

Art Curriculum Intent Overview - Vision

To inspire and challenge pupils in cultivating creativity, enthusiasm and success whilst developing pupils' understanding of cultural and historical art forms.

Art Curriculum Implementation Overview

Snapshot of pedagogy across the school - informed by children's work and learning walks

Whole school

The art leader works closely with staff to support planning, teaching and assessment.

Art lessons happen in classrooms and the wider school grounds. Lessons are

In EYFS

Children learn art skills linked to topics of interest to the children. Teachers plan discrete lessons which complement independent and adult-led art activities.

In Key Stage One and Two

Art teaching is a mixture of discrete lessons and those linked to topics. Teaching is sequenced so that children can acquire the knowledge and vocabulary required for them to

Pupil Voice on 14th January 2025

Pupil voice showed that children can confidently talk about a range of aspects of art and particularly enjoy drawing, painting and sculpting. They were able to name a number of artists and talk about their style of art/famous paintings by that artist. Children across the age range enjoy art giving reasons such as - it's calming and relaxing, it makes me happy and proud, we can be imaginative and create unique pieces of work. Children particularly enjoyed working on their own but also talked about artwork produced collaboratively in small groups.

Data headlines - Spring 2025

	Year 1	Year 2	Year 3	Year 4
Working below Age Related Expectations	11%	0%	16%	13%
Work at Age Related Expectations	82%	92%	84%	87%
Working at Greater Depth	7%	0%	0%	0%

Overall, most children are on track to achieve Age Related Expectations by the end of the year. In Summer, we aim to identify children who have the potential to be working at Greater Depth and ensure that these children are appropriately challenged to meet the criteria of this.



Marshbrook First School

Art and Design Curriculum

2024 - 2025



Key Notes from Last Inspection on 6th July 2022

- There are inconsistencies in how subject leaders monitor the effectiveness of the curriculum implementation.
- This means that sometimes subject leaders are unable to identify and address the specific aspects in the areas they lead on that need to be improved.
- Leaders should ensure that all subject leaders are able to carry out their roles more effectively so that they are able to further improve the quality of education that pupils receive.
- Subject leaders have the right knowledge and experience to be able to lead their subjects well.
- They do have opportunities to find out how well their subjects are being implemented. However, these opportunities are not always organised well enough for them to build a complete picture of what is going well and what needs to get better.

Snapshot of expectations by year group - see progression maps for more detail and information.

Reception	Year 1	Year 2	Year 3	Year 4
(Expressive Arts and Design) Children are taught to: Develop and refine a range of artistic effects and create collaboratively.	Children are taught artistic skills in drawing, 3D modelling and printing linked to their topics.	Children are taught artistic skills in textiles, painting, collage and construction linked to their topics.	Children are taught to further develop and refine their technique in painting, textiles and sculpture through a thematic approach.	Children are taught to further develop and refine their technique in printing, drawing and collage through a thematic approach. They also study the work of artists.

Art Curriculum Impact Overview

Snapshot of positive outcomes across the school - informed by first-hand evidence gathering.

Work in children's books is well presented and conveys pride in their work.

The majority of children meet end of year expectations in Art. Children can talk about art and different types of art confidently and knowledgeably.

Art has a high profile and children's Art work features on displays in classrooms, inside and outside school.

Art Enrichment Opportunities

At Marshbrook First School, we aim to provide strong foundations for children's development of Art by providing additional opportunities for art projects (school and wider community) and learning outside the classroom. This includes whole school Christmas tree community project/decorations and outdoor art during Forest School, educational visits that include art activities such as Penkridge canal trip (canal art), Staffordshire Hoard (pottery), Stafford Castle and Wroxeter (Art opportunities/ activities linked to castles and Roman art)