

Art and Design Statement of Practice

Vision

At Cooper Perry Primary School, our vision is to enable all pupils to become confident, imaginative and resilient artists who value creativity and express themselves with purpose. Through high-quality art education, children develop curiosity, creativity and a strong sense of personal expression. Our curriculum is designed to foster enjoyment and appreciation of art, craft and design, supporting pupils to develop a lifelong engagement with creativity.

Intent

The intent of the Art and Design curriculum at Cooper Perry Primary School is to provide a coherent, well-sequenced programme that builds knowledge, skills and vocabulary progressively over time. The curriculum enables pupils to explore, experiment and create using a wide range of materials, techniques and processes, including drawing, painting, printing, textiles, ceramics, mixed media and graphic design.

Pupils are introduced to a diverse range of artists, designers and creative careers, ensuring they understand how art reflects personal, cultural, historical and contemporary contexts. Learning is carefully broken down into small steps so that pupils can secure core skills before applying them independently and creatively. Opportunities to evaluate and reflect are embedded throughout, enabling pupils to articulate ideas, make informed judgements and develop resilience and confidence in their own creative outcomes.

In the Early Years Foundation Stage, creative development is integral to learning. Children are provided with rich, purposeful opportunities to explore and communicate ideas, thoughts and feelings through a variety of art and design experiences. These experiences are delivered through a balance of child-initiated exploration and adult-led teaching, where new skills and techniques are explicitly modelled. This ensures children make progress towards the Early Learning Goals in Being Imaginative and Expressive and Exploring and Using Media and Materials.

In Key Stages 1 and 2, pupils follow a structured and progressive curriculum in which artistic disciplines are revisited and developed over time. Pupils work with a broad range of materials and tools, revisiting skills with increasing control, accuracy and independence, enabling them to build secure foundations and develop mastery.

Implementation

Art and Design is taught in line with the National Curriculum and implemented through a skills-based and knowledge-rich approach. Teachers use carefully selected Oak National Academy units to ensure consistency, progression and depth of subject knowledge. Lessons are designed to balance direct instruction, practical exploration and opportunities for pupils to apply skills creatively. Sketchbooks are used systematically to support the development of ideas, experimentation and reflection, providing a clear record of learning over time. Teaching prioritises subject-specific vocabulary, which is explicitly taught, revisited and applied within meaningful contexts.

Knowledge organisers support pupils in building and retaining key knowledge. Each unit is underpinned by a knowledge organiser that clearly identifies prior learning links, the skills and techniques to be developed, key vocabulary and contextual knowledge about artists, designers or art forms studied. These are introduced at the start of each unit and referenced throughout lessons to support retention, retrieval and application of knowledge. Knowledge organisers align directly with the school's art skills progression and vocabulary progression documents, ensuring coherence and consistency across year groups.

Retrieval is embedded as a routine element of art lessons to support long-term memory. Teachers regularly revisit prior learning through questioning, discussion and reference to previous sketchbook work. Sketchbooks are used deliberately as a retrieval tool, enabling pupils to reflect on earlier outcomes, recognise progression and make connections between concepts, techniques and vocabulary. This approach strengthens pupils' ability to recall, apply and build upon prior knowledge.

Impact

The impact of the Art and Design curriculum at Cooper Perry is that pupils leave primary school with a secure understanding of artistic processes, a growing mastery of key skills and the confidence to express ideas creatively. Pupils can use subject-specific vocabulary to describe, analyse and evaluate their own work and that of others. They demonstrate resilience, independence and pride in their creative achievements and have an informed understanding of how art connects to culture, history and future creative pathways. Outcomes across the curriculum reflect clear progression in knowledge, skills and artistic confidence.

Assessment of Learning

Assessment in Art and Design is formative and ongoing. Teachers assess pupils' understanding through observation, questioning, retrieval activities and review of sketchbook work. This assessment informs future planning and ensures teaching responds to pupils' needs, supporting secure progression for all learners.

End of Unit Outcomes

Each unit culminates in a purposeful final outcome that draws together the skills, techniques and knowledge taught. These outcomes provide clear evidence of progression and are used to evaluate pupils' ability to apply learning independently and creatively, as well as to identify areas requiring further consolidation.

Marking and Feedback

Feedback in Art is provided primarily through live, verbal responses during lessons. This immediate feedback supports pupils in refining techniques, making improvements and reflecting on creative decisions, ensuring learning is responsive and supportive throughout the artistic process.