Art and Design

Intent Statement

Kapow Primary's Art and design scheme of work aims to nurture pupils' creativity, imagination and visual literacy, encouraging them to think like artists and designers. The intention is for pupils to develop the confidence to experiment, express ideas and communicate meaning through visual and tactile media.

The scheme promotes an appreciation of art as a powerful form of human expression, helping pupils to understand its role across different cultures, time periods and creative industries. It encourages children to value originality, take creative risks and reflect critically on their own work and that of others.

The scheme supports teachers in developing their subject knowledge and pedagogical confidence, enabling the delivery of rich, engaging and purposeful lessons. The curriculum is designed to be both inclusive and ambitious, ensuring all pupils are equipped to enjoy, create and respond to art in meaningful ways.

Implementation Statement

At St Mary's Primary School, we implement our Art and Design curriculum through the Kapow Primary scheme of work.
The units are sequenced in a spiral curriculum model that promotes progression and revisiting of knowledge, allowing pupils to deepen their understanding over time.
Lessons are practical, purposeful, and inclusive, with carefully planned adaptations to ensure every child—regardless of starting point—can succeed and flourish. We place a high priority on vocabulary and oracy, as a tool to achieve this - recognising that language is a gateway to understanding and participation. Pupils are taught to use technical vocabulary accurately and confidently discuss their own work, that of others, and the broader cultural and historical contexts of art. Through structured talk, shared reflection, and rich questioning, we ensure ambitious articulation is accessible to all.
To support compassionate and inclusive practice, pupils are taught to value diverse perspectives, respect different styles and approaches, and explore art from many cultures and time periods. Creative expression is seen as a personal journey, with outcomes that are unique to each pupil, supported by scaffolded instruction and opportunities for independent choice-making.
Teachers are supported through CPD videos and resources to develop their subject knowledge and pedagogy. This ensures that the delivery of Art is ambitious, consistent, and

inclusive, regardless of teacher confidence or experience. Subject leaders have regular release time to monitor teaching quality and provide tailored CPD.
Through this structured yet flexible implementation, we aim to ensure all children at St Mary's Primary School grow as creative thinkers, confident communicators, and expressive individuals—ready to shape and respond to the world around them through art.

Impact Statement

At St Mary's Primary School, the impact of our Art and Design curriculum is measured not only in the quality of pupils' creative outcomes, but also in the growth of their confidence, voice, and ability to think critically and reflectively. The curriculum equips all children with the artistic skills, knowledge, and personal insight to express themselves with creativity and purpose.
Pupils are encouraged to evaluate, dialogue, and make decisions about their work throughout every unit. Through structured oracy opportunities, children learn to use subject-specific vocabulary to articulate their creative processes and reflect on their progress. This focus on talk and vocabulary empowers every learner to participate, regardless of ability or background, supporting inclusive classroom discussion and ensuring that children from all starting points can access and contribute to the learning.
The visible learning strategies embedded in our teaching help pupils to organise their thinking, recognise key concepts, and manage their cognitive load.
These strategies also provide regular formative and summative assessments allow teachers to monitor progression across all year groups. Teachers use both in-lesson feedback and clear criteria linked to learning objectives to assess understanding. Our inclusive assessment approach ensures that all pupils are recognised for their progress, including those working at greater depth and those needing additional support.

By the end of Key Stage 2, our pupils:

- Produce creative work that reflects their own ideas, experiences, and cultural identity.
- Are proficient in drawing, painting, sculpture, and other artistic techniques, confidently applying them in original ways.
- Evaluate and analyse both their own work and that of others using rich, subject-specific vocabulary.
- Demonstrate ambition through their creative risk-taking and desire to improve.
- Show compassion through their respect for diverse artistic perspectives and peer feedback.
- Meet or exceed the National Curriculum expectations for Art and Design, prepared to thrive at Key Stage 3 and beyond.

At St Mary’s Primary School, our inclusive and aspirational approach ensures every child leaves with a deep appreciation of art, a confident artistic voice, and a toolkit of creative and cognitive skills to carry forward in life