Art Subject Leader Planning Statement

At Rickmansworth Park School, we recognise the importance of Articles 29 and 31 and their relevance to the Art Curriculum we provide.

Article 29 states:
Education must develop very child's personality, talents and abilities to the full. It must encourage the child's respect for…their own and other cultures…
Article 30 states:
Every child has the right to relax and play and take part in a wide range of cultural and artistic activities.

Art encourages self-expression and creativity and can build confidence as well as a sense of individual identity. Creativity can help with wellbeing and improving health and happiness. Studying arts subjects also helps to develop critical thinking and the ability to interpret the world around us. The TATE

Art in schools shouldn't be sidelined… it should be right up there in the front because I think art teaches you to deal with the world around you. It is the oxygen that makes all the other subjects breathe.
Alan Parker, Filmaker.

Intent

At Rickmansworth Park JMI School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. We aim to fulfil the aims of the National Curriculum for Art and Design and provide a broad and balanced curriculum which not only ensures the progressive development of skills in Art, but develops the children's love of the subject. We want our Art curriculum to stimulate the children's creativity and imagination and engage them in a variety of experiences. As pupils progress, and at an age appropriate level, we want the children to think critically about their own, and the art of others. At Rickmansworth Park, we aim to provide a curriculum which develops learning and results in children knowing more, remembering more and understanding how the knowledge and skills taught can be applied in their own art work.

The aims of the Art and Design Curriculum at Rickmansworth Park are:

- To fulfil the requirements of the National Curriculum for Art and Design.
- To engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment and express themselves.
- To develop proficiency in drawing, painting, 3D Art /sculpture, textiles work, multimedia / collage, printing and digital art.
- To enable the children to think critically about the Art around them, and the pieces they produce, evaluating work using a developing artistic vocabulary.
- To know about some great artists, craft makers, designers and architects, including those living or who have lived or worked locally.
- To link with our work as a Rights Respecting School.

Implementation

An individualised curriculum, bespoke to the school has been written by the subject leader so that it is in line with the new Ofsted framework. The new Art curriculum follows the requirements of the National Curriculum but is bespoke to our school and takes into account our context and our children. It was written with guidelines from NSEAD and Access Art and shows a clear progression in the

different strands of Art, together with end of year assessment expectations. Each year group covers Drawing, Painting and Digital Art and then the other areas of Printing, Textiles, 3D Sculpture and Collage are taught in alternate years, except in EYFS where they experience all of the strands. Each individual lesson for each year group (from Y1 to Y6) has also been carefully planned by the subject leader to ensure that the children have a range of exciting and inspiring learning opportunities which enable them to develop their talents to the full. A range of male and female artists from different parts of the word, and different periods in time are studied. Children have access to a wide variety of media, experience Art related trips and have the chance to learn about and work with local artists in their time at school.

When the School Effectiveness Advisor visited in June 2021 and looked at the plans, she said,

'*During the visit a strong example of curriculum planning and sequencing was shared by the Lead Practitioner in Art and Design. Prudent use of specialist support through the resources provided by the NSEAD, enables the planning to reflect a high level of pedagogy with clear progression planned, with examples of implementation for all year groups in Drawing, Painting, Printing, Textiles and Digital mediums. The art and design process of generating ideas making evaluating applying knowledge and understanding, is kept clearly in focus to inform planning and development. This is an excellent example of planning that can be used as a model of good practice for other areas of the curriculum.*'

When Ofsted visited in June 2025, a 'deep dive' was carried out in Art, which contributed to the 'Outstanding in all areas' judgement. The report noted:

'The school promotes rich cultural understanding. For example, in art, pupils make Kente cloth designs and Benin head sculptures, created with support from a local secondary school. These kinds of collaborations enable pupils to be very confident about making the transition to secondary education.'

Art is usually taught in half termly blocks, alternating with Design Technology. It is taught as a discrete subject in its own right but there are some links to other areas of the curriculum such as Anglo Saxon or Benin Art in history. Other subjects may also enable the children to use their skills and creativity such as drawing pictures or diagrams in Science or designing stained glass windows in RE.

When teachers begin a strand, and at relevant points throughout a 'unit', children are shown the relevant curriculum journey for that strand. This enables children to see the linked learning that has gone on before, the learning they will undertake, and the learning which will happen in subsequent years, including at secondary school, helping the children to really see where the lesson and skills fit in their learning journey.

Lessons will begin with our '3 questions' structure, used across the school in all subjects. These will generally focus on retrieval of knowledge or skills from the previous lesson, a previous year group, and focus on why this new knowledge or skill will be important for them going forward.
The 'Progression in Skills' have been firmly embedded into the plans but this document is also available to staff, together with a 'Progression in Vocabulary' document which gives guidance on appropriate and progressive vocabulary for each year group. There is also a 'Progression in Evaluation Vocabulary' which gives guidance on appropriate evaluation vocabulary for each year group.

On the plans, each lesson refers explicitly to the practical, disciplinary and theoretical knowledge that the children will gain from each lesson.

EYFS / Reception follow the statutory framework. Art is not taught as a discrete subject but is incorporated into the holistic, topic-based approach to planning taken by the EYFS staff. As a result, EYFS children experience all of the strands of Drawing, Painting, Digital Art, Printing, Textiles, 3D Sculpture and Collage. As part of the Expressive Arts and Design ELG, pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials, developing their understanding of them in order to manipulate and create different effects and express their own ideas.
- Explore colour and use for a particular purpose.
- Develop skills to use simple tools and techniques competently and appropriately.
- Select appropriate media and techniques for a purpose, adapting their work where necessary.
- Talk about their work.

All children have equal access to the subject of Art and Design. Where appropriate, the curriculum may be adapted in ways to meet the needs of learners whilst still maintaining high aspirations for individuals. This may include, but is not limited to, adapting tools, being aware of sensory needs such as difficulties in using clay, providing word banks.

Alongside our carefully planned curriculum, opportunities are created for children to broaden their experience of Art and Design. Links are made with other subject areas: Visiting experts such as 'History off the Page' come into school creating opportunities to create Anglo Saxon art, children create Benin heads in Y6, linking to their study of ancient Benin in History. Art related trips are planned such as visiting Henry Moore's studio in Perry Green. Pupils take part in whole school Art projects; the most recent one involved working with a local artist to create tableaux to recreate some of the rights of the child, linking to our Rights Respecting work. Children explored the rights which were important to them through drama and then planned and created the tableaux. Children were able to learn new skills (such as quilling) and use existing ones. We have also worked with local architects on relevant projects for each year group. Y5/6 undertook a 'field visit' to the River Chess and designed and created models of a structure for educational groups; Y3/4 designed and built models of a new entrance area for school, ideas from which were presented to the head and fed into the newly built entrance area. Y1/2 learned about the hexagonal structure and strength of honeycomb and incorporated this into designs for their own structures. Strong links have been made with Rickmansworth School (local secondary school) and Y5 and Y6 go up to the school to have carefully planned Art lessons, delivered by expert teachers, which closely align with our curriculum.

There are 2 thriving Art Clubs run by external providers; an Art Club run by 'My After School Art Club' and a Textiles Club run by Kustomize KoKo Textile Studio.

Impact

At Rickmansworth Park, the impact of the carefully constructed curriculum and quality first teaching will foster a love and appreciation of the subject of Art. The expected impact is that:

- Children will produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, digital art, textiles, 3D Art / Sculpture, Multimedia / Collage, enabling them to take the next steps in the curriculum at Rickmansworth Park, and beyond.
- Know about a variety of different artists and their historical and cultural impact.
- Our Art and Design curriculum is carefully thought out and planned to facilitate progression. The impact of the curriculum is measured by:

- Assessing the children under the headings of Generating Ideas, Making, Evaluating and Knowledge and Understanding, against the 'By the End of Year…' statements as suggested by NSEAD.
- Assessments linked to these statements are made at the end of a unit on the whole school Art Foundation Subject Tracking Document, enabling teachers and the Subject Leader to identify trends and children working below and above the statements.
- Children's progress against these statements is reported to parents at the end of the academic year.
- Subject Leader 'pupil voice' interviews with focus groups of children each year, results of which are summarised and shared with teachers. If required, findings are acted upon to improve our provision.
- Book scrutiny by the Subject Leader to monitor the curriculum. Where necessary, support is given to staff.
- Images, videos, displays and class assemblies which showcase the children's learning.
- Where relevant 'marking' of the children's work against the Learning Objective to assess if it has been met.

The Subject Leader will give a presentation to the Governors (on a rolling programme) to report on the impact of the curriculum

The Art curriculum is reviewed annually with each year group teacher at a Subject Leader surgery, held on an INSET day. During these meetings, the planning, learning journeys and progression of skills documents are reviewed and the subject leader matches these with evidence in sketch books.