

# **Alexandra Park Primary School**



Care, Aspire, Achieve

## Art and Design Report 2025-2026

At Alexandra Park Primary School, we believe that all pupils can achieve in Art and Design; that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding. Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will explore colour, pattern, texture, line, shape, form, and space when practising these fundamental elements, developing their creativity and mastery of techniques. Children of all abilities have opportunities to develop their skills and knowledge in each unit and through planned progression, we offer them increasing challenge as they move up through school. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by artists. It is paramount that artwork be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and develop their mastery of Art and Design techniques.

## **Fundamental Great British Values**

At Alexandra Park Primary School, we clearly understand our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities, and experiences of later life, laying the foundations so that they can take their place successfully in modern British society. We promote a respect for and understanding of different faiths, cultures, and lifestyles. The spiritual, moral, social, and cultural development of each child is central to everything that we do as a school and central to our vision of "Care, Aspire and Achieve". This is evidenced through our teaching and learning, our inclusive environment and through the many opportunities provided for our children to understand democracy, law, liberty, mutual respect, and tolerance.

## **Planning**

At Alexandra Park Primary School, "Care, Aspire, Achieve" is at the forefront of our curriculum design. Art and Design is carefully planned to engage and excite all our learners using the National Curriculum objectives. All teachers plan sequences of lessons in Art and Design based on objectives specific to their year group and select a context in which the objectives are taught. These learning objectives build on prior learning and develop art skills focusing on the six fundamental elements of Art and Design: Drawing, Painting, Collage/textiles, Sculpture and Digital media.

## **EYFS**

Within the Foundation Stage we run continuous provision, where children have free access to all resources and opportunities, allowing them to develop their knowledge, skills and understanding at their own pace and interest. We relate the creative development of the children to the points set out in the Foundation Stage Profile, as well as the age-related expectations in Development Matters which underpin the curriculum planning for children from birth to five. The children's learning includes art, music, dance, role-play, and imaginative play. The range of experiences encourages children to make connections between one area of learning and another and so extends their understanding.

### Key Stage 1

Our pupils are taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space
- to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.



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#### **Key Stage 2**

Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design.

### Our pupils are taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Know about great artists, architects, and designers in history.

The Art curriculum is carefully planned to engage and challenge all our learners, to encourage them to show tolerance and respect for others and to endeavour to produce work that they can be proud of. Our long-term and medium-term plans map out the themes covered each half term for each year group. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

#### Assessment and Collecting Evidence.

At Alexandra Park Primary School, we believe that all pupils should have the opportunity to share their pupil voice. Within lessons, pupils will have the opportunity to reflect and evaluate their work and have conversations as a class, as a group, or one to one with the teacher. The subject leader will also find out pupils' opinions about the teaching of art and design and the content covered through interviewing pupils and observing lessons. Regular book looks will also take place throughout the year.

#### **Enrichment Opportunities.**

- Provide 'authentic experiences' such as theaters, gallery visits and musical performances.
- Opportunities to work with local artists

## Targets for 2025-26

- Continue to support teaching staff to ensure that their subject knowledge increases and that they feel secure in modelling more nuanced techniques to the children.
- Continue to develop the use of sketchbooks across both Key Stages and help children to understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions and demonstrate inquisitive exploration.
- Provide pupils with an enriched curriculum providing quality art experiences: visit local art galleries and theaters, work with local artists and exhibit their work.
- Conduct regular learning walks and pupil voice opportunities to ensure children can remember artists they have learned about and reflect meaningfully on their work through their own pieces.



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**SEND** 

Art and Design: support for children with SEND and children not working at ARE

Pre-teach key
vocabulary and skills 1:1.
Consider using frames or adhesives e.g.,
masking tape) that hold down learners'
work to surfaces. Adapted resources
such as larger brushes, pencils etc. may
be useful. Provide a word and/or picture
bank. Modelling 1:1.

### Possible indicators

- Fine and/or gross motor difficulties
- Difficulty in the classroom environment
- Vision or auditory difficulties
- Sensory processing difficulties

Pre-teach key vocabulary, information or show resources that will be used in lesson. Print out worked examples of sketchbook pages for pupils to use as references.

Duration of activities is apt. Calm learning environment. Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference.

Processing time given & key words emphasised. Language provides simple commentary, gestures, signs, and images support understanding. Language is at appropriate developmental level. Structured, consistent routines.

Share information visually as well as through discussion (dual coding) linking to key concepts.

Make links to prior learning in sketchbooks and have regular review and recap on previous learning.

Allow sufficient talk time to encourage thinking and idea sharing and build in whole-class/peer discussion.

Key vocabulary should be clearly displayed and used repetitively throughout lessons. Introduce each piece of equipment – name it, explain what it does, model how it can be used or applied. Model processes on a step-by-step basis, allowing learners time to do practical tasks alongside the teacher. Share teacher thought process aloud at each stage.

Ensure any equipment to be used is fully accessible to all and adapted for individuals as necessary to ensure all can fully participate.

Support learners to develop their fine motor skills through regular opportunities. Concrete resources/multisensory approach where possible. Additional time. Repeated learning opportunities given to record in different ways e.g., video, photographs, role play, voice recording, scribe, mind maps, writing frames. Formative assessment used to adjust content Dyslexia friendly teaching – PowerPoints on non-white, range of clear fonts, un-overloaded resources, Size 12/14 font/reading rulers, text on non-white, appealing visual worksheets/resources. Verbal praise.

Feedback recognises progress and effort, as well as achievement.

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