Radford Academy
A L.E.A.D. Academy

Radford Academy

Art

Curriculum

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Art at Radford Academy

Vision:

At Radford Academy, we aim to deliver a well-sequenced and high-quality art curriculum that deepens children's engagement with the visual arts and provides meaningful opportunities for creative expression. Through exploring a wide range of artists, cultures, media and techniques, pupils develop their creativity, originality and independence while building confidence in their own artistic abilities. Children are encouraged to experiment, take creative risks and reflect on their work, developing resilience and critical thinking as they refine their ideas. Art enables pupils to express themselves, communicate their thoughts and emotions, and appreciate the diversity of artistic traditions from around the world. By the end of their primary education, children will have acquired the knowledge, skills and vocabulary to create, evaluate and appreciate art, leaving them with a lifelong appreciation of creativity and the arts.

Intent

- To teach the content of the National Curriculum in an engaging and purposeful way that inspires children to develop a lifelong appreciation of art, craft and design while nurturing their creativity, originality and independence.
- To provide opportunities for children to explore, experiment and express their ideas, thoughts and emotions through a wide range of media, materials and techniques, enabling them to develop confidence in their own artistic abilities.
- To develop children's knowledge and understanding of significant artists, designers and craftspeople from a range of cultures, periods and traditions, helping them appreciate the diversity and impact of art in the world around them.
- To develop children's skills in drawing, painting, sculpture and other artistic disciplines through observation, imagination, evaluation and reflection, encouraging them to take creative risks and refine their work over time.
- To provide rich first-hand experiences wherever possible, including the use of high-quality resources, technology, visits and workshops, enabling children to engage with art in meaningful and memorable ways.
- To equip children with lifelong creative skills that can be applied across the curriculum and beyond, fostering resilience, problem-solving, critical thinking and confidence in expressing themselves through the visual arts.

Substantive Knowledge

Substantive knowledge, in the primary curriculum for art, refers to the essential knowledge that pupils are expected to learn and understand about artistic techniques, materials, processes, and the work of significant artists, designers and craftspeople. At Radford, this knowledge is carefully sequenced to build progressively throughout the curriculum, enabling children to develop an understanding of how art reflects and shapes cultures, societies and individual expression. Through revisiting key concepts, vocabulary and artistic disciplines, children make meaningful connections between artists, styles, techniques and historical periods, developing the confidence to analyse, create and evaluate artwork with increasing depth and independence.

Disciplinary Knowledge

Disciplinary knowledge is the procedural knowledge of how artists create, refine and evaluate their work, and how art is interpreted, discussed and appreciated. It enables pupils to develop the skills of observation, experimentation, drawing, painting, sculpture and design while making informed creative decisions. Through studying and responding to the work of artists, designers and craftspeople, children learn to analyse, compare and evaluate artwork using subject-specific vocabulary. This supports them in understanding how artistic ideas are developed, how meaning can be communicated through visual language, and how art reflects different cultures, experiences and perspectives.

EYFS

In EYFS, children begin to develop the foundational knowledge, skills and attitudes that support future learning in art. Through the *Expressive Arts and Design* area of learning, children are encouraged to explore, experiment and create using a wide range of materials, tools and techniques. They investigate colour, texture, shape, form and pattern while developing fine motor control, imagination and confidence in expressing their ideas.

Children are given regular opportunities to draw, paint, print, build, sculpt and model, responding to their own experiences, stories, music and the natural world. They begin to talk about their creations, share their ideas and appreciate the work of others, establishing the creative vocabulary and artistic behaviours that provide the foundation for the art curriculum in Key Stage 1 and beyond.

Key Stage 1

In Key Stage 1, children build on the creative foundations established in EYFS by developing their knowledge of the formal elements of art, including colour, line, shape, pattern, texture and form. They begin to use a wider range of materials, tools and techniques with increasing control and confidence, while experimenting with drawing, painting, printing, collage and sculpture.

Children are introduced to the work of significant artists, designers and craftspeople, learning to recognise different styles and discuss similarities and differences using subject-specific vocabulary. Across the key stage, pupils develop their ability to observe, create and evaluate artwork, reflecting on their own work and that of others to refine and communicate their ideas.

Key Stage 2

In Key Stage 2, children build on the knowledge and skills developed in Key Stage 1 by refining their artistic techniques and deepening their understanding of art, craft and design. From Years 3 to 6, they develop greater confidence and control when using a wide range of media, materials and processes, making increasingly thoughtful choices to communicate their ideas.

Pupils study the work of a broader range of significant artists, designers and craftspeople from different cultures and historical periods, analysing and comparing styles, techniques and artistic intentions. They use subject-specific vocabulary to evaluate their own work and that of others, reflecting critically and refining their ideas to produce increasingly ambitious and personal outcomes.

By the end of Key Stage 2, children demonstrate independence, creativity and resilience, applying their knowledge and skills to create purposeful artwork while developing a deeper appreciation of the role of art in society and throughout history.

Implementation

Roles and Responsibilities

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the Art curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The appropriate amount of time is provided for teaching the required elements of the Art curriculum and is reviewed by the governing body.
- The school's procedures for the assessment of Art meet all statutory requirements.
- The governing body is fully involved in decision-making processes that relate to the Art curriculum.
- The governing body is advised on whole-school priorities for Art in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND), ensuring that all pupils can access and succeed in the Art curriculum.

The Art Subject Leader will:

- Provide professional leadership and management, ensuring staff knowledge of art, craft and design, including key artists, techniques and processes, is kept up to date.
- Ensure the taught Art curriculum is engaging, age-appropriate, challenges all pupils and meets the aims of the National Curriculum.
- Secure high-quality teaching of Art, including the quality of medium- and long-term planning.
- Ensure high-quality resources, materials and opportunities, including visits, workshops and the use of local galleries, artists and community links where appropriate, are available and used effectively.
- Improve standards of learning and achievement for all pupils in Art.
- Promote Art across the school through displays, enrichment opportunities, competitions and celebration of pupils' work.
- Monitor the quality of teaching, learning and assessment to ensure consistency and progression across the school.
- Ensure that this policy is adhered to.

Teachers will:

Teachers will adhere to this policy and ensure that the Art curriculum they provide is consistent with the aims of this policy. They will plan and deliver high-quality lessons that develop pupils' knowledge, skills and creativity, provide opportunities for experimentation and reflection, and ensure all children make progress regardless of their starting points.

Lesson design

The lesson design should be demonstrated as follows.

- Start the unit introducing the composite question.
- The first lesson will focus on sketching (usually from observation) linked to the theme.
- The second lesson will focus on understanding the artist and artwork.
- Sub questions of enquiry which will build towards answering the composite question. These will be delivered using the agreed lesson design format: Link it, discover it, Think together, practice, apply, revisit
- The last lesson will be where the children answer the composite question through a final piece of art.

Inclusion

1. Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging learning opportunities for pupils of all abilities, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an Additional Language (EAL)

a) Teachers plan lessons so that pupils with SEND can access every aspect of the Art curriculum wherever possible, ensuring there are no barriers to participation, creativity or achievement. Appropriate adaptations, resources and levels of support are provided so that all pupils can develop their artistic knowledge, skills and confidence.

b) Teachers take into account the needs of pupils with EAL by planning lessons that develop both artistic and subject-specific vocabulary alongside practical experiences. Visual resources, modelling, collaborative learning and the effective use of technology support pupils in accessing the curriculum and expressing their ideas.

c) For further information, please refer to the school's SEND Policy.

Impact

At Radford Academy, our pupils will have:

- Developed creativity, confidence and independence as artists, using a range of techniques, materials and processes to express their ideas with increasing skill and originality.
- Become reflective and resilient learners who can analyse, evaluate and refine their own work and that of others using appropriate artistic vocabulary.
- Gained a secure knowledge and appreciation of significant artists, designers and craftspeople from a range of cultures, historical periods and traditions, understanding the impact of art on society and the wider world.
- Developed their cultural capital through high-quality enrichment opportunities such as visits to galleries, museums, workshops and opportunities to work with artists and experience art first-hand.
- Acquired a rich artistic vocabulary that enables them to confidently discuss, interpret and evaluate artwork and communicate their own creative intentions.
- Developed high aspirations and an awareness of the wide range of creative careers within the arts, design and the creative industries.

How are our school values visible in our Art Curriculum



Children at Radford Academy develop a sense of belonging through the Art curriculum by:

- Exploring and celebrating their own identity, family, culture, heritage and personal experiences through creative expression.
- Learning about a diverse range of artists, craftspeople and designers from different cultures, backgrounds and time periods, helping children to value both their own and others' contributions to the world of art.
- Creating artwork inspired by the local community, environment and history, fostering a sense of pride and connection to the area in which they live.
- Providing opportunities to work collaboratively on shared art projects, encouraging teamwork, respect and a sense of belonging within the school community.
- Encouraging children to express their ideas, emotions and individuality in a safe and supportive environment, building confidence and self-esteem.
- Reinforcing British values through respectful discussion of different artistic viewpoints, promoting democracy, individual liberty, mutual respect, tolerance and appreciation of diversity.
- Celebrating diversity and promoting the protected characteristics by studying artists from a wide range of backgrounds, including women, artists with disabilities, and artists from different cultures, faiths and communities, helping children recognise that everyone has a valuable contribution to make.



Children at Radford Academy are taught aspiration through the Art curriculum by:

- Allowing children to develop the knowledge, skills and techniques of an artist through a carefully sequenced progression of artistic skills and creative processes.
- Introducing children to a diverse range of artists, designers, architects and craftspeople, including successful women and individuals from a variety of cultures and backgrounds, helping them to see the wide range of creative careers available.
- Encouraging creativity, resilience and independence by teaching children to experiment, take risks, refine their work and learn from mistakes.
- Developing critical thinking, problem-solving and decision-making skills through planning, creating, evaluating and improving their artwork.
- Building confidence by providing opportunities to showcase and celebrate their artwork, inspiring children to take pride in their achievements and recognise their potential.
- Helping children understand how artistic skills can be applied across a range of future careers, including design, illustration, architecture, fashion, animation, digital media and the creative industries.



Children at Radford Academy are taught self-discipline through the Art curriculum by:

- Engaging in the creative process with focus and perseverance, developing the ability to plan, create, evaluate and refine their work independently.
- Managing their own ideas, materials and techniques when completing artistic tasks, making thoughtful decisions about how to achieve their intended outcome.
- Developing resilience by embracing challenges, learning from mistakes and responding positively to feedback to improve their work.
- Managing their time effectively when completing creative projects, ensuring each stage of the artistic process is given appropriate attention.
- Taking responsibility for using and caring for art equipment and resources safely and respectfully.
- Ensuring that learning behaviours are in line with the Behaviour Curriculum and Pedagogy Policy, demonstrating respect, responsibility and a positive attitude towards learning.



Children at Radford Academy are taught interaction through the Art curriculum by:

- Providing opportunities for oracy and partner talk through discussions, collaborative projects, peer feedback and presentations about their artwork.
- Encouraging children to ask and answer questions about artists, artworks and creative processes, helping them to develop curiosity and deepen their understanding of art.
- Using subject-specific vocabulary and modelled sentence stems to support children in discussing, evaluating and explaining artistic techniques, choices and outcomes.
- Creating opportunities for children to work collaboratively, sharing ideas, respecting different viewpoints and learning from one another throughout the creative process.
- Encouraging children to reflect on and respond constructively to the work of others, developing communication skills, confidence and mutual respect.



Children at Radford Academy are taught curiosity through the Art curriculum by:

- Having access to enrichment opportunities, including visits to galleries and museums, workshops, visiting artists and the use of high-quality resources and technology to inspire creativity and curiosity about art.
- Providing opportunities to ask questions about artists, artworks, materials, techniques and the creative process, encouraging children to investigate and explore new ideas.
- Building on prior learning by making links between artists, styles, techniques and cultures, fostering a sense of awe and wonder about the diversity and possibilities of art.
- Encouraging experimentation with a wide range of media, tools and techniques, inspiring children to take creative risks and discover new ways of expressing themselves.
- Exposing children to artwork from different cultures, historical periods and contemporary artists, promoting curiosity about the world and the role of art within it.

Whole School Art Progression

Concept		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making	Drawing	See below. Art particularly links with the physical development and expressive arts and design strands of the EYFS	• Exploring mark making • Using 2D mathematical shapes to draw • Experimenting with line	• Exploring drawing techniques • Applying tone to create form • Developing skill and control with art materials including blending pastels	• Identifying and representing subject matter • Using geometry and tonal shading • Drawing from observation • Drawing with charcoal	• Creating geometric and mathematical drawings • Still life drawing with tone	• Drawing from observation • Drawing using the continuous line method • Using 2D drawings to develop ideas for 3D work • Drawing from different perspectives • Creating detailed drawings • Drawing using mathematical processes	• Creating detailed portraits chiaroscuro techniques • Developing the continuous line technique • Drawing for expression • Sketching methods • Still life using charcoal • Drawing using a negative medium, identifying areas of light and dark
	Colour		• Mixing primary colours to create secondary colours	• Mixing, refining and applying more sophisticated colours	• Making own paint from natural pigments • Creating tints and shades			• Developing colour mixing and tonal shading with colour • Painting in an impressionist style
	Painting		• Developing skill and control with painting	• Improving painting skills, developing skill and control when painting	• Developing ability to control the tonal quality of paint	• Developing technical mastery of painting skills • Use a range of different strokes and shades	• Further improving skill and control when painting	• Further improving skill and control when painting • Creating tonal paintings

Concept		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Materials		• Using a range of materials and printmaking techniques • Creating textured pieces	• Using a range of materials to design and make products	• Using a range of methods and materials to create puppets	• Making art from recycled materials • Printing using different materials • Learning how to present and display works of art	• Using recycled materials within mixed media art • Selecting materials for a given purpose	• Creating photomontages, focussing on composition • Using polyprint tiles to create repeating printed patterns • Creating digital art using photography to create abstract and self-portrait pieces
	Craft		• Clay etching • 2D Printing	• Craft Weaving • Using 3D clay to create 2D printed patterns and sculptural forms	• Weaving using paper and other materials • Tie dying • Sewing	• Showing creativity in their choice of materials and composition • Creating sculptures		• Expressing an idea or emotion through 3D clay sculpture • Creating 3D sculptural forms for a purpose
Generating Ideas	Sketchbooks		• Teacher led idea modelling through discussion • Sketchbooks may be used voluntarily to record thoughts and ideas and experiment with materials	• Teacher led idea modelling through discussion and sketching • Sketchbooks may be used voluntarily to record thoughts and ideas, develop skills and experiment with materials	• Using sketchbooks to generate ideas and observations • Expressing thoughts and observations in sketchbooks • Making records of experiments with various materials	• Using sketchbooks for planning and refining ideas • Recording ideas for materials and composition • Developing skill and technique using various media in sketchbooks	• Working collaboratively to explore ideas for meeting a design brief • Developing and discuss ideas through sketches • Enhancing knowledge of skill and technique using various media in sketchbooks	• Developing and discuss ideas through sketches • Make personal investigations of interests and record observations in sketchbooks • Record experiments with various media and try out techniques and processes in sketchbooks before applying them

Concept		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Inspiration from others		• Generating original ideas by looking at other artists' work	• Developing original artwork from other sources • Studying natural forms in the world around them and relating it to their own artwork	• Expressing original thoughts and ideas about the art of others	• Using literary sources to convey ideas through art	• Using the work of artists' to explore own ideas • Expressing ideas and feelings about familiar products	• Learning ways that artists represent their ideas through painting • Developing personal, imaginative responses to a theme
	Creating Original Artwork		• Exploring ideas through practical activities • Creating original patterns and designs	• Working instinctively with clay to create unique designs • Representing themselves through art • Creating art on themes of personal interest	• Representing themselves and their family through their art • Controlling materials to achieve a desired effect	• Expressing thoughts and feelings through tactile creation of own work • Manipulating composition and materials to achieve a desired effect • Representing ideas from multiple viewpoints and perspectives	• Designing new architectural forms to satisfy their own ideas and intentions • Designing and inventing new products • Linking artwork to literary sources • Creating ideas for inventions for a purpose	• Expressing ideas about art through messages, graphics, text and images • Producing personal interpretations of cherished objects • Expressing their own ideas and feelings through pattern • Creating imaginative and expressive 3D forms to convey meaning

Whole School coverage document

Key Stage One				
Subject Content from the Programme of Study	**What are our art themes or unit titles?** (Content may be split between themes or units)	**When are pupils being taught this?**	**Links with other subjects**	**Opportunities for pupils to apply basic skills**
Pupils should be taught to use a range of materials creatively to design and make products.	Y1. Landscapes Y1 Imagination Y2 African mud huts	Spring 1 Summer 2 Spring 1	Geography Science Geography	Line control Cutting and joining
Pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Y1. Self portrait Y1. Landscapes Y2 African mud huts Y2 Fruit still life	Autumn 1 Spring 1 Spring 2	PSHE Geography Science	Line control Observation
Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Y1. Self portrait Y1 Landscapes Y2 African mud huts Y2 Fruit still life	Autumn 1 Spring 1	PSHE Geography	Vocabulary
Pupils should be taught 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.	Y1. Self portrait Y1 Geography Y2 African mud huts Y2 Superhero printing	Autumn 1 Spring 1 Summer 2	PSHE Geography	Writing

Key Stage Two				
Subject Content from the Programme of Study	**What are our art themes or unit titles?** (Content may be split between themes or units)	**When are pupils being taught this?**	**Links with other subjects**	**Opportunities for pupils to apply basic skills**
Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas.	All units Y3 – Andy Warhol packaging, Cave art, Rainforest drawings Y4 – Fothergill buildings, Watercolour landscapes, Clay animals Y5 – Hundertwasser houses, Paul Nash landscapes, Henry Moore sculptures Y6 – Hannah Hoch collages, Frida Kahlo portraits, Still life printing	Autumn 1/ Spring 2/ Summer 1 Autumn 1/ Spring 1/ Summer 2 Autumn 1/ Spring 1/ Summer 2 Autumn 2/ Summer 1/ Summer 2	Science/ History/ Geography History/ Science History PSHE	Shape/ Writing Writing Writing Writing
Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	All units – see above			
Pupils should be taught about great artists, architects and designers in history.	All units – see above			

Foundation Stage Overview

The Foundations for Art in the Early Years

In the Early Years at Radford Academy, children develop the foundations for art through **exploring, experimenting, creating and expressing themselves**. Art is closely linked to children's natural curiosity and provides opportunities for them to develop their imagination, confidence and understanding of the world around them.

The **Early Learning Goals (ELGs)** provide important foundations for children's development in art, particularly through **Expressive Arts and Design**, as well as Physical Development, Communication and Language and Literacy.

- **Creating with Materials:** Children explore and use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They begin to make choices about the materials they use and develop increasing control over how they use them.
- **Being Imaginative and Expressive:** Children use their imagination to express their ideas and experiences through drawing, painting, collage, sculpture and other creative activities. They begin to represent their thoughts, feelings and experiences through their artwork.
- **Physical Development:** Developing fine motor skills through activities such as drawing, painting, cutting, joining, moulding and manipulating materials helps children develop the control and coordination needed for later art skills.
- **Communication and Language:** Children develop their ability to talk about their artwork, describe what they have created and share their ideas with others. They begin to use a growing vocabulary to talk about colours, shapes, textures, materials and techniques.
- **Literacy:** Drawing and mark-making provide important early experiences that support children's understanding that marks can communicate meaning. Children begin to use drawings and symbols to represent their ideas and experiences.

The Early Years provides children with the **knowledge, vocabulary, skills and confidence that form the foundations for the Art curriculum in Key Stage 1**. Through carefully planned opportunities to explore and create, children begin to understand that they can use art to communicate, express themselves and make sense of the world around them.

How do we assess in Primary Art?

During the lesson sequence

The lesson design sequence enables teachers to assess children's knowledge, understanding and practical skills at three planned points. Teacher assessment is continuous throughout the lesson through observation, discussion and feedback as children engage in the creative process.

- The first point of assessment is during the Link It activity. This activity revisits previous knowledge, vocabulary, artists or techniques and links to the key concepts within the Art curriculum to ensure children have retained prior learning. If it is clear that the majority of children have not retained previous learning, the teacher will revisit and model the key concepts before moving on. If only a small number require further support, this will be addressed during the lesson through targeted teacher intervention.
- The second point of assessment takes place after the Practise It stage of the lesson. Children demonstrate their understanding by applying a new skill or technique and answering carefully planned retrieval or vocabulary questions through discussion, mini whiteboards or quizzes where appropriate. Teachers also assess children's practical application through observation. If the majority of children are not yet secure, the teacher will revisit the teaching before moving on. Where only a small number require support, they will receive additional guidance and modelling.
- The final assessment point occurs during the Review It stage. Children reflect on their artwork, evaluate the effectiveness of the techniques they have used and respond to questions about their learning using appropriate artistic vocabulary. Teachers identify any children who require further support, and these pupils receive additional pre-teaching or intervention before the next lesson in the sequence.

After the unit

At the end of the unit, children independently produce a final piece of artwork that demonstrates the knowledge, skills and techniques taught throughout the sequence. They also evaluate their work, explaining their artistic choices using subject-specific vocabulary. Teachers assess children's work against the intended learning outcomes, considering both the application of artistic skills and their understanding of artistic concepts. Judgements are recorded on DCPro. Children who have not yet achieved Age-Related Expectations (ARE) are identified so that appropriate support and opportunities for further practice can be planned.