Art Rationale

Intent:

At Eastfield, we aim to deliver a high-quality Art and Design curriculum that engages, inspires and challenges all pupils. Our curriculum equips children with the substantive and disciplinary knowledge needed to explore ideas, experiment with materials, develop techniques and create individual works of art, craft and design. Children learn that creativity involves curiosity, practice, reflection, resilience and purposeful decision making. Through a carefully sequenced curriculum, they develop increasing control in drawing, painting, printing, collage, sculpture, mixed media and digital photography. They study a diverse range of artists, craft makers, designers, architects, cultural traditions and significant works, considering how art reflects and shapes history, identity, place and society. Children are taught to use subject-specific vocabulary to describe, compare, interpret and evaluate art, and to explain the choices made in their own work. Art provides an important means of communication and self-expression, enabling every child to develop confidence, imagination and a sense of achievement.

We aim to develop our children's

Knowledge and understanding of:

- Use a broad and progressively challenging range of materials, tools and media.
- Understand colour, line, shape, form, pattern, texture, tone, space, composition and perspective.
- Know how techniques in drawing, painting, printing, collage, sculpture, mixed media and digital art are developed and applied.
- Know about a diverse range of artists, craft makers, designers, architects, artworks and cultural traditions.
- Understand how artists develop, review and refine ideas, and how art can communicate meaning.

The Skills to :

- Explore, generate and record ideas through observation, discussion, experimentation and sketchbooks.
- Select and use materials, tools and techniques with increasing control, independence and purpose.
- Apply prior learning, test possibilities, solve creative problems and refine work in response to reflection and feedback.
- Use the language of art, craft and design to describe, compare, interpret, justify and evaluate.
- Create individual outcomes that show imagination, technical development and purposeful decision making.

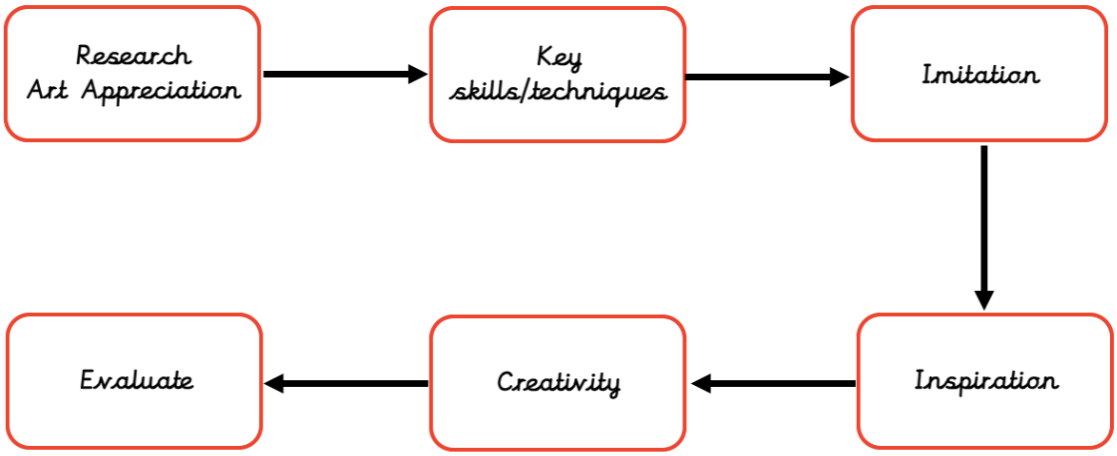
Implementation:

Curriculum Organisation:

Our Art and Design curriculum is organised so that knowledge, techniques and artistic decision making develop cumulatively from EYFS to Year 6. Art is taught across the year in Autumn 1, Spring 1 and Summer 1, with units planned to provide balanced coverage of drawing, painting, printing, collage, sculpture, mixed media and digital photography. The long-term plan, progression and coverage map, assessment criteria and unit plans identify the knowledge and techniques to be taught, revisited and extended. Teachers begin each unit by activating relevant prior learning and making clear links to future learning. In EYFS, art is also developed through continuous provision, enabling children to explore colour, line, shape, texture, form, construction and imaginative representation. From Key Stage 2, sketchbooks are used increasingly purposefully to record observations, practise techniques, collect ideas, review progress and refine outcomes.

Pedagogy:
Learning is organised through Eastfield's six-phase approach: Research and Art Appreciation, Key Skills and Techniques, Imitation, Inspiration, Creativity and Evaluation. Pupils first encounter artists, artworks and cultural contexts, then receive explicit teaching and modelling of the knowledge and techniques required. Worked examples, teacher modelling and guided practice make expert artistic thinking visible without limiting children's creativity. Pupils practise component skills before applying them to increasingly independent outcomes. They compare possibilities, make informed choices and evaluate how effectively materials, techniques and composition communicate their intentions. Retrieval of previously taught vocabulary and techniques, deliberate practice and opportunities to revisit and refine work help learning become secure and transferable.

There is a six-phase approach:



Strong Foundations, Retrieval and Vocabulary:
Art and Design teaching builds secure substantive knowledge of artists, cultural contexts, visual language, materials and processes, alongside the disciplinary knowledge needed to think and work as artists. Brief retrieval revisits vocabulary, techniques, artists and previous decisions at lesson openings and throughout sequences. Visual exemplars, knowledge organisers where appropriate, working walls, demonstrations and explicit vocabulary teaching connect new and prior learning. High-quality books, images, artefacts, collections and digital resources build background knowledge and increasingly precise artistic language.

Adaptive Teaching and Inclusion:
Teachers maintain ambitious artistic outcomes for all pupils while adapting access to teaching, materials and processes. Adaptations may include breaking complex techniques into smaller steps; modelling one stage at a time; using visual exemplars, Widgit-supported vocabulary, labelled tools, templates, viewfinders or pre-drawn starting points; providing larger or adapted equipment; offering alternative materials; reducing unnecessary recording demands; and allowing additional rehearsal or processing time. Strategic adult support, flexible grouping and targeted questioning are used to develop independence rather than complete work for pupils. Children who demonstrate secure understanding are challenged through greater technical precision, more complex composition, independent material choices, critical comparison and sustained refinement. Adaptations preserve the intended artistic knowledge and learning goal rather than replacing the curriculum with a simplified task.

Oracy:
Oracy is deliberately developed throughout Art and Design. Pupils are taught and expected to use precise vocabulary for the formal elements, materials, techniques, processes and evaluation. Structured talk supports careful observation, comparison, interpretation and creative decision making. Teachers model sentence stems such as 'I notice…', 'The artist has used… to…', 'I chose… because…', 'This technique creates…' and 'I would refine… by…'. Partner discussion, peer critique, gallery walks and whole-class dialogue enable pupils to rehearse ideas, explain choices, listen to alternative viewpoints and give kind, specific and useful feedback. Voice 21

principles support equitable participation so that all pupils can contribute and develop confidence as thoughtful speakers and listeners.

Metacognition:
Metacognition underpins planning, monitoring and evaluating. Teachers think aloud to model tool selection, media testing, problem-solving and adapting ideas. Pupils identify intended effects, recall prior learning and plan materials and techniques. As they create, they check progress against intentions, identify successes and difficulties, and choose next steps. Sketchbooks record experiments, annotations, alternatives and revisions, showing how ideas develop. Evaluating both outcomes and processes helps pupils explain effective strategies, changes made and approaches to future artistic challenges.

Assessment for Learning:
Assessment is woven through each phase of the artistic process. Teachers use retrieval, questioning, discussion, observation, sketchbook work, practical rehearsal and pupils' explanations to check what has been understood, remembered and applied. Feedback focuses on the intended knowledge and technique, use of subject-specific vocabulary, artistic decision making and the ability to review and refine. Misconceptions and insecure techniques are addressed promptly. Assessment information is used to adapt subsequent modelling, practice, support and challenge. Final outcomes are considered alongside the process recorded in sketchbooks, so assessment does not depend solely on the appearance of a finished piece.

Resources and Enrichment:
Pupils are given access to a purposeful range of high-quality tools, materials, visual sources and digital media. Teachers explicitly teach safe, respectful and sustainable use of resources. Where possible, first-hand experiences such as observing original art and artefacts, working with visiting artists or craftspeople, exploring the local environment and visiting galleries, museums or exhibitions are used to strengthen cultural capital and show how art, craft and design operate beyond the classroom.

SEND and Additional Needs:
Adaptive teaching supports pupils with SEND and additional needs. . Individual plans, reasonable adjustments, specialist advice and targeted support are used where required. Teachers consider sensory, physical, communication, cognitive and fine-motor barriers when choosing tools, materials and ways to demonstrate understanding. Adaptations preserve core artistic knowledge, techniques and creative thinking. Spoken explanations, demonstrations, photography, annotation, assistive technology and supported recording enable access while developing independence.

Impact:

Children should leave Eastfield equipped with the knowledge, techniques, vocabulary and creative confidence needed for the next stage of their education. They will be observant, curious and increasingly independent artists who can explore ideas, make purposeful choices, take creative risks, solve practical problems and reflect critically on their own work and the work of others.

The expected impact of our Art and Design curriculum is that children will:
• develop increasing proficiency and control in drawing, painting, printing, collage, sculpture, mixed media and digital photography;
• understand and apply the formal elements of art, including colour, line, shape, form, pattern, texture, tone, space and composition;
• use sketchbooks increasingly purposefully to observe, experiment, practise, plan, annotate, review and refine;
• know about a diverse range of artists, craft makers, designers, architects, artworks and cultural traditions, and explain how these influence ideas and practice;
• select materials, tools and techniques for a purpose and explain the reasons for their choices;
• use increasingly precise art, craft and design vocabulary when discussing, comparing, interpreting and evaluating;
• communicate ideas and respond thoughtfully to the views and work of others through structured artistic dialogue and critique;

• plan, monitor and evaluate their creative process, recognising successful strategies and identifying purposeful next steps;
• show resilience, independence and willingness to experiment, revisit and improve;
• access an ambitious curriculum through adaptive teaching that removes barriers while maintaining high expectations; and
• meet the end-of-key-stage expectations outlined in the National Curriculum for Art and Design.

At the Leadership Level:

Art has a clear monitoring cycle that consists of 3 clear foci across three consecutive half terms:

1. **Development Focus Input** – identifying the work that needs to be conducted *e.g. pupil voice, staff voice, enquiry, classroom walk through, enquiry into books, planning alignment, learning environment evidence, data etc.*
2. **Development Activity** – focused improvement work *e.g. CPD, staff coaching/mentoring, purchase of resources etc.*
3. **Development Moderation** – evaluating the impact of leadership and curriculum development through evidence such as pupil voice, staff voice, planning scrutiny, sketchbook and outcome review, learning walks, assessment information and the learning environment.

Art and Design has an identified Subject Lead and is part of the Creative Team. Staff work collaboratively to identify, lead and monitor curriculum development across the school. This work is cyclical and responds to evidence from monitoring. Timely feedback is provided to staff, and the Subject Lead works with teachers to ensure agreed areas for development are acted upon. An annual causal chain records the work undertaken and evaluates its impact on teaching and learning in Art and Design.

At Classroom Level:

Formative assessment takes place throughout lessons through questioning, discussion, observation, retrieval, practical rehearsal and review of sketchbooks. Teachers check pupils' understanding of artists and cultural contexts, vocabulary, materials, techniques and artistic choices, and use this information to address misconceptions and adapt teaching. In the Creativity and Evaluation phases, pupils apply the knowledge and techniques developed across the sequence to produce and explain an individual outcome. Teachers assess both the creative process and final work against the progression and assessment criteria. Where written recording is not appropriate, spoken explanation, demonstration, photographs and annotations may provide valid evidence. Assessment information informs future planning when techniques, media or concepts are revisited, and teachers provide an annual summative judgement for Art and Design.

Safeguarding and Child Protection:

All Art and Design teaching follows Eastfield's safeguarding, health and safety and risk-assessment procedures. Tools, materials and digital media are selected and used safely and appropriately. Any concern about a child's care or welfare must be reported in line with the Academy's Safeguarding and Child Protection Policy and established reporting procedures.

Equalities:

At Eastfield, we value all children and adults equally. The Art and Design curriculum is inclusive, ambitious and representative. Pupils encounter artists, makers, designers, architects and cultural traditions from a broad range of periods, places and backgrounds. Teachers challenge stereotypes, select resources respectfully and ensure that all pupils can participate, contribute and see artistic achievement as relevant and accessible to them.

Art and Design Subject Lead: Kylie Beach