <p>Pupils are taught to understand and apply key artistic principles—including line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective—in ways that are accessible and meaningful, enabling all learners to achieve and express themselves authentically.</p>