


















## Art Curriculum

Vision: At Windsor Community Primary School, Art and Design is viewed as a vital and valued part of every child's education. The school aims to inspire creativity, ignite imagination and build confidence in self-expression. Pupils are encouraged to invent, create and evaluate their own artwork while developing an understanding of how art reflects and shapes history, culture and identity. Creativity at all levels is celebrated and nurtured within a supportive, inclusive environment

INTENT	IMPLEMENTATION	IMPACT
 <p><b>Alignment to National Curriculum</b></p> <p>The Art curriculum is fully aligned with the National Curriculum and ensures that pupils:</p> <ul style="list-style-type: none"> <li>• Produce creative work and explore ideas</li> <li>• Develop proficiency in drawing, painting and sculpture</li> <li>• Understand materials, techniques and processes</li> <li>• Study artists, designers and craft makers from different times and cultures</li> <li>• Evaluate their own work and that of others</li> </ul> <p>These statutory requirements are explicitly mapped across year groups to ensure full coverage and progression</p>	 <p><b>Pedagogical Approaches</b></p> <p>Teaching follows a skills-based and exploratory approach, encouraging pupils to experiment with materials, techniques and ideas. Lessons combine:</p> <ul style="list-style-type: none"> <li>• Direct teaching of artistic techniques</li> <li>• Study of artists and styles</li> <li>• Independent and guided practice</li> <li>• Opportunities for reflection and evaluation</li> </ul> <p>Sketchbooks are used consistently to record ideas, practise techniques and develop independence, supporting deeper learning and creativity</p>	 <p><b>Approach to Assessment</b></p> <p>Assessment in Art is formative and ongoing. Teachers assess pupils' understanding through:</p> <ul style="list-style-type: none"> <li>• Observation during lessons</li> <li>• Discussion and questioning</li> <li>• Review of sketchbooks and final outcomes</li> </ul> <p>Assessment is used to identify misconceptions, inform next steps and support progression rather than to generate numerical data</p>

 <p><b>Sequencing and end points</b></p>	<p>The Art curriculum is carefully sequenced from Early Years to Year 6 to ensure clear progression in skills, knowledge and vocabulary. Pupils revisit key concepts such as drawing, painting, sculpture and collage with increasing complexity. By the end of their Windsor journey, pupils are confident artists who can talk knowledgeably about their work and the creative process.</p>	 <p><b>Teacher's Expert Knowledge</b></p>	<p>Teachers are supported through:</p> <ul style="list-style-type: none"> <li>• Clear curriculum maps outlining prior and future learning</li> <li>• Identified vocabulary and techniques for each unit</li> <li>• Guidance on artists and contexts</li> </ul> <p>This structure ensures consistency across the school and supports staff confidence in delivering high-quality Art lessons</p>	 <p><b>Performance Data</b></p>	<p>Art outcomes are evaluated through quality of pupil work and progression in skills, rather than test data. Evidence from sketchbooks, displays and final pieces demonstrates increasing sophistication and confidence over time</p>
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 <p><b>Communication Aims</b></p>	<p>Art strongly supports the school's communication-led curriculum. Pupils are encouraged to:</p> <ul style="list-style-type: none"> <li>• Talk about their ideas and intentions</li> <li>• Use subject-specific vocabulary</li> <li>• Explain techniques and evaluate artwork</li> </ul> <p>This aligns with the whole-school priority to develop articulate and confident communicators.</p>	 <p><b>Promoting Discussion and Understanding</b></p>	<p>Discussion is embedded through:</p> <ul style="list-style-type: none"> <li>• Artist studies</li> <li>• Peer and self-evaluation</li> <li>• Questioning about style, technique and meaning</li> </ul> <p>Children are taught to express opinions respectfully and justify their ideas, deepening both understanding and oracy</p>	 <p><b>Pupil's Work</b></p>	<p>Pupils produce a wide range of work using drawing, painting, sculpture, collage and mixed media. Outcomes are informed by the study of artists such as Kandinsky, Hockney, Monet and Goldsworthy, and reflect creativity, individuality and technical progression</p>
 <p><b>Addressing Social Disadvantage</b></p>	<p>Windsor Primary serves a diverse inner-city community, and the Art curriculum provides inclusive opportunities for all pupils regardless of background. Carefully planned experiences ensure equal access to materials, cultural capital and enrichment, supporting confidence and self-belief</p>	 <p><b>Knowing More and Remembering More</b></p>	<p>Progressive sequencing, regular revisiting of techniques and the consistent use of sketchbooks support pupils in retaining knowledge and skills over time. Children build on prior learning and apply it independently in new contexts.</p>	 <p><b>Monitoring and Evaluation</b></p>	<p>The subject leader monitors Art through:</p> <ul style="list-style-type: none"> <li>• Review of planning and sketchbooks</li> <li>• Pupil voice</li> <li>• Learning walks and displays</li> </ul> <p>This ensures the curriculum is delivered as intended and continues to evolve to meet pupils' needs.</p>

 <p><b>Local Context</b></p>	<p>The curriculum reflects Windsor's rich cultural diversity, drawing on a wide range of artists and traditions. Pupils' own experiences and the local community are valued and celebrated through creative expression.</p>	 <p><b>Teacher Assessment</b></p>	<p>Teachers use professional judgement to assess pupils' progress against expected outcomes for each unit. Assessment information informs planning and targeted support where needed</p>	 <p><b>Actions</b></p>	<p>The school is committed to:</p> <ul style="list-style-type: none"> <li>• Ongoing curriculum refinement</li> <li>• Continued staff development</li> <li>• Expanding cultural and artistic experiences</li> </ul> <p>These actions ensure Art remains engaging, relevant and ambitious for all children.</p>
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**Enrichment**

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