**Subject routeway**

Subject: Art

1. Curriculum intent:

At Unity we believe that effective Art and Design education is a life-enhancing part of a broad and balanced curriculum. We encourage children in a love of art, developing their skills and talents, and giving them an opportunity to express their individual thoughts and ideas.

We introduce children to a range of art forms, genres and artists so children have a good knowledge of classical and contemporary art from a range of cultures and traditions.  We aim to work with local artists, museums and galleries to give children first-hand experience of art and to encourage our families to access the arts locally.  We raise children’s awareness of how art and design can open career options and enhance wellbeing through lifelong enjoyment of the creative process.

Our EYFS provision offers a rich experience of art and creativity, introducing exciting materials and techniques, using beautiful books and images, and supporting children to talk about their own and others’ artwork.

Through the key stages, children systematically and progressively develop proficiency in drawing, painting, sculpture and other art, craft and design techniques. We support children to develop the knowledge, concepts and vocabulary to analyse and discuss their own and others’ artworks.  We use talk partners, peer assessment and group discussion to develop the skills and confidence needed for children to appreciate, analyse and give feedback on their own and others’ work.

1. Implementation

Our Art curriculum starts in EYFS and focuses on exposing children as early as possible to a wide range of opportunities for mark making, modelling, painting and mixed media experiences. In Key Stages 1 and 2, we follow the National Curriculum and we use the *Kapow* scheme of lessons. In the course of each year children explore different media and techniques:

* Drawing
* Painting and mixed media
* Sculpture and 3D
* Craft and design
1. Impact

The *Kapow* scheme sets out the skills and knowledge covered in art in each year group and strand across each unit of lessons. Teachers use assessment for learning to monitor progress, modify their teaching and address skills gaps and misconceptions. There are clear expectations for every year group, setting out the expected skills and knowledge including Generating Ideas, Using Sketchbooks, Making Skills, Formal Elements, Knowledge of Artist's Work and Evaluating.

For each unit, examples of artwork (working towards, working at and working above the expected standard) are recorded in the Art floor book. This then informs subsequent planning and delivery in the same and future year groups. Pupils are encouraged to discuss and reflect on their skills and learning at the end of each unit, and the Art Subject Lead uses Pupil Voice discussions in all year groups to assess understanding and knowledge retention.

At the end of each year, children are assessed against the key skills they have been taught. This information is passed on to the next teacher along with information about any significant gaps.

1. Inclusion

At Unity, we believe that education must develop every child’s talents and abilities (UNCRC art. 29) and therefore want all children to learn to enjoy and be proficient in art. We actively work to support less confident pupils to develop their skills and enjoyment of the subject, taking into account all pupils’ needs and celebrating individual expression. This is done through carefully designed activities which scaffold and support all children to access the learning at a level which is accessible to them.

1. Professional development

Professional development is delivered by the Subject Lead.  Our Subject Lead attends District Network meetings of Art Leads. Staff meetings are also delivered to support teachers with their subject knowledge. Lesson observations and book looks allow staff to receive constructive feedback on their teaching.

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