

Art at Spring Lane Primary School		
Respect	Resilience	Integrity
<i>Curriculum Intent</i>		British Values
<p>At Spring Lane, art is a creative journey that nurtures self-expression, imagination, and cultural understanding. Rooted in our principles of relevance, experiences, and collaboration, our art curriculum empowers children to explore a diverse range of techniques, materials, and artistic traditions—making learning meaningful, inclusive, and reflective of the world around them. From drawing local landmarks in Spring Boroughs to studying artists and movements, pupils develop technical skills while finding their unique artistic voice. Hands-on experiences and collaborative projects allow children to flourish as expert learners and effective communicators, experimenting, reflecting, and refining their ideas with increasing confidence. Through celebrating creativity and developing resilience in the face of challenge, pupils grow as aspirational thinkers and healthy Individuals, while learning to value the power of art to inspire, connect, and bring about positive change. Our art curriculum helps children become caring citizens who appreciate diverse perspectives and express themselves with empathy and purpose.</p>		<p>Art and British Values at Spring Lane</p> <p>Our art curriculum promotes British Values by fostering creative freedom, respect for diversity, and cultural appreciation. Through collaborative projects and critique, pupils learn to listen, share opinions, and value different perspectives—supporting mutual respect and tolerance. Democracy is modelled through group decision-making in creative work, while the rule of law is reinforced through respectful use of tools and understanding classroom expectations. Individual liberty is nurtured as children express themselves through varied media and explore their own identities. By engaging with a wide range of artists and traditions, pupils become reflective, empathetic, and open-minded—growing into confident, creative citizens of modern Britain.</p>
At the end of EYFS	At the end of Key stage 1	At the end of Key Stage 2
<p>By the end of EYFS, children at Spring Lane will have explored a wide variety of media and materials through play, sensory experiences, and imaginative expression. They will experiment with colour, texture, and shape, and begin to share their ideas and feelings through mark-making and model-making. Children will talk about their artwork and respond to the work of others, laying the foundations for creative confidence and visual communication.</p>	<p>By the end of Key Stage 1, children will be able to use a range of tools and materials to create art with increasing control and intention. They will explore the work of different artists and styles, and begin to reflect on their own ideas and preferences. Pupils will develop early drawing, painting, and sculpting skills and begin to use simple art vocabulary to describe their choices, techniques, and responses to visual work.</p>	<p>By the end of Key Stage 2, pupils will confidently explore and combine a wide range of techniques, materials, and artistic styles to express personal ideas and themes. They will draw inspiration from artists past and present, from a range of cultures, including local and global influences. Children will evaluate their work and the work of others using appropriate art language, showing increasing technical skill, creativity, and originality. They will see themselves as artists—capable of creating meaningful work and understanding the role of art in shaping the world.</p>
Curriculum Implementation – How is Art taught?		
<p>At Spring Lane, art is taught through creative, experience-rich learning quests that nurture imagination, self-expression, and a deep appreciation of the visual world. A strong focus is placed on building secure foundations in drawing and painting, with every year group beginning the year with a dedicated drawing unit that develops progressive skills and knowledge. Each unit also includes an artist study, helping children to connect their learning to real artists, diverse artistic traditions, and creative practices both locally and globally. Across all art units, links are made between art in the classroom and art in the wider environment, showing pupils how artistic skills can be seen in everyday life and exploring the potential for future creative careers. Progression in sculpture and textiles is carefully planned, giving children opportunities to work with a variety of materials and techniques while developing independence, resilience, and high aspirations for what they can achieve by the end of Key Stage 2. Through rich experiences such as workshops, sketchbook work, and outdoor art, pupils grow in confidence and skill, collaborating to share ideas, offer feedback, and produce artwork that celebrates their creativity and the diverse community of Spring Boroughs. In this way, art at Spring Lane empowers children to become Effective Communicators, Expert Learners, and Caring Citizens who value culture, creativity, and expression in the world around them.</p>		
Substantive Concepts (Big ideas linked to knowledge)		Disciplinary Concepts (How Artists think and apply knowledge)
<p>Drawing (Line, Shape and form, tone, texture, proportion and scale, observation, composition, mark making, media)</p> <p>Painting (Colour theory, brush techniques, painting media, surface and texture, atmosphere and mood, representation)</p> <p>Mixed Media (Combining materials, layering techniques, texture and surface, experimentation visual storytelling)</p> <p>Sculpture (Form and shape construction, space and scale, materials and media, texture manipulation)</p> <p>Knowledge of Artists (Understand artists and their work, purpose and intent, movement and styles, influence and inspiration)</p> <p>Thinking Critically</p>		<ul style="list-style-type: none"> • Generating Ideas • Making and Creating • Observing and Recording • Analysing and Evaluating • Talking about their own work and others' • Understanding Context

Impact
<p>The impact of our art curriculum at Spring Lane is seen in creative, confident learners who express themselves thoughtfully and respond to the world visually and emotionally. Children develop originality, imagination, and skill as they explore materials, techniques, and ideas with increasing independence. Learning is rooted in relevance—children create artwork that reflects their experiences, identities, community, and the wider world, from sketching landmarks in Spring Boroughs to interpreting global themes through different artistic styles. These meaningful, hands-on experiences ensure that artistic skills and understanding are retained and transferred across contexts. Through collaboration, children learn to share ideas, evaluate work respectfully, and support each other’s creativity—building resilience, self-awareness, and pride in their individual and collective achievements. They see themselves as artists, capable of making choices, solving problems, and using visual language to tell stories, ask questions, and inspire change.</p> <p>Pupils’ artistic development is assessed using the following:</p> <ul style="list-style-type: none"> ● Sketchbook evidence to show progression of ideas, experimentation, and technique. ● Formative assessment through observation, discussion, and feedback during lessons. ● Pupil voice to understand how children talk about their work and reflect on their creative decisions. ● Final outcomes that demonstrate application of taught skills, originality, and expression.
Equity and inclusion – removing barriers
<p>Spring Lane’s art curriculum aligns with our core principles of relevance, experiences, and collaboration to remove barriers and promote equity for all learners. Artistic learning is made meaningful and accessible by connecting it to children’s identities, lived experiences, and the rich cultural diversity of Spring Boroughs and beyond (relevance). Through immersive, hands-on experiences—such as experimenting with different media, exploring local art, and responding to real-world themes—children are empowered to think like artists and express their ideas with confidence and purpose (Experiences). Group projects, peer feedback, and shared creative processes foster collaboration, enabling children to learn from one another, value different perspectives, and grow as reflective, respectful communicators. These approaches ensure that every child, regardless of background or starting point, can succeed—developing not only technical skill, but also the creative confidence, cultural awareness, and expressive voice they need to thrive</p>