

Bonneygrove and Millbrook Primary Federation

Art and Design Subject Guidance

INTENT

At Bonneygrove and Millbrook Primary Federation, we believe that Art and Design should be creative, meaningful and accessible for all children. Our Art and Design curriculum is designed to inspire imagination, creativity and self-expression, while developing pupils' confidence to explore ideas and communicate meaning visually.

Our intent is firmly rooted in the **National Curriculum for Art and Design (2014)** and shaped by the shared values and ethos of both schools. Through Art and Design, pupils develop knowledge and understanding of artists, craftspeople and designers, alongside practical skills in drawing, painting, sculpture and other creative techniques.

Art and Design supports pupils to express ideas, experiment with materials and techniques, and evaluate their own work and the work of others. It enables children to appreciate creativity across cultures and time periods and to understand the role of art and design in shaping identity, communities and the wider world.

In line with the **Ofsted Inspection Framework (November 2025)**, our Art and Design curriculum is ambitious, inclusive and carefully sequenced from EYFS to Year Six so that pupils **know more, remember more and can apply artistic skills with increasing confidence and independence over time.**

WHY WE TEACH ART AND DESIGN THE WAY WE DO

We teach Art and Design through exploration, experimentation and creativity because children learn best when they are encouraged to express themselves, take creative risks and reflect on their work.

Our approach encourages pupils to:

- Explore ideas and materials in a purposeful way
- Develop technical skills through practice and refinement
- Learn about artists, designers and crafts from different cultures and periods
- Reflect on and evaluate creative outcomes

We use a wide range of materials, techniques and visual sources to ensure pupils experience success and develop pride in their work. b. This is particularly important for pupils who may experience **digital poverty** or have limited access to creative experiences beyond school. Curriculum enrichment is supported through Art Club, art competitions, a focused Art Week developing specific skills through the study of an artists, and a Sketch Club.

EYFS

Children explore colour, texture, shape and materials through play-based activities. They use drawing, painting, collage, modelling and imaginative play to express ideas and feelings.

Key Stage One

Pupils develop confidence in using a range of materials and techniques. They begin to develop drawing, painting and sculpting skills and learn about artists and styles in an accessible way.

Key Stage Two

Pupils refine techniques, develop control and begin to develop a personal style. They study artists, designers and craftspeople from different cultures and time periods and use sketchbooks to plan, experiment and reflect.

Through Art and Design, pupils develop creativity, resilience and confidence, helping them to express their individuality and understand the creative world around them.

ROLE OF THE ART AND DESIGN SUBJECT LEADER

The Art and Design Subject Leader at Bonneygrove and Millbrook Primary Federation plays a key role in ensuring that the Art and Design curriculum is ambitious, coherently sequenced and effectively implemented, in line with the **National Curriculum for Art and Design (2014)** and the **Ofsted Inspection Framework (November 2025)**.

The Subject Leader:

- Provides clear strategic direction for Art and Design across the Federation
- Ensures progression in artistic skills, techniques and knowledge from EYFS to Year Six
- Monitors the quality of teaching and learning through lesson visits, book looks, displays and pupil voice
- Supports teachers' subject knowledge and pedagogy in line with the **Teachers' Standards**

- Ensures SEND and EAL provision is embedded within Art and Design lessons
- Manages and develops resources, including materials, tools and visual references
- Ensures exposure to artists, designers and cultural influences builds **cultural capital**
- Contributes to whole-school self-evaluation and inspection readiness

Through effective leadership, the Art and Design Subject Leader ensures pupils leave the Federation as confident, creative individuals who value artistic expression.

SEND INCLUSION

SEND inclusion is integral to the design and delivery of the Art and Design curriculum. Guided by the **nasen Teacher SEND Handbook (January 2024)**, we follow the graduated approach of:

Assess → Plan → Do → Review

All pupils receive **Quality First Teaching**, with reasonable adjustments made so that pupils with SEND are not disadvantaged and can access the same ambitious creative curriculum as their peers.

SUPPORTING PUPILS WITH SEND IN ART AND DESIGN

Pupils with SEND are supported through:

- Flexible tools and adapted materials
- Visual examples, step-by-step modelling and demonstrations
- Scaffolded tasks with clear success criteria
- Opportunities to express ideas through different media
- Alternative recording methods such as photography or verbal explanation
- Adult support and guided practice

These strategies reduce barriers and support confidence, independence and enjoyment in creative learning.

EAL SUPPORT

Pupils with English as an Additional Language are supported through:

- Visual modelling and demonstrations

- Explicit teaching of artistic vocabulary
- Opportunities to explain ideas through making rather than written language
- Structured talk opportunities and partner discussion

Art and Design provides a valuable platform for communication and expression beyond spoken language.

IMPLEMENTATION

The Art and Design curriculum is carefully planned, coherently sequenced and skills rich. Learning is organised so that pupils revisit key artistic skills and techniques regularly, allowing knowledge and confidence to build cumulatively.

Across the Federation, pupils revisit and develop:

- Drawing, painting and sculpture skills
- Use of materials and tools
- Knowledge of artists and styles
- Skills of evaluation and reflection

Teaching is underpinned by:

- Use of sketchbooks to record ideas and experimentation
- Explicit modelling of techniques
- Opportunities for practice, refinement and evaluation
- High-quality visual references and examples

Enrichment opportunities, including exposure to artists, galleries and creative workshops where possible, are used to deepen understanding and build cultural capital.

EXAMPLES OF WHAT WE TEACH IN ART AND DESIGN

EYFS

- Exploring materials and colour
- Drawing, painting and modelling
- Expressing ideas through creative play

Key Stage One

- Drawing and painting skills
- Exploring texture and form
- Learning about artists and styles

Key Stage Two

- Developing techniques and control
- Studying artists from different cultures and periods
- Using sketchbooks to plan, refine and evaluate work

IMPACT

The impact of the Art and Design curriculum is seen in pupils who enjoy being creative, take pride in their work and express ideas confidently.

By the end of Key Stage Two, pupils can:

- Use a range of materials and techniques with control
- Explain the choices they have made in their work
- Evaluate their own work and the work of others
- Show creativity, resilience and independence

Pupils leave the Federation with a secure foundation for secondary Art and Design and a lifelong appreciation of creativity.

OUTCOMES – NATIONAL CURRICULUM 2014

By the end of the Federation, pupils meet the expectations of the **National Curriculum for Art and Design (2014)**, developing practical skills, creativity and evaluative understanding.

DESIRED OUTCOMES – BONNEYGROVE AND MILLBROOK PRIMARY FEDERATION

By the time pupils leave Bonneygrove and Millbrook Primary Federation, we want them to be creative, confident individuals who:

- Express ideas and emotions through art and design

- Take pride in their work and persevere when refining ideas
- Appreciate creativity across cultures and time
- Are curious, resilient, honest, ambitious, creative, kind and inclusive learners

PUPIL VOICE

EYFS

“I like choosing my own colours.”

“I like painting and mixing colours.”

Key Stage One

“I like making pictures and choosing my own colours.”

“I like looking at artists’ work because it gives me ideas.”

Key Stage Two

“I know how to use different tools and materials for different effects.”

“I enjoy Art because we can be creative and show our own style. We learn new techniques and improve our work by practising and editing it. I like that everyone’s artwork is different and unique.”

SEND

“I like art.”

“I use tools and materials to help me.”

EAL

“I like Art because I can show my ideas with pictures. The teacher shows me what to do, and

I like to share my work.”

“I like Art because I can use lots of colours and shapes.”

Why Intent is STRONG

Creative expression is a priority at the Federation, as leaders recognise its vital role in fostering imagination, resilience, and visual communication skills. The Art and Design curriculum has been carefully structured to be progressive, reflecting the unique needs of the Bonneygrove and Millbrook community while preparing pupils for future creative learning.

Leaders appreciate that exposure to high-quality artistic experiences broadens pupils' horizons and enriches cultural capital. Consequently, the curriculum emphasizes practical skill development, experimentation with a wide range of media and techniques, and the study of diverse artists and designers. This approach ensures that all pupils experience an ambitious, inclusive, and equitable creative education.

Why Implementation is STRONG

Art teaching at the Federation is consistent, structured, and carefully sequenced, ensuring progressive development of artistic knowledge, skills, and vocabulary. Lessons regularly include opportunities for demonstration, practice, reflection, and evaluation, helping pupils to build confidence, control, and creativity.

Assessment plays a key role in identifying pupils working below age-related expectations. These learners are supported through scaffolding, visual examples, step-by-step modelling, and guided practice, enabling them to access and engage with the curriculum effectively. Pupils working at ARE strengthen their understanding by applying taught techniques, using artistic vocabulary accurately, and making thoughtful, purposeful creative decisions.

For pupils working at GDS, tasks are designed to encourage independent skill application, refinement of techniques, and the creative combination of ideas to produce original outcomes. SEND pupils access the same ambitious curriculum through adapted resources, additional modelling, and structured guidance, while EAL pupils benefit from visual stimuli, practical demonstrations, and opportunities to rehearse and use subject-specific vocabulary in context.

Why Impact is STRONG

As a result, pupils gain confidence when experimenting with materials, techniques, and creative ideas, and develop curiosity about artists, designers, and artistic processes. Those who start below the ARE make clear, sustained progress and engage positively in hands-on learning. Pupils at ARE express their ideas purposefully through their artwork, while those at GDS demonstrate growing independence, precision, and originality in their outcomes.

Pupils leave the Federation well prepared for secondary Art and Design, with a strong enthusiasm for creativity and a solid appreciation of art from diverse cultures and historical periods. Art and Design is delivered in a cross-curricular way, with projects thoughtfully connected to other subjects where appropriate throughout the year. Learning in Art strengthens cognitive skills such as observation, evaluation, and problem-solving, while also supporting broader development through fine motor skills, visual literacy, and expressive communication. Historical knowledge is enhanced through the study of artists across time, and mathematical understanding is reinforced through concepts such as pattern, proportion, scale, and symmetry. Cultural experiences are enriched through artist studies, creative projects, and collaborative opportunities, enabling pupils to develop imagination, confidence, and respect for diversity.