

Sutton on the Forest CE School

Art and Design: Intent, Implementation and Impact 2026 - 2027

Rationale

Art and Design is a key subject with multiple skills to be taught and enjoyed and that develop throughout Primary School education. We aim to monitor teaching and learning of the subject to ensure coverage and improvement throughout the academic year.

Intent

Our aim is to provide a high-quality art and design education which engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

At Sutton, our programme of study is carefully organised by each year group through a long term plan and through this we intend for our children to have:

- The ability to make: painting, drawing, printing, creating 2&3D art and crafting.
- The ability to generate ideas and take inspiration from a range of artists and crafts people.
- The ability to skilfully use formal elements: colour, form, line, pattern, shape, texture and tone.
- To gain knowledge of artists' work and techniques.
- To be able to evaluate: critiquing their own work and that of others.
- A passion for and a commitment to the subject.

In all Art and Design activities and lessons, we aim to promote our core values of RESPECT, FRIENDSHIP, COMPASSION and PERSEVERANCE. These are demonstrated by all adults and commended in children. For example, we demonstrate friendship when working collaboratively, we show compassion when evaluating our own and each other's work, we persevere when learning new skills and mastering techniques and we show respect when learning about artists and their work.

Implementation

We use the Kapow Art scheme of work throughout our curriculum for years 1 - 6. This scheme has been written by experts in their field and is designed to meet the National Curriculum end of Key Stage targets.

The content of our curriculum is categorised into five areas:

- Generating Ideas
- Using Sketchbooks
- Making Skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating

These strands are revisited in every unit, with increasing complexity as children progress through the school. Key skills are practised and vocabulary is reinforced at every stage. This allows pupils to revise and build on their previous learning in the four key learning areas of Drawing, Painting and Mixed Media, Sculpture and 3D and Craft and Design.

Lessons are always practical in nature and encourage experimental and exploratory learning with Key Stage 1 and Key Stage 2 pupils using sketch books to document their ideas.

A whole school display board reflects areas of study on a termly basis, showing both the process of experimentation and skill based learning as well as sharing final outcomes, of which children are very proud. This is then collated into a display book, so learning can be revisited, discussed, shared and enjoyed throughout the year. Work is also displayed in classrooms and shared with the wider community via our Facebook page.

Art and Design shares curriculum time with Design Technology with each being taught for three half terms a year, in some cases linked to the topic of study for that term.

In the foundations stage, the children:

- Have daily access to a range of media and materials eg different types of paper, varying thickness/hardness of pencils, thick and thin brushes, paint, paint sticks, pastels etc. in continuous provision.
- Are taught different techniques such as drawing, painting, printing, collage, which they can then practise independently.
- Explore colour-mixing through our 'self-service' paint stations.

Throughout the school, assessment is ongoing, via observations of skills in lessons, quizzes and recall activities. Summative assessment is completed at the end of each unit via scrutiny of sketch books (artistic skills and knowledge of artists) and via final pieces of work. In Early Years this is done via the baseline assessment, mid year and end of year profile and also via analysis of work on Tapestry. Achievements in Key Stages 1 and 2 are formally recorded via our school tracker. This is completed as either meeting national expectations (EXS) or working towards (WTS) or in exceptional circumstances exceeding (GDS). Curriculum leads and class teachers will also use this information to inform future planning to meet the needs of our children appropriately and to inform teachers and school leaders of possible areas for development.

We use our display books and boards document and track each unit of work, to ensure there is full coverage of the National Curriculum.

Impact

At Sutton on the Forest, children's work demonstrates that Art and Design is taught at an age appropriate standard across each year group with opportunities planned in for pupils working towards expectations and at greater depth. Work is of high quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence. Children can talk with knowledge and excitement about their learning and are hugely proud of their artwork and achievements.

We are rigorous in ensuring that the Kapow Primary Art and design scheme of work is meeting the needs of all children in our school and the expectations of the National Curriculum. This means that that our children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.

- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the national curriculum for Art and design.

The effectiveness of the Kapow scheme will be assessed regularly by the curriculum lead and senior management, via discussions with staff and children, work scrutiny and ensuring children are meeting end of key stage expectations via the assessment tracker.