



Statement of Intent

Our Art and Design curriculum is built around the belief that every child is unique, valued, and worthy of being nurtured - an ethos inspired by the Parable of the Lost Sheep. Just as the shepherd cares for each individual sheep, we ensure every child feels seen, supported, and encouraged in their creative journey.

We place **drawing, painting, and sculpture** at the heart of our curriculum so children develop strong foundational skills while exploring their own ideas with confidence and imagination. We want pupils to experience the joy of creating, the freedom to experiment, and the reassurance that mistakes are part of learning and growth.

While these three disciplines form our core, children also encounter **printing** and **craft-based activities** at meaningful points in the year. These experiences, often linked to school celebrations, performances, and community events, help children understand that art has purpose, value, and the power to bring people together.

Our intent is to nurture:

- **Creativity and individuality**, recognising the worth of every child.
 - **Confidence and resilience**, where children feel safe to explore, take risks, and try again.
 - **A sense of belonging**, through shared artistic experiences that strengthen community.
- Cultural awareness**, helping children appreciate the richness and diversity of artistic expression.

Our Core Values

1. **Every Child is Valued:** Inspired by the Parable of the Lost Sheep, we ensure each child feels recognised, supported, and encouraged in their artistic development. No child is overlooked; every creative voice matters.
2. **Growth Through Exploration:** We prioritise drawing, painting, and sculpture to build strong technical foundations, while encouraging children to experiment, make mistakes, and discover their own creative identity.
3. **Purposeful Creativity:** Printing and craft skills are taught in meaningful contexts, such as plays, celebrations, and community projects, so children see art as purposeful, collaborative, and connected to real life.
4. **Belonging and Community:** Art is used to strengthen relationships, celebrate individuality, and foster a sense of belonging. Children learn that creativity can bring people together and that their contributions enrich the whole community.



Implementation

At Langafel, Art and Design is delivered through a carefully structured sequence of lessons that prioritise **drawing, painting, and sculpture** as the core disciplines. These areas are revisited regularly so children can build confidence, develop control, and deepen their understanding of how materials behave. Learning is highly practical, with teachers modelling techniques explicitly and giving children frequent opportunities to explore, practise, and refine skills in small, manageable steps.

Children use sketchbooks from Year 1 to record ideas, experiment with mark-making, and reflect on their work. This early introduction helps them develop ownership of their creative journey and supports the development of artistic vocabulary.

Printing is introduced through selected units where it naturally enhances learning—for example, when exploring pattern, texture, or cultural art forms. It is taught with a lighter touch than the core disciplines but still provides valuable opportunities for experimentation and discovery.

Craft skills are woven into the curriculum at meaningful points in the year. Children create props, scenery, and decorative pieces for school plays, celebrations, and seasonal events, helping them understand that art has purpose and can contribute to shared experiences. These projects also support fine motor development and collaborative learning.

Children are introduced to a diverse range of artists, craftspeople, and designers. They learn to talk about what they see, express preferences, and begin to evaluate their own work using simple artistic vocabulary. Assessment focuses on children's developing skills, creativity, and willingness to explore; the emphasis is on the process not on producing a perfect final piece.

1. One Artist Per Year

Each year group studies **one artist in depth**, allowing children to build a strong visual identity for the year and develop mastery of style, technique and context.

2. Three Disciplines Every Year

Every year follows the same suggested structure: Phase Leads and Teachers are free to use their professional judgement regarding the planned sequence of the remaining two strands across the academic year. This is because each strand builds on the previous years' experience and skills, and the artist focus is the same across the academic year.

- **Autumn:** Drawing
- **Spring:** Sculpture or Painting
- **Summer:** Painting or Sculpture



Collage, printing and craft are used purposefully (e.g. for seasonal celebrations) and for real outcomes (e.g. creating props for school performances). This predictable rhythm supports **memory, mastery and SEND accessibility throughout.**

3. Chronological Progression

Children move through art history in a logical sequence:

Year	Artist	Art Movement
Y1	Henri Rousseau	Naïve Art
Y2	Clarice Cliff	Art Deco
Y3	Vincent van Gogh	Post-Impressionism
Y4	Pablo Picasso	Cubism
Y5	Yayoi Kusama	Contemporary
Y6	Frida Kahlo	Symbolism / Surrealism

4. Skills Progression

Drawing, painting and sculpture skills build year on year, from:

- mark-making → shape → tone → form → pattern → proportion → symbolism

5. SEND-Inclusive by Design

The curriculum is structured to support:

- predictable routines
- visual scaffolding
- sensory-safe materials
- overlearning and repetition
- multiple entry points
- success for all learners

6. High-Quality Outcomes

Each unit ends with a **final piece** that demonstrates: a) technical skill b) understanding of the artist and c) personal creativity. However, throughout, **the journey** and **process of exploration, experimentation, application** and **self-reflection** is **equally as important as the final piece.**



National Curriculum Purpose of Study

The National Curriculum states that Art and Design should inspire, engage, and challenge pupils, equipping them with the knowledge and skills to experiment, invent, and create their own works of art. As pupils progress, they should develop a deeper understanding of art and design, exploring how it reflects and shapes history and contributes to culture, creativity, and the economy. This purpose underpins our curriculum, ensuring that children:

- Develop creativity and imagination.
- Build technical skills across a range of media.
- Learn to think critically and visually.
- Gain cultural and historical understanding through the study of art.

National Curriculum Aims

By the end of primary school, pupils should be able to:

- Produce creative work, exploring ideas and recording experiences.
- Become proficient in drawing, painting, sculpture, and other art, craft, and design techniques.
- Evaluate and analyse creative works using the language of art, craft, and design.
- Know about great artists, craft makers, and designers, and understand the historical and cultural development of their art forms.

Our Curriculum Aims

By the end of Year 6, pupils will:

Know:

- Key artists, movements and artworks
- How art has changed over time
- The elements of art (line, shape, colour, texture, form, pattern, space)
- How artists use art to express ideas, identity and emotion

Be able to:

- Draw with control, tone, proportion and expression
- Paint with accuracy, colour knowledge and intention
- Sculpt using clay, card, Modroc and mixed media
- Evaluate their own and others' work

Be:

- Creative
- Confident
- Reflective
- Independent
- Culturally aware



Skills

Broadly, skills develop in drawing, painting and sculpture in the following ways. However, a more detailed breakdown of this can be found in the Appendix.

	Drawing	Painting	Sculpture
Year R	Early Mark-Making and Drawing Exploration Skills	Early Colour Mixing and Creative Painting Techniques	Early 3D Modelling and Malleable Materials Exploration
Year 1	Foundations	Primary to Secondary colour mixing	Layered Relief Sculpture
Year 2	Observation and shape	Control, Tints and Shades	Slab and Pinch techniques
Year 3	Tone and expressive mark-making	Expressive Effects	Layers and Textured Tiles
Year 4	Form, Texture and Viewpoint	Colour Theory and Washes	Fragmented Cubist Relief Sculpture
Year 5	3D Form and Shading Techniques	Depth, Tone and Detail	Installation Art - large-scale 3d forms
Year 6	Proportion, Perspective and Advanced Shading	Mood, Atmosphere and Mixed Media	Symbolic Objects using clay or mixed media