



Art and Design at WEPS ([Link](#))

Review date: July 2026

As a school, our goal is to enable the children to become critical thinkers, while developing a rigorous understanding of art and design, as well as appreciating how art and design reflect and shape our own creativity, our cultural history, and the wealth of our nation.

We want this because we believe art, craft and design embody some of the highest forms of human creativity. We want to provide a high quality art and design experience, which engages, inspires and challenges our children, while equipping them with the knowledge and skills to investigate, invent and create their own works of art, craft and design.

We want our children to not only learn about artists, architects and their work, but the artistic concepts related to their work, which are shown in different types, and styles of art, and how these then relate to one another in historical contexts. Additionally we want the children to be able to make the links between these concepts and their own use of materials and development of skills.

In relation to the national curriculum, Art and design programmes must ensure all students produce creative work, while exploring their ideas, recording experiences through the means of drawing, painting, sculpting and other forms of art, craft and design techniques. Children must also be able to evaluate and analyse creative work using the language of art, craft and design, learn about great artists, while understanding the historical and cultural backgrounds.

At WEPS, we follow the PKC scheme as we believe it meets the needs of our children through a knowledge based curriculum that is broad and balanced, and gives great importance to language and vocabulary.

The scheme builds a cultural capital for the students and is demanding in terms of subject knowledge which in turn challenges low aspiration. The PKC art curriculum itself is a progression document and knowledge and skills are built upon cumulatively each year. The Art curriculum has clearly defined goals for each year group, and is organised in a coherent way, constructing firm foundations from which children will build conceptual understanding and skills over time, allowing them to prompt their inquisitiveness and ignite their love of learning. This is an entitlement for every child, regardless of their background.

Progression - Colour

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Reception Unit - Colour Concepts Primary/Secondary colours Skills Holding and using a brush Colour mixing	Year 1 Unit - Colour Concepts Warm/Cool colours Tints and shades Brushstrokes Skills Mixing tints and shades Using different brushstrokes	Year 2 Unit - Colour, Shape and Texture Concepts Complementary colours Skills Planning where to use colours within a composition 

We also focus on enabling the children retain their learnt knowledge, while being able to make meaningful connections and gain a deeper understanding of how our world is connected. The art curriculum has been developed while keeping the children's developmental learning in mind. The children always revisit their learning from the previous lesson at the beginning of each lesson, via brainstorming, true or false questions or multiple choice questions.

An important aspect of the curriculum is the explicit teaching of the ambitious, broad and rich vocabulary. The vocabulary content of the curriculum has been planned with the aim of addressing 'word gaps', for children who enter school with limited vocabulary, addressing the needs of SEND and EAL children, allowing them to make progress.



Our policy is reviewed, discussed, agreed upon and followed by all teachers and support staff. It is shared and discussed with the governing body, parents and carers and pupils.

The impact of our subject policy is continually evaluated and reviewed. (At a minimum, the policy is reviewed once per academic year)

In early years children engage in arts and crafts every day through activities linked to the early learning goals. In addition to this, the reception children will join in with Art week, where they focus their art learning around one specific artist. In KS1 and KS2, we dedicate the last week of term to Art. The children will work on a specific unit throughout this week. We have chosen to teach the lessons this way, as it allows the children to be fully focused on their art unit that is being taught. The ease of having access to resources is also another reason why we teach our art units this way, as teachers can keep the resources they need for the unit in their classrooms for the whole week, ensuring smooth transitions within the class.

Displays

Children's work is displayed throughout the school as a way to celebrate their learning and show their learnt skills in regards to the techniques and skills they have learnt throughout the unit. A small label in the bottom left should show the name of the student and the year group. A good selection of work should be shown of all levels. Every child must see positive examples of their work represented on display at some point during the school year. A title and some information about the unit, the techniques developed, must be included on the display.

Books

Each child has a sketchbook book to record their learning, as well as each teacher, so they can model their own work, and show the process and skills needed to complete the task.

Assessment

At the end of each unit, there is a self reflection sheet where the children will state what they felt about each learning objective in the unit. The assessment tool used is a multiple choice quiz, which the children will do at the end of the unit, so teachers can assess their understanding of concepts, processes, knowledge and to also extend their learning.

Lesson Structure

While lesson structures may vary slightly to suit the developmental needs of different year groups, a typical Art lesson includes the following elements:

1. **Recap of prior learning** – brief retrieval activities such as true/false statements, multiple choice questions, or brainstorming.
2. **Introduction to new content** – teacher modelling, discussion of artists or techniques, and key vocabulary.
3. **Main activity** – practical work involving drawing, painting, sculpture or other media, with opportunities for experimentation.
4. **Reflection and review** – children discuss and evaluate their work, identifying what they have learned and how they might improve.



Overview

Links:

https://drive.google.com/drive/folders/1kxcATbZVLAWtwB_NZwh9xRiRMy9y2sfZ

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1	Colour	Line	Architecture	Style in Art/Narrative Art	Paintings of Children	Sculpture
Year 2	Colour and Shape	Colour, Shape, and Texture	Portraits and Self Portraits	Landscape and Symmetry	History Painting	Murals and Tapestries
Year 3	Line	Still Life and Form	Art of Ancient Egypt	Anglo Saxon Art	Architecture	Modern Architecture
Year 4	Light	Space	Design	Monuments of Ancient Rome	Monuments of the Byzantine Empire	Needlework, Embroidery, and Weaving
Year 5	Style in Art	Islamic Art and Architecture	Art from Western Africa	Chinese Painting and Ceramics	Print Making	History of Photography
Year 6	Art in the Italian Renaissance	Renaissance Architecture and Sculpture	Victorian Art and Architecture	William Morris	Impressionism and Post-Impressionism	Art in the 20 th Century – Modernism and Beyond