



Intent

At St. Bernadette we want our children to be imaginative and sensitive about the world around them. Art resources are sourced ethically through recycled materials where possible, in-line with our calling to care for God's creation. Our Art curriculum has been developed by staff to ensure full coverage of the National Curriculum (2015) while nurturing their talents and imagination to express themselves creatively. We are committed to providing a stimulating, engaging and challenging learning environment.

Here at St. Bernadette, we follow the National Curriculum (2015) using the Kapow Primary Scheme to support our Art teaching. Topics are taught all the way through to Y6 as part of a spiral curriculum which we believe gives children the opportunity to constantly develop and build upon existing skills.

At its core we believe the teaching of Art is all about creativity. Children should not only enter into lessons feeling excited and engaged but should also leave these lessons and topics with a desire to know and learn more. By allowing every child freedom within a framework of Art teaching, we are not only allowing them to take ownership of their learning but also the opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history.

Through our teaching we hope to instil a lifelong love and appreciation for Art. This is actively planned for and taught in every classroom throughout the School to support each child to make links and build upon the knowledge they already have.

Through our Art teaching we hope to achieve the following:

- Children are delivered high quality Art lessons regularly.
- Children know how to use a range of appropriate resources safely.
- Children are engaged in interactive Art lessons.
- Children are inspired through the Artistic knowledge and experiences they gain.
- All children engage in practical activities that develop Working Art Skills.
- Knowledge and skills are not just gained but built upon.
- Teachers are confident and have good subject knowledge.
- Progression through the School is clear.
- The school's art assessment system supports progress.

We use the Kapow Primary's Art and Design scheme of work in school to support teachers to inspire children and develop their confidence to experiment and invent their own works of art. The scheme is developed by experts in their field and designed to support pupils to meet the national curriculum end of key stage attainment targets and the National Society for Education in Art and Design's progression competencies.

Foundational Skills

For the **Early Years Foundation Stage (EYFS)**, foundational art skills focus on exploration, creativity, fine motor development, and self-expression rather than technical accuracy. These skills are usually developed through play-based and sensory-rich activities.

In **Key Stage 1 (KS1)**, art builds on the exploratory learning from EYFS and begins developing more deliberate artistic skills, knowledge, and vocabulary. Children are encouraged to experiment, observe closely, and communicate ideas through a range of media.

In **Key Stage 2 (KS2)**, children deepen and refine the foundational skills introduced in EYFS and KS1. The focus shifts toward greater control, creativity, evaluation, and understanding of artistic techniques, processes, and artists.

Implementation

Art is taught consistently, once a week for half of each term, alternating with Design and Technology. Whenever possible it is taught in context to other areas of the curriculum. For example, with maths; repeating patterns and 2D/3D shapes, History; Great Fire of London.

Each of our lessons follow our common format:

Revise- FFB	Four From Before- Children complete this at the beginning of a lesson. FFB is four questions based on knowledge each child should have; from their current topic, previous topics in the academic year and the School years prior.
Teach	The teacher introduces new learning making links on a foundation of prior knowledge and vocabulary to support and teach all pupils.
Investigate/ Research	Children used new learned skills along with existing ones to explore and justify what they have learnt.
Demonstrate/ Apply	Children rationalise their new knowledge and learning by applying it either in their investigative or research based work or written activity.
Extend	Children are given the opportunity to extend and transfer their learning in the form of a green challenge.

The curriculum is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks

- Makings skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

The lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the national curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows children to revise and build on their previous learning.

Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

Our annual curriculum mapping shows how the units cover each of the strands and their National Curriculum attainment targets. Our Progression of skills and knowledge shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage. It also shows how knowledge builds in the formal elements of Art.

The units are fully scaffolded and support age appropriate sequenced learning, and are flexible enough to be adapted to form cross-curricular links within our school's curriculum and with local and national event opportunities. Creativity and independent outcomes are robustly embedded into the units, supporting children in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the children.

Impact

Our curriculum is designed in such a way that children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

Our children should leave St Bernadette equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 3 and beyond. The expected impact of following our Art and Design curriculum is that children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the national curriculum for Art and design.