



### **Intent:**

**Vision:** At Coomb Briggs Primary Academy we deliver a fully inclusive Art and Design curriculum that inspires pupils and develops their cultural capital by providing equitable access to a wide range of diverse artists, designers, and craftspeople. Pupils will leave Key Stage 2 with a confident command of materials, techniques, and critical language, prepared to observe, interpret, and shape the world around them.

### **Inclusion:**

**Access:** Learning is scaffolded and materials are adaptable. Projects are designed to allow for diverse physical and cognitive approaches.

**Representation:** The curriculum features a wide and inclusive range of artists (gender, ethnicity, culture, periods, disciplines) to ensure all children see themselves reflected and challenged.

**Vocabulary:** Key vocabulary is explicitly taught, repeated, and displayed, ensuring all pupils, particularly those with EAL or SEND, can articulate their understanding and critique.

### **Knowledge Focus:**

This curriculum is built upon a framework that explicitly differentiates between **Substantive Knowledge** (the *What* of art—the facts, vocabulary, concepts) and **Disciplinary Knowledge** (the *How* of art—the methods, processes, and thinking skills of an artist or designer).

**Substantive Knowledge:** To systematically teach the fundamental elements of art (line, shape, form, tone, texture, pattern, colour) and the history/context of major art movements and key practitioners.

**Disciplinary Knowledge:** To teach pupils to think like artists: to generate ideas, experiment with media, refine skills, plan compositions, and evaluate their own and others' work using precise artistic terminology.

## Implementation:

**Structure:** A blocked approach (three units per year group), ensuring depth of study. Each unit is centered around an influential artist or designer, linking skills directly to professional practice.

### The Golden Thread (3 Stages of Disciplinary Learning):

**Imitate/Analyse:** Pupils study the chosen artist's work, context, materials, and techniques (Disciplinary Knowledge). They explicitly learn the relevant concepts and vocabulary (Substantive Knowledge).

**Experiment/Practice:** Pupils explore and master the specific techniques of the unit (e.g., blending, printing, sculpting) in sketchbooks, practicing repetition and refinement.

**Create/Evaluate:** Pupils apply learned Substantive and Disciplinary Knowledge to create a final, independent response, followed by a formal critique of their own and peer work.

**Sketchbooks:** Used from Year 1 onwards as a working space for observation, experimentation, vocabulary recording, and critical evaluation, documenting the progression of ideas.

## Impact:

Impact is measured through:

**Progression of Skills:** Pupils consistently demonstrate mastery of the skills and substantive knowledge defined in the skills ladder for their year group, evidenced through final pieces and sketchbooks.

**Criticality:** Pupils confidently use rich, precise vocabulary to describe, analyse, and evaluate works of art and design, including their own.

**Cultural Capital:** Pupils can name, describe, and compare the work and techniques of a wide range of historically and culturally significant artists and designers.