

## Art and Design Curriculum Statement

Vision for Art and Design at Foxhills



*For every child to express themselves creatively, appreciate diverse artistic traditions, and develop their own artistic style, so that they can express themselves confidently, think critically, and engage meaningfully with the world around them.*

Art is the expression or application of human creativity and imagination. It allows children to make creative and practical responses and engage in imaginative risk-taking in order to meaningfully engage with our material, emotional, social and virtual world. Art allows artists to express and communicate their ideas, thoughts and feelings through a visual language.

The art education at Foxhills enables children to understand, appreciate and contribute to human innovation, imagination and culture. We aspire for every child to enjoy and be fully engaged with our art curriculum. The art curriculum provides children with a channel of communication beyond text and the ability to excel beyond words. Our teachers are passionate about instilling a love of art and the creative process in every child. Therefore, our curriculum provides children with opportunities to appreciate existing art and develop their own likes, dislikes and preferences, in order to develop their own artistic style.

At Foxhills Federation, our Art and Design curriculum inspires and equips children to express themselves creatively, think critically, and engage with a wide range of artistic disciplines and cultural traditions. Our curriculum aims to

- Foster creativity, curiosity, and resilience, enabling children to take risks, problem-solve, and innovate through artistic expression.
- Provide opportunities for children to develop proficiency in a range of artistic techniques and use of materials, including drawing, painting, and sculpture, alongside other disciplines such as print and collage.
- Cultivate an appreciation for art in its many forms, encouraging children to study and reflect on works by diverse artists, craft-makers, and designers from both historical and contemporary contexts.
- Ensure progression in skills, knowledge, and understanding across key stages, preparing children for a lifelong engagement with art and design.

The characteristics of learning in Art & Design at Foxhills are defined below:



## Sequencing of the Art and Design Curriculum

The curriculum is sequenced to build progressively on key knowledge, skills, and understanding from EYFS to Year 2, ensuring children develop a secure foundation in drawing, painting, sculpture, and other art forms. It is also designed to ensure that, when children move to the Junior School, they are equipped with the knowledge and skills they need to be successful to continue to thrive within their art education.

The Foxhills Art curriculum provides exposure to a rich variety of historical and contemporary artists, designers, and craftspeople, emphasising inclusivity and cultural diversity. Each year group progresses through a learning journey that builds on knowledge previously learnt, and each unit includes opportunities to revisit relevant content to ensure knowledge being acquired builds on what children already know.

Theoretical knowledge and disciplinary knowledge underpin the practical knowledge learnt, which get progressively more complex as children progress through each year and key stage. Practical knowledge involves techniques in different disciplines and media, as well as focusing on the seven elements of art as defined in the National Curriculum: line, shape, colour, space, pattern, texture and form. These elements and techniques are continually revisited so that children can master the technical knowledge needed to produce a variety of works of art for different purposes.

In EYFS, children are exploring different media and art forms, and are introduced to what art is and what an artist does. In Key Stage One, children are exposed to a wider range of artists and techniques, and develop their knowledge of the formal elements of art. This foundational knowledge prepares them for the increased choice and independence children will be encouraged to take when they move to the Junior School.

Each year group begins with the substantive concept of drawing, as this underpins knowledge in other areas and is the basis for planning and recording ideas even when using other media. Painting and Colour follows in the Spring Term, followed by Sculpture and 3D in the Summer. Where appropriate, and where it can supplement the knowledge being taught, other substantive concepts such as collage and printing are also explored.

Each Year Group has a focus or theme for their learning for each term, which is supported by the study of two-three great artists, architects, designers and craftspeople from history, exploring how these have approached the same theme or subject. Throughout each half term, children respond to works of art, reflect on the techniques other artists have used, and develop their own opinions and critical responses to art.

This sequencing is outlined in the table below, which shows the substantive concept, theme and artists studied:

|        | Autumn   | Spring  | Summer  |
|--------|--|---|---|
| EYFS   | <b>Drawing:</b><br>People and Characters<br><i>Klimt, Da Vinci, Scheffler, Shepard</i> | <b>Painting &amp; Colour:</b><br>Creative Colours<br><i>Thomas, Matisse, Mondrian</i> | <b>Sculpture &amp; 3D:</b><br>Animal Sculptures<br><i>Bebbington, Reader</i>          |
| Year 1 | <b>Drawing:</b><br>Animals Art<br><i>Cave Art, Ashevak, Hearld</i>                     | <b>Painting &amp; Colour:</b><br>Landscapes<br><i>Adnan, Hockney</i>                  | <b>Sculpture &amp; 3D:</b><br>Exploring 3D Art<br><i>Hepworth, Jaimeson, Zacarias</i> |
| Year 2 | <b>Drawing:</b><br>Portraits<br><i>African Masks, Picasso, Modigliani</i>              | <b>Painting &amp; Colour:</b><br>Expressive Painting<br><i>Ofilj, Kandinsky</i>       | <b>Sculpture &amp; 3D:</b><br>Clay Houses<br><i>Hundertwasser, Gaudi</i>              |

## What are the knowledge types and how will they be taught?

The curriculum at Foxhills is a knowledge-based curriculum because our staff are united by the belief that knowledge promotes intellectual growth: the more you know in Art and Design, the more you understand and appreciate its significance in human history and culture, and the more you are able to use art as an expression of your own creativity.

**Knowledge in art and design is divided into three domains:**

- **Practical Knowledge** (formal elements, methods, techniques)
- **Theoretical Knowledge** (history of art, meanings and interpretations, artists and influences)
- **Disciplinary Knowledge** (What is art? What do artists do? What inspires artists?)

The first two domains of knowledge, **practical knowledge** and **theoretical knowledge**, form the **substantive knowledge** (knowing that...) taught at Foxhills.

**Practical knowledge** of how to create art, craft and design, for example by learning the methods and techniques that artists, craft-makers and designers use.

Practical knowledge can be defined by the seven elements of art – line, colour, shape, texture, pattern and form. These elements will be learnt, practised and applied through drawing, painting & colour, sculpture & 3D art, printing and collage.

**Theoretical knowledge** of the history of art, craft and design – about artists and their works. Children will develop knowledge of a diverse range of artists, from various time periods, cultures, backgrounds and nationalities.

**Disciplinary knowledge** (knowing how...) is the third domain of knowledge for art and design at Foxhills, defined as knowledge of the concept of art itself. This includes the way it is judged, valued and evaluated. This is approached by the three questions: What is art? What do artists do? What inspires artists?

How is the curriculum implemented?

*Consider:*

*How is subject matter clearly presented? How is discussion promoted? How is teaching designed to help children to remember long term the content they have been taught and to integrate new knowledge into larger ideas (knowledge webs)? How are tasks designed to enable children to develop their knowledge, skills and abilities to apply what they know with increasing fluency and independence?*

In Art and Design teaching, tasks are carefully designed to engage, challenge and inspire children, enabling them to explore and develop practical, theoretical, and disciplinary knowledge. It is delivered through engaging, practical lessons that allow children to:

#### Develop Artistic Skills and Techniques

- Build technical proficiency in areas such as drawing, painting and sculpture.
- Experiment with a variety of materials and tools to develop confidence and adaptability.
- Be given ample time to practise these technical skills.

#### Engage with Great Artists, Craft-makers, and Designers

- Study and critique works by artists, craft-makers, and designers from diverse cultures and time periods, reflecting on their significance and techniques.
- Learn about the influence of art movements and individual artists, linking this to their own creative work.

#### Think Critically and Reflect

- Develop visual literacy by describing, interpreting, and analysing artwork.
- Evaluate their own work and that of others, using constructive feedback to improve.
- Explore themes and concepts, using art as a medium for personal and social expression.

#### Embrace Creativity and Individuality

- Encourage experimentation, risk-taking, and the exploration of new ideas.
- Provide opportunities for personal expression, connecting their learning to their own lives and experiences.

In lessons, teachers provide scaffolded instruction with a focus on deliberate practice, modelling, and structured questioning and evaluating to deepen learning. When making pedagogical decisions, teachers are clear from the Curriculum Mapping what they want children to learn (the curriculum objective). They should make sure that children have enough opportunity and time to practise the practical knowledge along the way. Just as children need to have sufficient repeated encounters with concepts, they also need sufficient practice ‘in the moment’ when learning practical knowledge.

Each term begins with an introduction to the artists, architects or designers that will inspire the learning across all knowledge taught. Once children have explored the artists, their techniques and influences, children are then introduced to the practical knowledge needed, before they can apply these to an outcome. The disciplinary knowledge will be taught and revisited throughout to underpin the theoretical and practical knowledge taught, allowing children to develop their understanding of what art is, what artists do, and how to respond critically to art.

A balance of convergent and divergent tasks ensures a comprehensive learning experience. Convergent tasks focus on specific outcomes, allowing children to practise and demonstrate technical knowledge, while divergent tasks encourage creativity and imagination, giving children the freedom to make choices in their creations. Formative assessment is ongoing, allowing teachers to identify and address misconceptions while providing opportunities for children to revisit and refine their work.

The table below illustrates the 5-6 lesson sequence that enables teachers to implement the theoretical, practical and disciplinary knowledge effectively, ensuring that children can learn, practise and apply the knowledge acquired:

#### Art 6-Lesson Sequence for each Step/Term:

| Lesson 1  | Lesson 2:  | Lesson 3:  | Lesson 4:  | Lesson 5  | Lesson 6 |
|---|--|--|--|---|----------|
| <b>Learn</b>  | <b>Learn</b>   | <b>Practise</b>  | <b>Practise</b>  | <b>Apply</b>  |          |
| <b>Theoretical</b>  | <b>Practical</b>   | <b>Practical</b>   | <b>Practical</b>   | Plan, create, make, evaluate  |          |
| Artist & responses<br><i>(Introduce disciplinary knowledge)</i> | Explicit teaching of knowledge and techniques<br><i>(Refer to &amp; revisit Theoretical &amp; disciplinary knowledge. How does the artist use this knowledge?)</i> | Experiment & Explore<br><i>(Refer to &amp; revisit Theoretical &amp; disciplinary knowledge)</i> | Convergent Task to use practical knowledge learnt.<br><i>(Refer to &amp; revisit Theoretical &amp; disciplinary knowledge)</i> | Divergent task with opportunity for choice and creativity<br><i>(Refer to &amp; revisit Theoretical &amp; disciplinary knowledge)</i> |          |

**Convergent Tasks** are tasks or activities that have explicit instructions and expectations. They allow children to practise their knowledge in a specific prescribed way, e.g. using charcoal to draw a still life. The work produced may look similar or fit an expected outcome.

**Divergent Tasks** are tasks that are less prescribed, more open-ended and allow children more choice and creativity. For example, they could choose their subject, media, scale, colours, tools etc. Task design should ensure children are expected to use the theoretical and practical knowledge learnt.

|  |   |
|--|---|
|  | <p>Assessment in Art and Design involves a variety of strategies to evaluate and support children’ learning.</p> <p>Teachers observe practical work and participation during lessons, engaging in discussions with children to gauge their understanding of techniques, concepts, and critical appreciation of art. Verbal feedback is specific, highlighting what has been done well and identifying areas for improvement.</p> <p>Both convergent tasks, which assess measurable technical knowledge, and divergent outcomes, which recognize the subjective nature of art, inform feedback.</p> <p>End-of-unit evaluations, incorporating self- and peer-assessment, further help to identify strengths and areas for growth, ensuring a comprehensive understanding of each child’s progress.</p>   |
| <p>Adaption and variation</p> <p><i>Consider:</i><br/>How will work given to children enable them to consistently achieve the aims of the curriculum, so that the most disadvantaged and children with SEND achieve exceptionally well? Reminder: double disadvantaged.</p> <p>How are tasks successfully adapted, designed and developed to be ambitious and to meet the needs of children with SEND?</p> | <p>Provision in Art and Design recognizes that strengths and challenges in areas such as reading or maths do not necessarily correlate with ability in art. In art, it is helpful to consider children that are more technically able or less technically able. Support in lessons is tailored to meet the needs of all, ensuring all pupils, including disadvantaged children and those with SEND, access a high-quality curriculum and have the opportunity to acquire the same knowledge.</p> <p>Tasks are carefully adapted to meet diverse needs, ensuring all pupils can succeed. For pupils with SEND and those less technically able, strategies such as scaffolding, differentiated materials, visual prompts, multisensory approaches, and step-by-step guidance enhance accessibility and build confidence. Structured activities help these pupils develop foundational skills, while open-ended tasks foster creativity and autonomy. Personalized feedback further supports their growth by developing practical skills and encouraging self-expression, ensuring every child progresses meaningfully.</p> <p>For those showing elements of greater depth, provision emphasises opportunities to explore and refine their disciplinary and theoretical knowledge, acknowledging that technical proficiency and conceptual understanding may develop at different rates. These children are extended through opportunities to experiment with advanced techniques, engage critically with artistic concepts, and explore diverse artists and styles.</p> <p>By emphasising creativity and individual expression, the curriculum allows all children to succeed, fostering confidence, technical growth, and a love of art. This inclusive approach ensures that every child, regardless of background or ability, can thrive and achieve exceptionally well.</p> |
| <p>Rationale for enrichment and wider personal development</p> <p><i>Consider:</i><br/>How does this subject enable children to have access to a wide rich set of experiences? How are these rich experiences planned in a coherent way so that they considerably strengthen the school’s offer?</p>   | <p>In addition to the design of the Art and Design curriculum, opportunities for enrichment and wider personal development have been integrated to support and strengthen the knowledge children are acquiring in that half-term. These opportunities also foster an appreciation for art, gain a deeper understanding of the artistic process for the point of view of real artists, and allow them to engage with real-life examples of art. In addition, extra-curricular competitions, projects and initiatives, along with an Art Club, will run throughout the year to create enjoyment and engagement in creating art, some of which link to local or national projects and initiatives.</p> <p>Examples of enrichment in art at Foxhills include:</p> <ul style="list-style-type: none"> <li>• Visits to galleries and exhibitions which provide first-hand exposure to diverse artistic styles and techniques, inspiring creativity and critical appreciation.</li> <li>• Inviting artists into school and engaging with local artists to introduce children to professional practices and offer unique insights into the artistic process.</li> <li>• Integrating art into broader learning experiences, such as trips or visits in other subjects, where activities like sketching on location deepen cross-curricular connections.</li> <li>• Utilising the community and local environment as dynamic spaces for inspiration and creation, encouraging children to see art as an integral part of their everyday lives.</li> </ul>   |
| <p>Impact</p> <p><i>Consider:</i><br/>How do teachers and subject leaders check children understanding systematically, identify misconceptions accurately and provide clear direct feedback, adapting their teaching as necessary?</p> <p>How is assessment used to ensure children embed and use knowledge fluently?</p>  | <p>The impact of our Art and Design curriculum is evident in children who are confident, reflective, and creative individuals. They demonstrate:</p> <ul style="list-style-type: none"> <li>• <b>Mastery of Skills:</b> Proficiency in a range of artistic techniques and media, as well as the ability to experiment and take creative risks.</li> <li>• <b>Cultural Awareness:</b> A deepened understanding and respect for the diversity of artistic expression, including an awareness of how art connects to personal and global identity.</li> <li>• <b>Critical Thinking:</b> The ability to articulate their artistic intentions and critically evaluate their work and the work of others.</li> <li>• <b>Enjoyment and Expression:</b> A sense of personal achievement and joy in creative endeavours, alongside an appreciation for the power of art to communicate and inspire.</li> </ul> <p>Teachers check children’s understanding of the Art and Design curriculum through the use of constant AfL during and between lessons. This enables teaching to be adapted and misconceptions to be addressed in real time. Feedback is primarily verbal, and conversations with children in real time as they are acquiring knowledge allows teachers to provide clear direct feedback, adapting their teaching as necessary.</p> <p>In children’s work, teachers and the art &amp; design subject leader can see progression and mastery of practical knowledge across the different substantive concepts, and in the formal elements of art. In speaking to children, their understanding of theoretical and disciplinary knowledge - in their understanding of the works, influences and</p>   |

techniques of a range of artists, architects, designers and craftspeople from history, along with their knowledge of what art is, what artists do, and their own opinions about art – is evident.

The curriculum at Foxhills equips children with the foundational skills and cultural capital to succeed in secondary education and beyond, fostering a lifelong engagement with art and design as a means of self-expression, problem-solving, and cultural literacy. Through this rich curriculum, children will leave primary school not only with technical knowledge and creativity but also with a deep appreciation of art's role in shaping and reflecting society.