

Curriculum Intent:

Our Rainbow Curriculum has been designed by Parish C of E Primary School to provide a bespoke, unique and exciting learning experience which, through the nurturing of curiosity, aims for our pupils to develop into articulate learners with high aspirations. Within this broad and balanced approach, we place an important emphasis on developing resilience and perseverance and promoting wellbeing and health, with reading as the key to everything that we do.

Art

Curriculum Vision:

At Parish CE Primary School, our art curriculum fosters creativity, imagination, and self-expression in every child. Embracing diversity, we explore cultural art forms to ensure an inclusive experience. Guided by our Christian vision of "Learning and Growing Together in Faith, Hope, and Love," we integrate spirituality and values, encouraging reflection and meaningful expression. By linking past, present, and future, we help children understand art's evolving role and grow as confident, thoughtful, and creative individuals.

I am the Nursery teacher and Art Subject Champion at Parish CE Primary School. I have a deep passion for art, having studied Art and Design for two years and achieving a Level 3 Diploma in the subject. I'm proud to inspire creativity and self-expression in our children through a rich and inclusive art curriculum.



Miss Warbrick Subject Champion

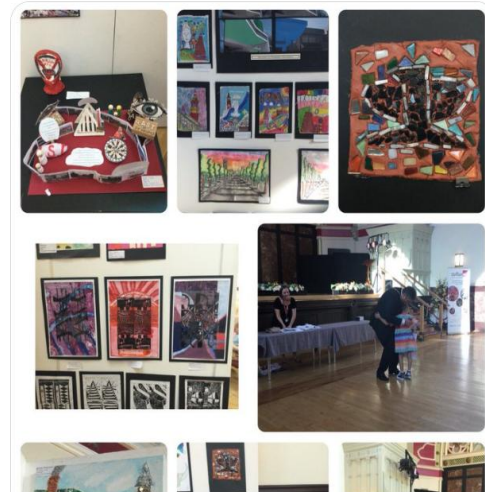
Curriculum Sequencing:

Each year group will experience a topic based on an artist (with the exception of Y6 as they will complete a self-guided project), religious/culture and a study of art through History. KS1, LKS2 and UKS2 will each explore 3D, collage, digital media, painting, textiles and printing. Drawing will be present within every topic to ensure that children have plenty of opportunity to develop this crucial artistic skill. The technique of drawing is progressively mapped across year groups.

Each of our Art topics follow the same structure including: gathering inspiration, exploring art media, developing understanding, recording responses, reviewing artwork, modifying and evaluating. This creates a coherent, systematic approach across school. Within each topic



Miss Warbrick @MissWarbrick_ · Jul 11
Last night I attended the Youth Open Art Competition awards ceremony — what a joy! 🎉🎨 The gallery was filled with stunning work by incredibly talented young artists from St Helens. So inspiring to see such creativity on display! @parishschool1



Pedagogical Approach:

Our art curriculum is shaped by Rosenshine's Principles of Instruction, with a focus on review, modelling, scaffolding, guided practice, and checking for understanding. We follow a consistent 'QUEST approach' across the school, beginning each unit with a key question—even in Reception. Each unit includes a detailed knowledge planner outlining the sequence of learning, with lessons designed to build knowledge and skills progressively. Pupils regularly retrieve key substantive and disciplinary knowledge orally, reinforcing learning. Bespoke knowledge organisers support metacognition, and our curriculum intent is embedded through whole-school links and our 'Rainbow Promises.'



Curriculum Progression:

At Parish CE Primary School, our art curriculum is carefully planned to ensure clear progression from Nursery to Reception. In Nursery, children explore materials and develop fine motor skills through creative play. In Reception, they build on this by learning key artistic elements like colour, shape, and texture. Progression is mapped through a sequenced curriculum that develops both skills and knowledge over time, ensuring children are well-prepared for Key Stage 1 with a strong foundation in creativity and artistic understanding. Our Art Progression Plan ensures that key disciplinary knowledge is built upon and revisited over time. Central threads permeate throughout the Art curriculum including techniques such as digital media, painting and collage with drawing acting as the 'golden thread' running throughout all art units. These are also incorporated within our Art curriculum milestones to ensure pupils 'know more, remember more and can do more'.



Our Rainbow Promises in Art:

Resilience and Perseverance:

Within EYFS, focus on 'Expressive Art and Design' through our Ateliers promotes independent exploration. From KS1, our bespoke QUEST approach to lesson delivery allows pupils to follow their own ideas and express themselves freely. Use of sketch books encourages perseverance in developing and improving work over a period of time. Intrinsic learning from mistakes is celebrated.

Articulate Learner:

Reflection and evaluation of own and peers' work using progressive sentence stems.

Use of 'Speak Its' embedded across the curriculum.

Art Reading Spine to develop vocabulary.

Influence Aspirations

Art appreciation learning about famous artists, sculptors and architects across the curriculum. Study of real-life artistic jobs such as architecture and graphic design.

Links to local artists, such as Tommy Leonard. Artist in Residence.

Whole-school series of events to promote Culture of Art.

Nurture Curiosity

Use of Learning Quests. Art delivered through three strands of:

**Art Appreciation
Historical Study
World Religions and Cultures.**

British and Christian Values

**Christian Values:
Creativity
Perseverance**

**British Value:
Individual liberty.
Tolerance of other cultures and religions.
SMSC woven throughout.**

Opportunities to Build on Knowledge and Skills

**Subject planning and delivery sequenced and includes:
Creation of progressive knowledge planners including Vital Vocabulary.
Schema within and across subjects.
Opportunities for collaboration.
Retrieval opportunities, including knowledge organisers.
Built around Rainbow Promises.**

Wellbeing and Health

**Curriculum Content:
Appreciation of Art in nature including use of Forest Schools.
Promote Personal Development.**

**Wellbeing by:
Art for mindfulness and relaxation.
Sense of accomplishment in seeing the journey of an idea to the creation of a finished piece.**



Inclusive Practice in Art:

EYFS as the Bedrock of Learning:

Our bespoke EYFS knowledge planner for Art ensures a strong foundation for future study in Year 1 and beyond. Created by the EYFS team and Art subject champion, it outlines essential knowledge and vocabulary while being adaptable to meet learners' needs and support the EYFS characteristics of effective learning. The Art curriculum focuses on the Early Learning Goal of 'Expressive Art and Design' through continuous provision and includes assessment statements. Key learning enquiries— 'Powerful Portraits,' 'Making Art,' and 'Exploring the Natural World'—prepare children for future artistic development.

Strong Foundations:

Our Art curriculum clearly defines the knowledge and skills children need to learn in Reception and Key Stage 1, guiding teachers in prioritising teaching and assessment. When weaknesses are identified, such as in fine motor skills or creative expression, staff are given time and training to adapt the curriculum and teaching methods. We focus on creative fluency, ensuring children build confidence gradually without overly complex expectations. Art is taught in one hour lessons, allowing children to develop foundational skills in drawing, painting, and media use. The curriculum is designed to maximise learning time while keeping content purposeful and manageable. 'Speak It' opportunities are integrated to help children discuss their artwork, reflect on their choices, and use key artistic vocabulary.

Meeting the needs of all learners:

Our Art planning encourages metacognition and allows children to engage at their own level. Knowledge organisers support pupils, while additional in-lesson support is tailored to individual needs. Modelling and scaffolding are key to helping children succeed. To reduce cognitive overload and ensure progress, 'Art Milestones' highlight essential knowledge for each stage of learning, as recommended for education recovery. These milestones also assist learners with SEND, by guiding the planning of bespoke curriculums. For other SEND pupils, we follow the LDST 'Quality First Teacher Toolkit' and EEF's 'Adaptive Teaching' recommendations, providing explicit instruction, scaffolding, and flexible support.



Wider Curriculum Considerations in Art:

Teaching Pedagogy:

Tier two and tier three vocabulary is taught using the consistent 'Word-Aware' approach, starting in EYFS within the 'Learning Quest' to explore new knowledge and skills. Age-appropriate strategies help children internalise our 'Vital Vocabulary,' which is revisited throughout topics to reinforce learning. For children with SEND, we follow the LDST 'Quality First Teacher Toolkit' and EEF's 'Adaptive Teaching' recommendations, providing explicit instruction, cognitive strategies, scaffolding, flexible grouping, and technology to meet all learners' needs.

Developing Cultural Capital:

Children will learn key artistic techniques such as drawing, painting, sculpture, collage, print, and textiles, alongside studying famous artists like Barbara Hepworth, David Hockney, and Beatriz Milhaze. Our curriculum also highlights local artists, such as Tommy Leonard and Antony Gormley, to inspire and influence children's aspirations. By meeting real artists and experiencing art first hand, we aim to inspire children to become artists themselves.

Personal Development:

At Parish, we nurture a strong art culture through teacher-led clubs like craft clubs and with the help of our artist-in-residence, Mr. Corcoran. Children also create art in nature during regular visits to Forest School, inspiring creativity through the natural world. Our 'Amazing Artists' group celebrates and encourages artistic talent, providing a space where creativity is recognised and fostered.

Staff CPD:

Our Art curriculum is designed to meet the needs of our school community through a collaborative staff approach, ensuring all staff feel confident in delivering high-quality lessons. A consistent knowledge planner supports staff subject knowledge, enabling them to teach with confidence. In recent years, all teaching staff have received tailored CPD, including training from local high school Art Heads of Department, a nationally renowned primary art specialist, and ongoing coaching from an Art specialist teacher. This has focused on modelling artistic techniques to build knowledge and confidence. The Art subject leader is part of the 'LDST Art Curriculum Network,' supported by 'School Improvement Liverpool,' with updates shared regularly to keep staff informed and supported.

Assessment:

In Art, teachers assess against statements that correspond to the strand of Art being taught in that term. Drawing is the only skill that is assessed termly as it is woven within every Art topic. Assessment is formative throughout the unit of work, allowing children to develop both their substantive and disciplinary knowledge.

