

Subject Leader Curriculum Overview – Art

INTENT	Stenson Fields Primary: CARES Curriculum				
	Caring	Achieving	Respecting	Enjoying	Supporting
	An inclusive curriculum, where children learn to build positive relationships and develop trust and teamwork skills through our art curriculum.	A challenging and exciting curriculum, where essential knowledge and skills are combined in a purposeful way. We have high aspirations and aim to inspire creative thinking through our art curriculum.	A diverse yet cohesive curriculum, which enables us to strengthen the school community and create links with the wider local community, parents and carers.	An engaging and creative curriculum where children are encouraged to use their imagination . Art at Stenson provides fun, memorable experiences that promote connections with each other, ourselves, our families and the local community.	A collaborative curriculum of which we have shared ownership . Our art curriculum is carefully and regularly reviewed, monitored and evaluated.
IMPLEMENTATION	The Art Curriculum				
	Knowledge	Skills	Linked Learning	'CARES' Approach	
	The art curriculum is built around clear progression in practical, theoretical and disciplinary knowledge, updated in line with the new PlanBee-based scheme and the revised progression documents. Children develop knowledge of materials, techniques, vocabulary, artists and art movements from Year 1 to Year 6. Key concepts such as line, colour, texture, pattern, shape, form and composition are revisited in a cyclical way, becoming more complex over time. Pupils learn about a wide range of artists, designers and cultures, including modern and historical examples, and understand how art reflects ideas, identity, culture and place. Vocabulary is carefully sequenced so that children use increasingly precise art language	Children develop drawing, painting, printing, collage and sculpture skills every year. In the early years they focus on holding tools, exploring materials and making simple marks. As they move up the school, they learn to shade, mix colours, print patterns, join materials, model clay and use perspective. Skills are revisited often so children can practise and improve. By Year 6, pupils can choose suitable materials, work carefully and accurately, and change their work after evaluating it.	Art is closely linked to wider learning, including history, geography, culture and personal identity. Units such as Earth Art, Chinese Art, Famous Buildings and Street Art connect art to place, tradition and society. Children explore how artists respond to the world around them and how art can communicate ideas, feelings and messages. Cross-curricular links support understanding of pattern in maths, materials in science, cultures in geography and history, and personal development through self-expression. This ensures art is meaningful, relevant and rooted in real-world contexts.	The curriculum reflects the school's CARES values. Children are Caring when they look after materials and respect each other's work. They are Achieving as they practise skills and improve their artwork over time. They are Supporting by sharing ideas, helping others and giving kind feedback. They show Respecting by valuing different cultures, artists and opinions. They are Enjoying art through creativity, experimenting, making choices and celebrating what they can do.	

	when talking about their own and others' work.			
IMPACT	Assessment, Monitoring and Review			
	Teacher assessment and review of sketchbooks are used to monitor pupils' progress and attainment.	Pupil interviews, book looks and learning walks are used to monitor curriculum coverage, progression, pupil recall and consistency of implementation across the school.	CARES Curriculum reviews and subject-leader monitoring are used to evaluate curriculum impact, identify areas for development and inform next steps, including staff support/CPD where needed.	

Subject Leader – What is Art like at Stenson Fields?

Strengths	Areas for Development
• Clear progression of knowledge and skills across Year 1–6, including practical, theoretical and disciplinary knowledge. • Key skills and concepts are revisited and developed over time, building on prior learning. • Strengthened vocabulary progression, with three key words per unit supporting pupils to talk about and evaluate art. • Pupils experience a broad range of artists, styles, techniques and media, supported by cover sheets and artist timelines. • Positive pupil attitudes – pupils spoke enthusiastically about Art, showed pride in their work and could identify how their skills had improved.	• Ensure consistent implementation of cover sheets, vocabulary resources and artist timelines across all classes. • Develop use of sketchbooks and cover sheets as active learning tools for revisiting prior learning. • Monitor curriculum coverage and progression, particularly following changes to class organisation. • Continue to strengthen pupils' recall and ability to articulate previous learning, artists and vocabulary. • Use book looks and pupil voice and conversations with staff to monitor impact and identify where further staff support/CPD is needed.

2 Encouraging evidence of pupils using cover sheets and sketchbooks to recall artists, vocabulary and previous learning.

Questions to consider	Useful documents
• How are children challenged? • How are PP/SEN children's needs met? • How do you build on children's prior learning/knowledge/skills? • How is assessment used? • What do you want pupils to know/understand/do by the time they leave? • How do you make sure <i>all</i> children are making progress? • Can your pupils use their subject knowledge across the curriculum? • What resources do you use? • How do you develop, monitor, evaluate and improve provision in your area of responsibility? • How do you make sure teachers have good subject knowledge?	• CARES Curriculum Intent • Subject Action Plan • Progression of Skills documents (Sci/His/Geog) • Scheme documentation • Subject Leader Overview • Whole School Data • SF Key Information Booklet (Jo) • Staff/pupil/parent questionnaires • Work scrutinies/pupil interviews/learning walks • Topic planning (cultural capital: visits, visitors, outcomes etc) • Interventions