



Broadhempston Primary School

Art and Design Curriculum Statement

At Broadhempston Primary School, we believe that art and design provides every child with a powerful means of expressing themselves, exploring their ideas and making sense of the world around them. As a small rural school at the heart of our village community, we value creativity as an essential part of learning, enabling children to develop confidence, independence and a sense of personal identity.

Our art and design curriculum inspires pupils to be curious, reflective and imaginative. Drawing inspiration from the rich natural environment of Devon, as well as the wider world, children explore a diverse range of artists, craftspeople and designers from different cultures, periods and backgrounds. Through this, they develop an appreciation of artistic heritage, learn to respect different perspectives and understand how creativity can communicate ideas, celebrate culture and bring communities together.

Through a carefully sequenced curriculum, pupils develop knowledge and skills in drawing, painting, sculpture, printing, textiles and digital media. They are encouraged to observe closely, experiment confidently, take creative risks and refine their ideas over time. By regularly reflecting on their work and the work of others, children learn resilience, perseverance and pride in their achievements while developing their own unique artistic voice.

We aim to ensure that every child leaves Broadhempston as a confident creator, thoughtful observer and culturally aware young person. Through meaningful artistic experiences, pupils develop the skills, knowledge and imagination to engage with the creative world around them and recognise the value of creativity in their future lives, learning and communities.

National Curriculum

At Broadhempston Primary School, our art and design curriculum enables pupils to:

- Engage with and enjoy art and design as important forms of human creativity.
- Develop practical skills in drawing, painting, sculpture, craft and design.
- Use a range of materials, tools and techniques with increasing confidence, control and independence.
- Explore ideas through experimentation and purposeful artistic choices.
- Use sketchbooks to record observations, develop ideas, refine techniques and reflect on their learning.
- Think critically about their own work and the work of others.
- Learn about artists, craftspeople and designers from a wide range of cultures, periods and traditions.
- Understand how art can express ideas, communicate meaning, celebrate identity and reflect experiences.
- Develop and apply subject-specific vocabulary when discussing and evaluating art.
- Become confident, independent and reflective artists who value creativity and self-expression.

To achieve these aims, the curriculum is built around five interconnected strands that develop pupils' knowledge, skills and understanding over time:

- Generating ideas – exploring, visualising and developing creative responses to a range of inspirations and stimuli.

- Using sketchbooks – recording observations, experimenting with techniques, refining ideas and reflecting on artistic decisions.
- Making skills – developing proficiency in drawing, painting, sculpture, craft and other artistic processes.
- Knowledge of artists – studying significant artists, craftspeople and designers and understanding the contexts in which they worked.
- Evaluating and analysing – using artistic vocabulary to discuss, compare and critique artwork thoughtfully and respectfully.

To ensure clear progression in practical skills, pupils revisit and build upon learning within four key areas throughout their primary years:

- Drawing – developing control, observation and expression through line, shape, tone, pattern and texture.
- Painting and mixed media – exploring colour, composition, layering and surface to create increasingly sophisticated outcomes.
- Sculpture and 3D – designing, constructing, modelling and manipulating materials to express ideas in three dimensions.
- Craft and design – exploring how artistic skills can be applied to purposeful design challenges and creative projects.

Curriculum design and delivery

As a small rural school, pupils learn within mixed-age classes. The curriculum has been carefully designed to ensure full coverage, clear progression and appropriate challenge for all learners through a two-year rolling programme in KS1 and a four-year rolling programme in KS2.

We have chosen the Kapow scheme as the foundation for our art and design curriculum because it provides a carefully sequenced progression of knowledge and skills while allowing teachers the flexibility to respond to the needs, interests and experiences of our pupils. Where appropriate, pupils draw inspiration from the local environment, village community and wider Devon landscape when developing their artistic ideas.

To support pupils in developing mastery, learning is organised around four key areas that are revisited and developed throughout primary school: drawing, painting and mixed media, sculpture and 3D and craft and design. As pupils progress through the school, they build on prior learning, developing increasing technical control, confidence and independence. Teachers make meaningful links to other curriculum areas where appropriate and provide opportunities for pupils to respond creatively to their own interests, experiences and the world around them.

Sketchbooks are central to our approach. They provide pupils with a space to explore ideas, experiment with techniques, record observations, reflect on their learning and refine their work over time. Through regular use of sketchbooks, children come to understand that artistic development is an ongoing process of exploration, evaluation and improvement. This encourages creativity, resilience and a willingness to take risks in their learning.

The Ofsted Art and Design Research Review identifies three important forms of knowledge within the subject: practical, theoretical and disciplinary knowledge. Our curriculum has been designed to develop all three.

- Practical knowledge enables pupils to use materials, tools, techniques and artistic elements effectively.
- Theoretical knowledge develops pupils' understanding of artists, artistic movements, cultural traditions and historical contexts.
- Disciplinary knowledge helps pupils understand how artwork is interpreted, discussed, valued and evaluated.

These forms of knowledge are carefully interconnected so that pupils learn not only how to create artwork, but also how to understand, interpret and discuss it as artists and informed viewers.

Learning is structured through a spiral curriculum model, which enables pupils to revisit important concepts, knowledge and skills throughout their primary education. This approach supports progression by:

- Revisiting key concepts with increasing sophistication.
- Deepening understanding through new contexts and experiences.
- Strengthening knowledge retention through regular retrieval and application.
- Refining and extending artistic skills over time.
- Building on prior learning to ensure appropriate challenge and support for all pupils.

As a result, pupils develop increasing independence as artists, make connections across their learning and are able to apply their knowledge and skills with growing independence and creativity.

Progression

Our art and design curriculum is carefully sequenced to ensure that pupils build knowledge, skills and understanding over time. Through a spiral curriculum, children revisit key concepts, techniques and artistic processes throughout their primary education, developing increasing confidence, control and artistic independence.

In the Early Years, children begin by exploring materials, colours, textures and marks through play-based and sensory experiences. They learn to express ideas visually, experiment with different media and develop the fine motor skills that underpin future artistic learning.

In Key Stage 1, pupils develop foundational skills in drawing, painting, sculpture and craft. They learn to use a range of tools and materials with increasing control, begin to record their ideas in sketchbooks and talk about their own work and the work of artists using simple artistic vocabulary.

In Lower Key Stage 2, pupils deepen their understanding of artistic techniques and processes. They learn to make more deliberate artistic choices, refine their skills through practice and begin to understand how artists use different approaches to communicate ideas, emotions and meaning. Pupils increasingly use sketchbooks to develop, evaluate and improve their work.

In Upper Key Stage 2, pupils demonstrate greater independence and technical proficiency. They confidently select materials, techniques and processes to achieve intended outcomes, while drawing inspiration from a diverse range of artists, cultures and artistic movements. They are able to analyse and evaluate artwork with growing sophistication, justify their artistic decisions and reflect critically on their own creative journey.

Through this carefully sequenced progression, pupils grow into curious, reflective and visually literate young people who understand the value of creativity as a means of expression, communication and cultural understanding.

Personal development and wider curriculum links

Digital literacy - Pupils develop digital literacy through opportunities to use technology as a creative tool. They explore digital drawing, photography, image manipulation and visual research, learning how technology can be used to create, communicate and develop artistic ideas. Through this, pupils become confident and responsible users of digital media.

Oracy - Art and design provides rich opportunities for pupils to develop their speaking and listening skills. Pupils are encouraged to:

- Discuss their ideas and creative intentions.
- Explain and justify their artistic choices.
- Use subject-specific vocabulary when evaluating artwork.
- Participate in collaborative discussions and group projects.
- Present and reflect on their own work.
- Critique the work of artists and peers thoughtfully and respectfully.

These experiences help pupils develop the confidence to articulate their opinions, listen to different viewpoints and engage in meaningful discussion.

Sustainability - Our curriculum encourages pupils to think about their role as creative citizens and the ways in which art can respond to environmental issues. Through exploring environmental artists, using natural and recycled materials and discussing themes such as conservation and sustainability, pupils develop an understanding of how creativity can inspire positive change and raise awareness of important global issues. Where appropriate, learning is enriched through our rural setting, encouraging pupils to draw inspiration from the natural environment around them. Through regular Forest School experiences, pupils also create artwork using natural materials and the outdoor environment as inspiration. These opportunities encourage children to observe the natural world closely, experiment creatively with colour, texture and form, and develop an appreciation of the connection between art, nature and sustainability.

Critical Thinking - Art and design encourages pupils to question, investigate and reflect. Children learn to analyse artwork, evaluate different techniques and make informed creative decisions. They develop resilience through experimentation, learning that mistakes and revisions are valuable parts of the artistic process. This supports pupils in becoming thoughtful, independent learners who are able to justify their thinking and solve problems creatively.

Cultural Capital - Through studying a diverse range of artists, craftspeople, designers and artistic traditions, pupils develop an appreciation of creativity across different cultures, communities and historical periods. The curriculum broadens horizons and introduces children to experiences, ideas and perspectives beyond their immediate environment, helping them develop the cultural awareness and visual literacy needed to engage confidently with the wider world.

Enrichment and Community Engagement - We believe that children should experience art beyond the classroom and have opportunities to engage with artists and creative practitioners. Throughout their time at Broadhempston Primary School, pupils take part in enrichment projects, workshops and collaborative experiences with visiting artists. These opportunities enable children to learn new techniques, explore different artistic approaches and gain insight into creative careers. Pupils are also encouraged to showcase and celebrate their work through displays, exhibitions and participation in local and national art competitions. Through both individual and collaborative projects, children develop confidence, pride in their achievements and an understanding of how art can bring people and communities together.

Inclusion and Diversity - We believe that every child is an artist and that all pupils should see themselves reflected in the curriculum. Through the study of diverse artists, cultures, styles and artistic traditions, pupils develop an understanding of the richness and variety of human creativity. Learning encourages children to:

- Explore artwork from a wide range of cultures, traditions and time periods.
- Appreciate different perspectives and lived experiences.
- Challenge stereotypes and celebrate diversity.

- Respond respectfully to artwork that reflects experiences different from their own.
- Recognise the contribution of artists from underrepresented groups.

We are committed to ensuring that all pupils, including those with SEND, can access, participate in and succeed within the art and design curriculum: appropriate scaffolding, adaptive resources, teacher modelling and practical support ensure all pupils can access the same ambitious curriculum.

Assessment

Assessment is an integral part of teaching and learning in art and design at Broadhempston Primary School. Teachers use ongoing assessment to identify what pupils know, understand and can do, and to inform future teaching.

Formative assessment takes place throughout lessons through:

- Skilled questioning and discussion.
- Observation of pupils' practical work and application of techniques.
- Review of sketchbooks and creative processes.
- Pupil reflection and self-assessment.
- Peer discussion and feedback.
- Retrieval activities that revisit previously taught knowledge and skills.

These approaches enable teachers to identify misconceptions, celebrate successes and provide timely support and challenge to meet the needs of all learners.

Sketchbooks play an important role in assessment, providing evidence of pupils' developing knowledge, technical skills, creativity and ability to reflect on and refine their work over time. They allow teachers to monitor progression across units and year groups and provide pupils with opportunities to revisit prior learning and demonstrate increasing independence.

At the end of each unit, pupils complete a knowledge assessment which helps teachers evaluate understanding and retention of key concepts, artists, vocabulary and techniques. Assessment information is used to identify strengths, address gaps in learning and inform future curriculum planning.

Leaders and staff monitor the quality and impact of the curriculum through:

- Reviewing pupils' sketchbooks and finished outcomes.
- Pupil voice activities and discussions.
- Lesson visits and curriculum monitoring.
- Analysis of assessment information.

Through these approaches, we ensure that pupils build secure knowledge, develop increasing technical proficiency and make strong progress throughout the curriculum.

CPD

High-quality teaching is essential to the successful delivery of our art and design curriculum. We recognise that strong subject knowledge and confidence enable teachers to inspire creativity, model techniques effectively and support pupils in developing both artistic knowledge and practical skills.

Teachers are supported through a range of professional development opportunities, including:

- Access to high-quality curriculum resources and lesson guidance.
- Clear progression documents that show how knowledge and skills develop across the school.
- Subject-specific vocabulary and background knowledge to support teaching.
- Collaboration with colleagues to share good practice and moderate standards.

Our chosen curriculum resources support teachers in understanding the intended learning, how knowledge builds over time and how pupils develop increasing proficiency as artists. This enables staff to deliver lessons with confidence while maintaining high expectations and encouraging creativity, individuality and personal expression.

Leaders continually evaluate the effectiveness of the curriculum through monitoring, pupil voice, staff feedback and professional development needs. This ensures that training remains responsive and that teachers are equipped to deliver a high-quality art and design education for all pupils.

Impact

By the time pupils leave Broadhempston Primary School, they will have developed a secure foundation of artistic knowledge, skills and understanding. They will be able to draw upon a range of techniques, materials and processes with increasing confidence and independence, applying these purposefully to communicate ideas, emotions and experiences.

Pupils will understand how artists, craftspeople and designers have shaped cultures and societies throughout history and across the world. They will be able to discuss and evaluate artwork using appropriate subject-specific vocabulary, making connections between their own work and that of others.

Through regular opportunities to explore, experiment and refine their ideas, pupils develop resilience, creativity and confidence as artists. They learn to take risks, reflect on their learning and view mistakes as valuable steps within the creative process.

The impact of our curriculum is evident in the quality of pupils' sketchbooks, artwork and discussions. Children demonstrate increasing technical proficiency, growing independence and a secure understanding of artistic concepts as they progress through the school. They are able to articulate their learning, recall key knowledge and explain how artists, materials and techniques have influenced their own creative outcomes.

The impact of our curriculum is further reflected in pupils' enthusiastic participation in artist-led workshops, collaborative art projects and local and national competitions, where they confidently celebrate and share their creativity with others.

Our pupils leave Broadhempston as curious, reflective and culturally aware young people who value creativity and understand its importance within their own lives and the wider world. They are well prepared to continue their artistic journey at secondary school and beyond.

Curriculum Progression Overview

Generating ideas and sketchbooks

Year 1/2	Explore ideas using a range of media; generate ideas from wider stimuli; use sketchbooks to record ideas and decide next steps.	Sketchbooks help artists explore, record and develop ideas.
Year 3/4	Generate ideas through research and evaluation; use sketchbooks purposefully to plan outcomes.	Research, experimentation and evaluation improve outcomes.
Year 5/6	Develop ideas independently from research; use sketchbooks systematically.	Artists revisit, refine and develop ideas over time.

Making skills

Year 1/2	Develop control in drawing, painting, sculpture and craft.	Primary/secondary colours, shape, line, texture, tone, form and space.
Year 3/4	Use shading, proportion, composition and mixed media.	Contrast, tints, shades, negative space, foreground/background and form.
Year 5/6	Develop personal style and sustained projects across media.	Perspective, scale, symbolism, expressive line, depth and atmosphere.

Knowledge of artists

Year 1/2	Talk about artists and materials; create from a brief.	Artists choose materials and create work for different purposes.
Year 3/4	Discuss historical artists and communicate messages through art.	Art reflects culture, time, purpose and audience.
Year 5/6	Evaluate artists across disciplines and contexts.	Art evolves through culture, technology and social change.

Evaluating and analysing

Year 1/2	Describe and compare artwork; suggest improvements.	Art is made by different people for different reasons.
Year 3/4	Interpret meaning and evaluate more independently.	Art communicates ideas, beliefs and viewpoints.
Year 5/6	Give reasoned evaluations considering context and intention.	Art can challenge, provoke, inspire and be interpreted differently.