



Art and Design at Holy Name

Art and Design Curriculum Rationale

At Holy Name we are determined that every pupil will have the opportunity to be an artist; we do not see background, needs or abilities as insurmountable barriers to learning. We want them to have no limits to what their ambitions are and grow up wanting to be illustrators, graphic designers, curators or printmakers. We believe that all of our children are **STARS** with the potential to shine. The art and design curriculum has been structured so that our children develop their artistic capital and knowledge (in line with National Curriculum milestones) by building upon prior learning. We want our children to remember their art and design lessons in our school, reaching learning milestones at key points in their school life. We want them to retain knowledge of key skills and vocabulary so that they have a foundation for their continued school life and life beyond school.

Curriculum Intent

Holy Names 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.

Curriculum opportunities promote 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.



The Role of the Sketchbook

Throughout Holy Names Art and Design curriculum, sketchbooks are central to the creative process. They are used throughout each unit, not just for planning or finishing work, to explore, experiment, refine and reflect. This mirrors how real artists work and helps pupils understand that creating art is a journey rather than a single step.

Regular use of sketchbooks allows pupils to record ideas, practise techniques and respond to feedback. Over time, this supports the development of a personal style, helping pupils build confidence and grow as independent artists.

Encouraging Creative Outcomes

High-quality art education values creativity, self-expression and individuality. While pupils may be introduced to the same media or stimuli, the goal is not to produce identical pieces. Instead, a variety of outcomes is encouraged so pupils can make independent choices, take creative risks and develop ownership of their work.

Holy Names Art and design units are planned with this in mind, offering options that allow teachers to adapt to local context, connect with other areas of learning and respond to pupil interests.

The Generating ideas and Using sketchbooks strands highlight how creativity and skill are closely linked, making creativity a visible and essential part of progression in Art and design.

Curriculum Implementation

At Holy Name each year group begins with a drawing unit, as these often introduce or revisit key formal elements such as line, shape, form and texture. This provides a strong foundation for developing knowledge and skills across the wider Art and design curriculum. This is followed by painting and mixed media unit of work in the Spring term and Sculpture and 3D in the Summer term.

Lessons in the Art and design scheme are sequential, so should be taught in order.



Each lesson builds on the previous one to provide opportunities for children to practice skills and apply their knowledge to consolidate learning.

CPD

Kapow Primary supports teachers in delivering the Art and design curriculum effectively through clear and informative CPD videos.

The videos are designed to help teachers feel confident in their role by providing guidance on key concepts, teaching strategies and best practices.

Lesson Structure

Recap and recall

Each lesson begins with a short activity revisiting prior learning. This helps reinforce key knowledge, activate long-term memory and create connections between past and new learning.

Recap and recall activities are varied to keep the start of the lesson engaging and fun while still supporting active recall.

Attention grabber

A short, engaging activity designed to hook pupils into the new learning in the lesson.

The activity could be a thought-provoking question, a quick investigation or an interactive discussion to spark curiosity and enthusiasm for the topic.

Main event

The core part of the lesson, where children engage in activities that develop their understanding of the learning objective.

The Main event usually includes a mixture of teacher modelling, guided practice and independent or collaborative tasks tailored to support all learners.

Wrapping up

A final reflective activity that consolidates learning.

Wrapping up activities could involve reviewing the success criteria, discussing key learning or applying knowledge in a different context to assess understanding and encourage deeper thinking.



SEND

The Kapow Primary Art and design scheme of work is designed to be fully adaptable for pupils with SEND. Every lesson includes an adaptive teaching section, providing clear guidance on how activities can be modified to meet the needs of all learners.

Children learn in a variety of ways. As such, Kapow Primary Art lessons include a range of strategies to support and challenge every pupil, such as:

Scaffolding – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.

Multi-sensory approaches – lessons incorporate different elements to engage all learners.

Clear instructions and structured tasks – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.

Opportunities for collaborative and independent learning – allowing pupils to work at their own pace while building confidence and independence.

By embedding adaptive teaching throughout, the scheme ensures that all pupils, regardless of their starting points, can access and succeed in their learning.

In addition, the step-by-step curriculum design supports pupils with SEND, avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

Spiral Curriculum

Knowledge Retention

Kapow's Art and design scheme is designed around a spiral curriculum model, ensuring that children revisit and develop their understanding of key themes and concepts as they progress. This approach allows them to make meaningful connections across topics, reinforce their learning and achieve mastery over time.

Revisiting key concepts – pupils encounter the same ideas multiple times throughout their education, with each revisit adding more complexity.



Progressive depth – concepts are not just repeated but expanded upon, helping pupils to make connections and develop a richer understanding over time.

Knowledge retention – regular exposure to key ideas strengthens memory and prevents knowledge from being forgotten.

Skill development – pupils refine and apply their skills in different contexts, improving their ability to think critically and solve problems.

Adaptive learning – by building on prior knowledge, the curriculum meets pupils at their current level and supports all learners, including those who need extra reinforcement and those who are ready for greater challenges.

Knowledge organisers

Kapow Primary's *Knowledge organisers* are a structured document designed to support pupils' learning by clearly outlining the key knowledge, vocabulary and concepts covered in a unit of work.

It serves as a reference tool for both teachers and pupils, helping to consolidate learning and support knowledge retention.

Essential knowledge at a glance – summarises the most important facts, concepts and skills that pupils need to learn for a particular unit.

Key vocabulary – provides a list of subject-specific terms with definitions to develop pupils' language and understanding.

Clear and visual layout – organised in a way that makes information easy to digest and revisit, often using diagrams, timelines or key images.

Support for retrieval practice – helps pupils engage in self-assessment, recall activities and revision, reinforcing long-term memory.

Teacher and pupil-friendly – acts as a quick reference for teachers when planning lessons and an accessible learning aid for pupils to develop independence in their studies.

Recap and recall

Activates prior knowledge – helps pupils make connections between new and existing learning, reducing cognitive overload.

Strengthens memory pathways – retrieval practice has been shown to improve retention more effectively than passive review.



Identifies gaps in understanding – teachers can quickly assess what children remember and address misconceptions before introducing new content.

Builds confidence – regular recall activities reassure pupils that they can remember key concepts, improving engagement and motivation.

Promotes spaced learning – revisiting prior learning at regular intervals supports long-term retention, rather than cramming information in a single lesson.

Assessment During the Lesson

Formative assessment is embedded throughout the lessons to ensure that teachers can gauge pupils' understanding in real time and adapt their teaching accordingly.

Questioning – lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions.

Observation – teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply Art and design skills.

Discussion and peer interaction – pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue.

Lesson pauses – plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing.

Retrieval practice – recap activities such as short recall tasks and oral explanations are embedded to reinforce prior knowledge and assess retention.

Use of success criteria – success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress.

Short reflections in the Wrapping up – lessons end with brief written or verbal reflections, enabling pupils to consolidate learning and teachers to gauge understanding.

Summative Assessment



Each unit of work assesses children's understanding and retention of key knowledge using an *Assessment quiz* with multiple-choice and open-ended questions.

Depending on the needs of the cohort, quiz questions may be read aloud and completed in small groups or as a whole-class activity, rather than being completed independently.

Assessment quizzes provide teachers with a record of summative assessment – evidence of pupil progression throughout the year between key stages. Teachers will also complete an online assessment.

Art and Design in EYFS

High-quality art provision in the Early Years is rooted in child-led exploration, creativity and self-expression. Children should have regular access to a wide range of materials and opportunities allowing them to investigate ideas, develop skills and communicate through art. Open-ended creative experiences support deeper learning than adult-directed activities focused on producing identical outcomes.

Adults play an important role in developing an environment where creativity can flourish. By providing accessible resources, responding to children's interests, modelling techniques when appropriate and using thoughtful questioning, practitioners can extend learning while maintaining children's ownership of the creative process.

Curriculum Impact

Assessment

Formative

Kapow Primary's Art and design lessons include ongoing assessment opportunities, such as questioning, retrieval practice and interactive activities. These enable teachers to assess understanding in real time and adapt their teaching accordingly.

Summative

Each unit provides an *Assessment quiz*, which allow teachers to measure pupils' understanding at key points. This tool helps gauge how well pupils have retained key knowledge and skills over time. This



informs the data which is then inputted in the school's data tracking platform.

Evidencing Progress

Written outcomes

Pupils demonstrate their learning and provide tangible evidence of progress through a variety of activities, including structured written work, annotated diagrams and creative responses.

Pupil voice

Lessons encourage discussion, reflection and verbal explanations. This allows teachers to capture pupils' understanding through questioning, class discussions and recorded responses, supporting a broader view of progress beyond written work.

Teacher confidence

The Kapow Art and design scheme is designed to boost teacher confidence and support whole-school improvement by providing high-quality, accessible resources that empower teachers to deliver engaging and effective lessons.

The scheme supports teacher confidence using:

Clear lesson plans and subject knowledge support – step-by-step guidance ensures teachers feel well-prepared, even if they are not subject specialists.

CPD videos – short, expert-led training videos help subject leaders develop their expertise and support their colleagues.

Adaptive teaching strategies – practical suggestions for differentiation ensure that teachers can confidently meet the needs of all learners.



Art and Design programmes of study: Key Stages 1 and 2

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

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 - produce creative work, exploring their ideas and recording their experiences
 - become proficient in drawing, painting, sculpture and other art, craft and design techniques
 - evaluate and analyse creative works using the language of art, craft and design
 - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

At key points in their school life, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant



programme of study. At Holy Name, we have milestones for foundation stage, key stage 1, lower key stage 2 and upper key stage 2 that we wish every child to aspire to or exceed. These milestones have been selected specifically for our children, to reflect the ethos and culture of Holy Name Catholic Primary School.

Subject content - Nursery

Expressive arts and design Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing. **Mathematics** Notice and correct an error in a repeating pattern. **Understanding the world** Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. **Personal, Social and Emotional Development** Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Subject content – Reception

Expressive arts and design Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. **Physical Development** Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. **Mathematics** Continue, copy and create repeating patterns

Subject content – Key stage 1



Pupils should be taught to:

- 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
- 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.

Subject Content – Key Stage 2

Pupils should be 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.

Pupils should be taught to:

- 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]
- about great artists, architects and designers in history.