What makes our Art curriculum exceptional?

1. It is underpinned by aims, values & purpose.

e.g. **Article 29 UN Convention of Rights of the Child:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Lessons are based on the Guiding Principles of Rickmansworth Park School:

-to provide an education which develops the whole child.

To provide a broad and balanced curriculum with a strong focus on enrichment opportunities.

To teach children to understand their own rights and to respect the rights of others.

2. It develops the whole person – knowledge, skills, understanding & attitudes.

The new, bespoke Art curriculum which has been created by the subject leader for the school focuses on Art knowledge (artists, techniques), skills (tailored specific skills progression) enabling the children to have an enriching experience.

One of the strengths of the Art Curriculum at RPS is that regular time tabled is given to this subject.

Children who may find other academic subjects more difficult thrive because they can develop their skills in this area.

3. It is broad and balanced.

The curriculum has been planned by the subject leader specifically for the school. She has ensured that the children experience a broad and balanced curriculum from EYFS to Y6.

The subject leader has met and worked with staff at Rickmansworth School to ensure continuity.

Children have access to regular, carefully planned Art lessons.

Children use a range of media throughout the Key Stages e.g. Sketching pencils, powder paint, ready mixed paint, water colours, Modroc, clay, pastels, collage, threads, materials, dough.

Children access the work of different Artists from different cultures and periods of history.

4. There is clear progression in subject knowledge and skills.

The subject leader has created a progression of skills document which goes from EYFS to Y6. This was created with guidance from NSEAD and Access Art. These skills are specifically referenced in the plans so the teachers (and children) know the skills they are practising.

There is also a progression of vocabulary document and a progression in vocabulary of evaluation documents which both run from EYFS to Y6. There are also now new Learning Journeys for each strand in Art which enable children to see where their current learning lies – what they have learned before and what they will learn afterwards. This includes reference to EYFS and Y7.

Children are assessed against criteria from NSEAD – Generating ideas, Making, Evaluating and Knowledge and Understanding.

Prior learning is revisited regularly through our learning journeys and '3 question' lesson starter.

Each lesson has clear opportunities for children to acquire practical, disciplinary an theoretical knowledge in Art.

5. It is filled with rich first-hand experiences.

Staff work incredibly hard to enrich the Art curriculum:

The bespoke curriculum is filled with enriching experiences.

These are supplemented with activities such as:

We have worked on a local area recycling project with thousands of local children. The whole school visited the exhibition.

Where possible trips, virtual trips and visitors enrich the curriculum further e.g.:

Y4 look at local canal art and then replicate at school.

Reception look at mehndi patterns and divas and then make their own.

Y5 have and Anglo Saxon day which involved pottery, weaving and making their own ink to use.

Y6 visit the Henry Moore studio and museum in Perry Green.

Y5 and Y6 have lessons at the local secondary - Rickmansworth School to work with specialist teachers, who work to our curriculum.

In 2022/23 all classes (from Reception to Y6) worked with different local architects, in collaboration with RIBA, on different projects with fantastic results.

In 2024/25 all children were involved in a collaborative project with a local artist to create large scale pieces of art for the hall to reflect our Rights Respecting ethos.

6. It is flexible and responsive to individual needs and interests.

The curriculum is bespoke to our school and we look at local artists such as Charles Voysey, Henry Wood, William Morris (local church window).

We enter Art based competitions, both national and local. The most notable recent achievement (summer 2026) has been a child having his work selected to appear in the Royal Academy's Summer Exhibition.

Children are encouraged to appreciate Art in all lessons.

The subject leader is always looking for new experiences for the children

7. It has an eye on the future and the needs of future citizens.

The subject leader has ensured that 'Digital Art' is a strand which runs through our new curriculum for each year group. Working with the Computing Lead, she has devised lessons which use a variety of programs and applications. For example, various paint programs, taking and manipulating digital photography and video, animation, CAD.

8. It encourages the use of environments and expertise beyond the classroom.

We have a thriving Art Club and Textiles Club.

We have created links with local Artists and parents who have worked with all classes on 'large' collaborative pieces of Art. 'Arty' parents are encouraged to come in and help.

Where possible, school trips have Art links e.g. Henry Moore, Benin Art at the British museum, Canal Art, Anglo Saxon and Sone age experience days.

The subject leader has joined Access Art and regularly attends virtual meetings and training.

9. It makes meaningful links between areas of knowledge across the curriculum.

Links are frequently made between Art and other areas of the curriculum. For example, in History in Y5 children look at Anglo Saxon brooches and create their own, Y4 make Egyptian art, Y6 make Benin Heads, Y2 look at art related to the Great Fire of London. In Y6 Links are made to Science where children look at Darwin's sketches and use these to inspire their art based on the goldfinches.
In EYFS links are made to all topics e.g. outdoor collage, fruit prints, story themes.
All year groups have 'art' based Computing lessons.

10. It has a local, national and global dimension.
We aim to ensure that the artists studied reflect a wide range of cultures and backgrounds.
The subject leader has created a map for EYFS/KS1 and a map for KS2 to show the spread of art studied.
We have taken part in local projects such as the exhibition at Watersmeet and the museum's photography competition.
We have taken part in national projects such as the National Gallery's 'Take one Picture' project and entered work for The Royal Academy's Summer Exhibition.
The new curriculum includes artists from the local area such as Charles Voysey (architect), Henry Wood (creator of The Proms and still life artist).
Work is celebrated in assemblies and on display.
We regularly work with local artists on various projects.

11. It is supported by high quality Subject Leader CPD.
The Subject leader attends virtual meetings with other art teachers. These are facilitated by the charity Access Art. Information is fed back to staff.
The subject leader continues to update the curriculum eg by adding practical, theoretical and disciplinary knowledge to the plans and updating staff about these threads. She is always on hand to provide advice and help to staff.

12. SMSC is embedded within the curriculum.
(See SMSC subject statement)