



## Subject Report 2025-2026

<b>Subject</b>	Art and Design	<b>Report prepared by</b>	Amy Rees and Sophie Douglas
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### Overview of the year:

This year, the focus has been on developing and refining the art curriculum. This has included creating new learning intentions, progression maps, updating mid-term plans, and producing a key document outlining what high quality art provision should look like in art journals at The Cambridge.

Three key priorities for the year were:

- **Enhancing resources:** Expanding the range of art materials available across the school and ensuring the shared art cupboard is well stocked and suitably organised.
- **Improving lesson sequencing:** Designing and implementing a clear sequence of lessons within each unit that enables children to review, reflect on and refine their work where appropriate.
- **Reviewing curriculum content:** Beginning the process of revisiting mid-term plans to ensure that artist studies are inclusive, diverse, and reflective of a broad cultural range.

### Curriculum: Intent, implementation, Impact

#### Intent

At The Cambridge Primary School, we believe that creativity through art and design is a vital part of every child’s education and overall development. Our intent is to provide high-quality, engaging art and design lessons that equip pupils with a broad and secure range of skills, knowledge, and understanding within the subject and across related disciplines. Through a carefully planned curriculum, pupils are given meaningful opportunities to express their own ideas and creativity, while being introduced to a diverse range of artists, techniques, and mediums. Our Art and Design curriculum also plays a key role in building pupils’ cultural capital. Children are exposed to artwork and artistic traditions from a wide variety of cultures, time periods, and communities, helping them develop an appreciation of the wider world and their place within it. By broadening their experiences and deepening their understanding of different artistic influences, we aim to inspire curiosity, confidence, and a lifelong engagement with the arts.

***Creativity takes courage- Henri Matisse.***

We want children to leave The Cambridge with memorable art experiences that build strong skills in drawing, painting, sculpture, colour, textiles, and artistic knowledge. Our progressive curriculum develops the essential skills, knowledge, and vocabulary needed for effective learning, enabling pupils to apply their art skills across other subjects—for example, sketching historical artefacts, recreating landmarks, or painting in the style of famous artists.

#### In Art and Design, A Cambridge Pupil will leave with:

Key Skills	Qualities
<ul style="list-style-type: none"> <li>• <b>Evaluate</b> and <b>analyse</b> a range of artists and their work using appropriate artistic vocabulary.</li> <li>• Develop proficiency in a wide range of art and design techniques.</li> <li>• <b>Plan, design, create,</b> and evaluate their artwork, selecting suitable materials, tools, and methods.</li> <li>• <b>Think critically</b> about their own work and the work of others.</li> <li>• <b>Reflect</b> on and <b>communicate</b> their ideas and responses to different artworks.</li> <li>• Build the confidence to <b>explore, express,</b> and celebrate their individuality and creativity through Art and Design.</li> </ul>	<p>A Cambridge pupil develops a secure understanding of a wide range of artists and their work. They are curious about art and design, using this curiosity to ask questions, experiment, and deepen their learning. Pupils are able to plan and evaluate their work both independently and <b>collaboratively</b>, taking pride and <b>ownership</b> in their creative process. They celebrate their own achievements and those of others, showing a positive attitude towards Art. Cambridge pupils are confident in exploring the subject and expressing their thoughts and ideas in <b>brave</b> and <b>innovative</b> way. They work effectively with a variety of tools and techniques, can justify their artistic choices, and reflect thoughtfully on their finished pieces.</p>

#### Implementation:

Art and Design is taught as a skill-based curriculum in which pupils study a range of inspirational artists linked to their focus topics and wider areas of learning. Our aim is for children to develop secure skills, knowledge, and understanding of the elements of art through carefully sequenced, skill-specific lessons. Across KS1 and KS2, Art and Design is taught for one hour

each week, with additional 'Art Afternoons' incorporated into hook days and themed weeks. In EYFS, children access Art and Design daily through indoor and outdoor continuous provision, supported by one adult-directed task and a weekly focused skill lesson. Lessons follow a consistent cycle: beginning with research into an artist or artistic concept, followed by weekly skill-building sessions, and culminating in the creation of a final piece. This structure ensures pupils gain new knowledge, practise techniques, and engage with artist studies and evaluations. Art journals are used throughout the school to record techniques, practise skills, draft ideas, and showcase photographs of completed final pieces. Finished artworks are displayed in each year group's Art Gallery around the school.

Topics taught across each year group:

	<b>AT1</b>	<b>AT 2</b>	<b>SP 1</b>	<b>SP2</b>	<b>SU1</b>	<b>SU2</b>
<b>EYFS</b>	<i>Features of a portrait</i>	<i>Painting and Drawing</i>	<i>Collage</i>	<i>Painting and Drawing</i>	<i>Junk Modelling</i>	<i>Printing and Weaving</i>
<b>Y1</b>	<i>Colour wheel- Transition</i> <b>Henri Matisse</b>		<i>Drawing- exploring lines and shapes.</i> <b>Henri Rousseau and Paul Klee</b>			<i>Painting – with different mediums</i> <b>Andy Warhol</b>
<b>Y2</b>		<i>Drawing skills- Building and places.</i> <b>Camille Pissarro and Zio Ziegler</b>		<i>Drawing- David Hockney, Yellena James</i>		<i>Drawing/Painting- Endangered animals</i> <b>Lowry</b>
<b>Y3</b>	<i>Painting- Pre historic art</i>	<i>Collage- Rock art-</i>				<i>Drawing- food- Pop art</i> <b>Andy Warhol</b>
<b>Y4</b>	<i>Clay- Greek pots</i>	<i>Painting- water colours</i> <b>J.M.W Turner, David Bellamy, Catherine Hamilton</b>	<i>Drawing and sketching</i>			
<b>Y5</b>		<i>Sketching and water colour-</i> <b>Jackson Pollock</b>			<i>Painting- Japanese Art- Katsushika Hokusai</i>	<i>North America Art- John Fleming.</i>
<b>Y6</b>	<i>Art perspective-</i> <b>Olive Mudie Crooke</b>	<i>Painting exploring artist-</i> <b>David Hockney, Paula Rego, Fiona Rae, Lubaina Himid</b>		<i>Sats</i>	<i>Sats</i>	<i>Identify drawing-</i> <b>Vermeer, Jan</b>

Rationale for curriculum organisation:

Art is taught for a minimum of one hour per week across three half terms. Lessons are delivered to the whole class in mixed-ability groups, with KAGAN structures used to support the research phase of the learning cycle. To enrich the core planning or to explore a specific skill in greater depth, 'hook days' are incorporated to allow for focused mini-projects and additional practice. Wherever possible, Art skills and knowledge are meaningfully woven into other curriculum areas throughout the half term, helping to strengthen connections and deepen understanding. The Art and Design curriculum follows a progressive, spiral approach in which key skills are introduced, revisited and built upon as children move through the school.

What have you done to ensure that every skill is covered?

To ensure full curriculum coverage, the subject leads have refined and enhanced the planning to provide pupils with exposure to a diverse range of artists, strengthening cultural capital across the subject. Drawing on shared professional knowledge, research, and the National Curriculum, we have mapped all required skills and allocated them to appropriate year groups. This ensures progression, with skills being revisited, developed, and built upon as pupils move through the school.

Planning slides are working documents and are updated termly following check-ins with teachers. A comprehensive skill-progression document is also being produced to clearly show when each skill is taught; this is reviewed regularly to maintain consistency, accuracy, and continuity of learning.

## Impact

Teachers monitor children's progress in Art and Design through ongoing formative assessment. A range of strategies—including verbal feedback, book looks, self-assessment, peer assessment, and teacher judgement—are used to evaluate pupils' developing skills and understanding. In every lesson, the specific skill being taught is made explicit in the slides, ensuring pupils know the focus of their learning. Pupil voice is embedded throughout, with children encouraged to reflect on their work, critique outcomes, and offer constructive feedback to peers. Teachers provide continuous verbal feedback during lessons, and work that clearly demonstrates the taught skills is showcased within each year group's Art Gallery.

**What does marking and assessment look like in your subject? How do you know this has been effective for children's progress?**

Within Art and Design, assessment is carried out through ongoing verbal feedback, questioning, teacher judgement and opportunities for self-assessment. Pupils are encouraged to reflect on their work in relation to the learning objective throughout the lesson cycle. Continuous assessment enables teachers to check understanding and ensure that all pupils are making progress. Practical lessons provide valuable hands-on, kinaesthetic experiences that help secure concrete understanding. All learning is recorded in Art Journals: some tasks are completed directly in the books, while larger pieces are photographed and added alongside an explanation of what has been learnt. Older pupils write these reflections independently.

In the Early Years Foundation Stage, pupils are assessed against curriculum-linked topics within Expressive Arts and Design. Using teacher judgement—alongside photos, videos and evidence from taught sessions—children are awarded either 'Emerging' or 'Expected' in relation to the Early Learning Goals.

**What Performance Information is monitored? What are the 3 questions you considering for future developments?**

Progress in Art is strong, with children demonstrating secure development of both knowledge and skills each year. With the implementation of new planning, pupils' performance is being closely monitored, and feedback is provided to subject leads to support continued improvement. Evidence of progression is clearly visible within Art Journals across both Key Stage 1 and Key Stage 2.

Monitoring of Art has been carried out through a range of activities, including:

- Book looks
- Review of the new planning linked to existing topics
- Staff verbal check-ins
- Pupil conferencing
- Learning walks

Looking ahead in Art, we aim to reflect on the following key questions to support continued improvement:

- To what extent are teachers confident in modelling and demonstrating the key skills within Art and Design?

**What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?**

The subject leads have developed clear key themes that underpin the art curriculum and ensured these are thoughtfully linked to wider curriculum learning. They have identified relevant artists to support each unit, providing purposeful connections to artistic styles and techniques, and have researched the key skills that need to be explicitly taught to secure progression across year groups. In planning, the subject leads have successfully drawn on their own prior knowledge and collaborated closely with colleagues, sharing ideas to strengthen teaching and learning. They have also engaged with wider art networks to exchange expertise, reflect on effective practice, and consider areas for further development.

**How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?**

### Fundamental British Values

Pupils are taught British values across the curriculum, and these are woven meaningfully into Art and Design. Through exploring a diverse range of artists from different cultures and backgrounds, and engaging with aspects of art history, pupils develop **tolerance** and appreciation for perspectives beyond their own. **Democratic** values are promoted as children discuss a variety of artworks, listen to others' interpretations, and consider different viewpoints. Pupils demonstrate the **rule of law** by following safety guidance and adhering to project criteria and expectations. They are given opportunities to exercise **individual liberty** by making creative choices and expressing their own ideas within their artwork. **Mutual respect** is fostered throughout lessons, as pupils are taught how to give constructive feedback, work collaboratively on group projects, and respond sensitively to one another's work.

### The Cambridge Learning Characteristics (BICO)

A Cambridge pupil develops a secure understanding of a wide range of artists and their work. They are curious about art and design, using this curiosity to ask questions, experiment, and deepen their learning. Pupils are able to plan and evaluate their work both independently and **collaboratively**, taking pride and **ownership** in their

- Are pupils confidently using the taught vocabulary to discuss, evaluate and reflect on their learning during lessons?

creative process. They celebrate their own achievements and those of others, showing a positive attitude towards Art. Cambridge pupils are confident in exploring the subject and expressing their thoughts and ideas in **brave** and **innovative** way. They work effectively with a variety of tools and techniques, can justify their artistic choices, and reflect thoughtfully on their finished pieces.

#### Opportunities for Personal Development

We have an Art Career Club that has been offered to pupils across the key stages throughout the year, and it has proven to be very popular. The club focuses on creativity, individuality and making Art enjoyable and accessible for all. Over the term, children explore a wide variety of artistic disciplines, including painting, drawing, sculpture and collage. Due to the continued success of the club, it would be worthwhile to introduce an additional Art-based club on another day to enable more pupils from across the school to take part.