

# Harper Bell SDA Primary: Approach To Art & Design

## Intent

At Harper Bell, we aim for pupils to express creativity, imagination and individuality through art. Our curriculum meets and exceeds the National Curriculum, enabling pupils to explore ideas, experiment with materials and understand the formal elements of art. Pupils study a wide range of artists and styles, developing their appreciation of art and its place in culture and history.

## Implementation

- **Curriculum Design:** Art is taught through Kapow units within a half-termly programme of study. Each unit builds progressively towards a final piece, ensuring development of key skills and techniques.
- **EYFS:** Learning follows Expressive Arts and Design goals through thematic and imaginative provision, encouraging creativity and exploration.
- **KS1 & KS2:** Art and Design is taught weekly through focused, skill-based lessons that introduce children to artists, designers and craft makers. Key art concepts and vocabulary are revisited and developed across year groups.
- **Inclusion:** Tasks are scaffolded and accessibility tools (voice notes, spoken content, dictation) support all learners to engage and record ideas.

## Impact

- Pupils demonstrate increasing confidence in using artistic techniques and vocabulary.
- They analyse and evaluate their own work and that of others, showing understanding of artistic intent.
- Creative outcomes are visible in sketchbooks, displays and whole-school arts events.
- **Pupil Voice:**
- Y4: "I love trying new materials and learning about different artists."

## Assessment

- Teachers assess through ongoing AfL and feedforward, with progress evidenced in sketchbooks.
- Pupils reflect on their own and others' work and give and receive feedback.
- The Art Skills Progression document supports consistency of assessment across year groups.
- Evidence of progress is gathered through sketchbooks, photos and pupil discussions.
- Gaps identified are addressed through Smart Starts and targeted feedback.

## Subject Knowledge, Skills and Vocabulary

Our art curriculum builds creativity, skill and appreciation for artistic expression. Pupils develop:

- **Drawing and painting** – experimenting with line, tone, texture, colour and form.
- **Sculpture and mixed media** – exploring materials and 3D techniques to realise ideas.
- **Artistic evaluation** – analysing and reflecting on their own work and that of others.
- **Knowledge of artists** – learning from a diverse range of artists, movements and cultures.
- **Creativity and self-expression** – communicating ideas and emotions through art.

Progression from EYFS to Year 6 ensures pupils become imaginative, confident artists who value creativity and self-expression.

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## Inclusion

In Art and Design, Harper Bell promotes inclusive creativity by ensuring that every pupil, regardless of ability or confidence, engages in expressive tasks, develops techniques and accesses cultural contexts. Differentiated tools, alternative recording methods and scaffolded artistic models mean all learners can design, create and evaluate. High-quality art experiences are open to all, fostering self-expression and belonging.