



## FARINGTON MOSS ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL

Thrive in the gift of life John 10:10: 'I came that they may have life and have it abundantly.' We realise our vision through inspiring and nurturing our whole school family to grow and reach their full potential.

### Subject Leader Report - Art and Design

September 2026

Art and Design Subject Leader: Anna Porter

#### Subject Overview - Intention

Our Art and Design curriculum is designed to inspire creativity, curiosity and self-expression, while equipping children with the knowledge and practical skills they need to develop as confident young artists. We aim to provide pupils with enjoyable, meaningful and high-quality artistic experiences that encourage them to explore ideas, experiment with materials and techniques, take creative risks and develop their own individual responses. Through exposure to a diverse range of artists, craftspeople and designers, pupils will develop an appreciation of art from different cultures, traditions and periods of history and understand the important role that art plays in the world around them.

We intend to develop creative, curious and reflective learners who have the confidence to express their own ideas and recognise that there is not always one correct outcome in Art and Design. We believe that technical knowledge and skills should be taught progressively alongside opportunities for experimentation, imagination and freedom of expression. High-quality arts provision should be embedded within the curriculum and wider life of our school so that every child has opportunities to experience, enjoy and succeed in Art and Design. We firmly believe that this is the entitlement of every child at Farington Moss St. Paul's C.E. Primary School.

Our aims in teaching Art and Design are consistent with the vision of the school and, in addition, are designed to:

- To provide children with a broad and balanced experience in all areas of the Arts.
- To provide opportunity for children to explore why art is relevant to all our lives.
- To encourage children to feel entitled to develop their creativity and understand their place in the world as a creative, confident being.
- To provide a safe place to experiment creatively.
- To provide opportunities to explore and develop ideas.
- To investigate and make art, craft and design and learn to evaluate and develop their work.
- To learn about a diverse range of artists, craftspeople and designers of different times and cultures and localities.
- To understand 'what is the purpose of art?' and understand how it connects us with our past and helps us embrace the present.

We understand our responsibility to prepare children for their next stage of education and for the opportunities, responsibilities and experiences of later life. Fundamental British Values are developed through the teaching of Art and Design by:

- Encouraging pupils to share ideas, make creative choices and contribute to discussions about their own artwork and the work of others, recognising that everyone's views and interpretations are valued.
- Teaching pupils to use tools, materials and equipment safely and responsibly and to understand the importance of following agreed expectations when working practically.

- Providing opportunities for pupils to express their own ideas, feelings and experiences creatively, make independent artistic choices and develop their own individual style and artistic voice.
- Encouraging pupils to appreciate and respond respectfully to the artwork of others, valuing different ideas, approaches and creative outcomes and providing constructive feedback.
- Exposing pupils to a diverse range of artists, craftspeople, designers and artistic traditions from different cultures, faiths, communities and periods of history, developing their understanding and appreciation of different perspectives.

Through Art and Design, we aim to develop confident, open-minded and reflective learners who are willing to experiment, take creative risks and persevere when faced with challenges. Pupils learn to work both independently and collaboratively, respect the ideas and creativity of others and recognise the important role that art can play in expressing identity, culture, beliefs and experiences.

### Planning - Implementation

At Farington Moss St. Paul's C.E. Primary School, the teaching of Art and Design begins in the Early Years Foundation Stage, where Expressive Arts and Design is one of the specific areas of learning. Children are encouraged to explore, experiment and play with a wide range of media and materials, developing their imagination and creativity and finding different ways to communicate their ideas, thoughts and feelings. These early experiences provide important foundations for the knowledge, skills and creative confidence that children will continue to develop throughout school.

From Year 1 to Year 6, our Art and Design curriculum is informed by the National Curriculum and delivered through the AccessArt Primary Art Curriculum. We follow the AccessArt Split Curriculum, with Art and Design and Design Technology taught on a half-termly rotation. This enables sufficient curriculum time to be dedicated to each subject and allows pupils to become immersed in sustained creative projects and processes.

AccessArt provides a rich, progressive and exciting visual arts curriculum in which pupils encounter a wide range of materials, techniques, processes, artists and creative approaches. The curriculum follows a spiral approach, allowing important skills, knowledge and concepts to be revisited and developed with increasing depth as pupils progress through school. Prior learning is regularly revisited and new learning builds upon pupils' existing knowledge, helping them to make connections and develop increasingly confident and sophisticated artistic responses.

The curriculum provides opportunities for pupils to encounter a diverse range of artists, craftspeople, designers and creative practitioners. Children are encouraged not simply to replicate the work of artists but to use it as a stimulus for exploration, discussion and their own creative responses. This outward-looking approach enables pupils to experience art from different cultures, communities, traditions and periods and helps to ensure that our Art and Design curriculum is inclusive and relevant to all learners.

Drawing and sketchbooks are central to our approach. Sketchbooks provide a space in which pupils can explore ideas, practise skills, experiment with materials and techniques, record observations and reflect upon their creative journey. They enable children to revisit previous learning, make connections and demonstrate the development of their knowledge and skills over time.

Each AccessArt pathway provides a carefully sequenced learning journey, generally taking place across a half term. Lessons build progressively towards a creative outcome; however, we recognise that in Art and Design the creative process and journey are as important as the finished piece. Pupils are encouraged to experiment, make independent choices, take creative risks, respond to their experiences and develop their own individual outcomes.

Teaching within a pathway will typically include:

- retrieving relevant prior learning, knowledge and vocabulary;
- introducing and modelling new artistic knowledge, skills, materials and techniques;
- exploring the work and approaches of relevant artists, craftspeople and designers;
- using sketchbooks to investigate, experiment, practise and develop ideas;
- opportunities for pupils to make individual creative choices and develop their own responses;
- discussion and reflection, enabling pupils to evaluate their work and consider how their ideas and skills have developed.

Teachers use the AccessArt pathways as the basis of their planning and adapt teaching appropriately in response to the needs, experiences and prior learning of their pupils. Opportunities are provided for additional modelling, practice and over-learning where required, ensuring that the curriculum is accessible and achievable for all pupils while maintaining high expectations.

Our progression documents and long-term curriculum plan ensure that pupils experience a broad range of artistic disciplines and that knowledge, skills and vocabulary are developed progressively from EYFS to Year 6. Teachers use these documents alongside the AccessArt pathways to ensure that learning builds coherently upon what has been taught before.

Where appropriate, the planned curriculum is enhanced through supplementary resources and enrichment opportunities. These may include working with local artists and creative practitioners, exploring art within the local community, exhibitions, whole-school creative projects and links with other areas of the curriculum. Through these experiences, we aim to raise the profile of Art and Design and enable pupils to recognise its relevance and importance within school, their community and the wider world.

#### Assessment, monitoring and evidence - Implementation and impact.

Teachers are constantly making judgements with regards to attainment and understanding in lessons and altering provision accordingly. Retrieval practice is used throughout each unit of work to support judgements. Throughout all art lessons children are given verbal feedback, whilst being assessed against the key knowledge and skills taught. This wealth of assessment information enables teachers to make performance data judgements against National Curriculum standards. Feedback and marking are guided by the school marking policy. These are shared with parents, SLT and the subject leader through parent consultation evenings and written reports. Standards are monitored in a variety of ways: sketchbook scrutiny, teacher discussions, lesson observations and pupil voice. Teachers have started to record assessments annually using the INSIGHT tracking system. Governors are informed of standards annually. The subject leader meets with a named governor to discuss standards in detail.

#### Enrichment opportunities - Implementation and impact. 2025-26

| Enrichment                                    | Further Information                                                                                                                |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Forest School - Years 1-6 - YR Muddy Monday's | Children provide with the opportunity to be creative using natural resources.                                                      |
| Drawing Club - Year 4 & 5                     | A lunch time club where children had the opportunity to experiment with different drawing styles and develop their drawing skills. |
|                                               |                                                                                                                                    |

### Targets 2025-26 - Impact

| Target (INTENT)                                                                                             | Implementation                                                                   | Evaluation (IMPACT)                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Develop enrichment opportunities which encourage creative curiosity.                                        | Drawing club                                                                     | Drawing Club was enjoyable and successful, continue this next year and try to expand to more year groups.<br><br>Continue this target to next year for more enrichment opportunities to be planned & delivered in academic year 26/27.                                                                                                                           |
| To ensure that sketchbooks show a clear progression of learning that builds skills towards a final outcome. | Subject monitoring time<br>Pupil voice<br>Sketchbook looks<br>Staff meeting time | Subject monitoring has shown the progression of learning to the final outcome. Feedback has been given to staff regarding evidencing the final outcome in sketchbooks.                                                                                                                                                                                           |
| Develop opportunities to implement retrieval practices into the curriculum.                                 | Subject monitoring time<br>Pupil voice                                           | Subject monitoring conducted June 2025 to look at current retrieval practices. AP (subject leader) will develop curriculum to identify opportunities for retrieval.<br>Retrieval practices updated to staff in staff meeting in Jan 2026 following subject monitoring.<br>Next subject monitoring to focus on evaluating children's retrieval of key vocabulary. |

### Staff training - Impact 2025-26

Training led by Kate Taylor (School Advisor) and Ann Pryce (SENCO) to support adaptations for SEND children.

### Focus for learning 2026-27

| Target (INTENT)                                                                                       | Implementation                                                                                                                                                                                     | Evaluation (IMPACT) |
|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Develop enrichment opportunities which encourage creative curiosity beyond the Access Art curriculum. | Drawing Club<br>Establish links with local artists<br>Art gallery trip<br>Subject leader time<br>Pupil voice                                                                                       |                     |
| Strengthen progression, monitoring and assessment within the Access Art curriculum.                   | Review the current skills progression document<br>Develop assessment guidance and feedback to staff<br>Staff meeting time - staff CPD and moderation of work<br>Subject leader time<br>Pupil voice |                     |

|                                                                     |                                                                                                              |  |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--|
| Develop pupil's use and understanding of Art and Design vocabulary. | Subject leader time<br>Pupil voice & sketchbook scrutiny<br>Art vocabulary to be displayed on class displays |  |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--|

#### Future targets - Future intention, implementation and impact

- To attend training for Art and Design subject leaders and cluster meetings.