



Knowledge and skills: Introduction

At Polehampton, we first considered the concept of knowing more, doing more and remembering more. Therefore, from our research, we have a shared and consistent understanding of different types of knowledge. Each subject will have a different ratio of distribution for these types of knowledge, and the types of knowledge can (and most often do) intersect.

1. Knowledge refers to the body of facts, information, understanding, principles and concepts etc. of a subject. In other words, this could be referred to as the main component knowledge that pupils might learn (e.g. that red and yellow mix to make orange, or that Vincent van Gogh was a Dutch post-impressionist painter), as well as the understanding that pupils may develop about how those facts were established (aka disciplinary knowledge). Finally, as well as considering how a fact was established, we may also consider its degree of certainty and how it continues to be revised. Pupils need to know information in some form in every subject, even in practical subjects, because there will be an element of theory behind the skill that can be shown/displayed.

2. Skills refers to the techniques required to complete a procedure or task. It is the 'know how' of the processes required in a subject (e.g. the actual skill of being able to use charcoal to shade). Skills are often incremental and require regular practice. It is about being able to know how to actually demonstrate that skill or procedure.



Polehampton's Infographic on Knowledge and Skills

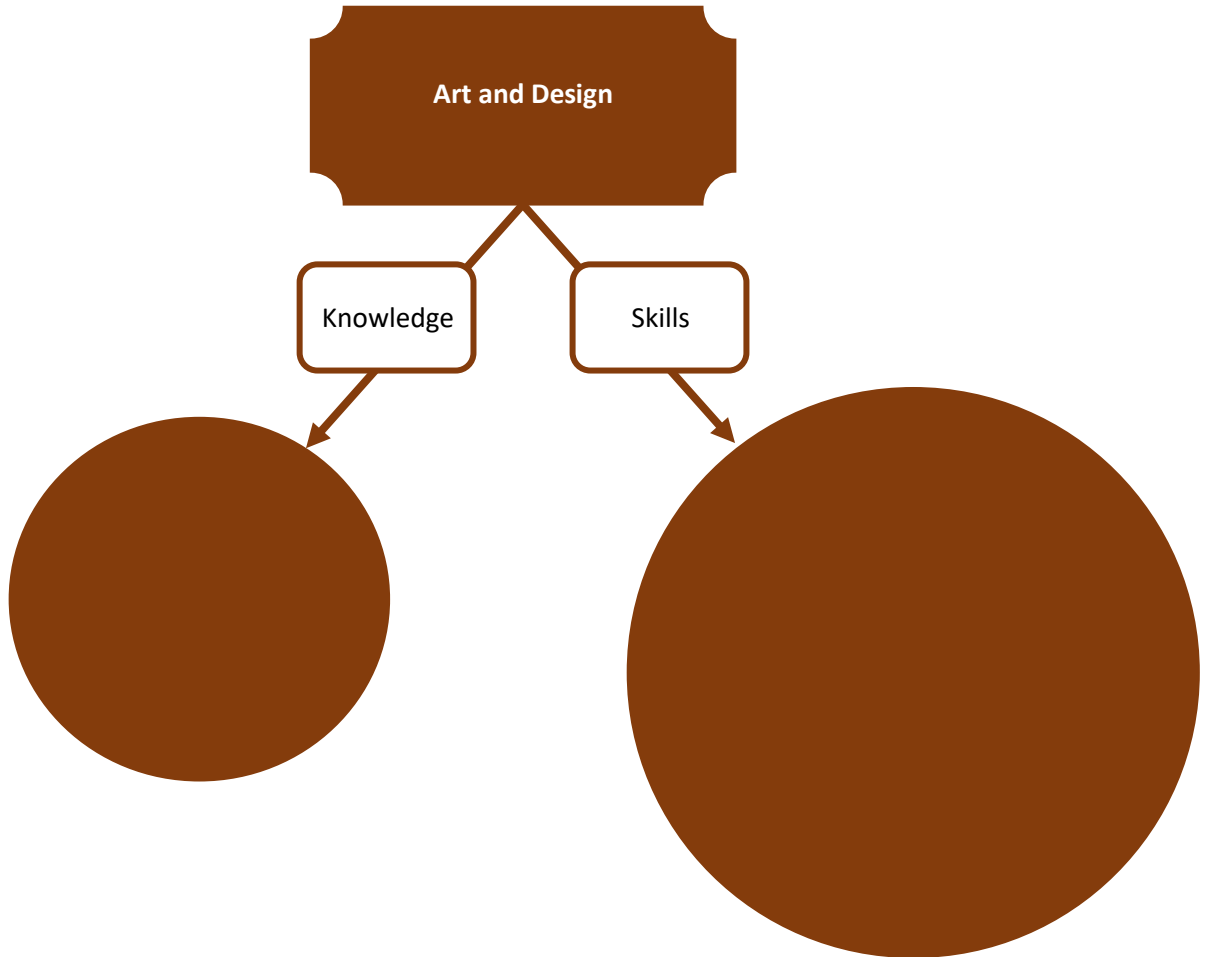
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Knowledge distribution

We recognise that different subjects have different weightings of knowledge and skills. The infographic below highlights what we consider to be the ratio of each form of knowledge within this subject:



Our vision

Art and Design at Polehampton aims to inspire pupils and develop their confidence to experiment and invent their own works of art. It is based on the Kapow scheme, and designed to give pupils the opportunity to develop their artistic ability, nurture their creative talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. Our vision is that our Art and Design curriculum enables children to express themselves as individuals through creative work, inspired by a wide range of famous artists of different styles. Children explore a range of media, learning to plan, design, structure and create engaging and meaningful pieces of work. In Art and Design children develop, build on and showcase their skills developing a 'sketchbook' that reflects their thoughts, feelings and shares their evaluations and work critique. Through the highest quality teaching, children are taught to discuss and evaluate their work, learning to choose a colour, technique or design for a particular purpose. At all stages, Art and Design is linked or referenced to other subjects, where possible and appropriate (e.g. linking an artist with the period of history in which they were living). Art and Design is taught as a discrete subject but the ethos of empowering children to make significant creative choices in their work will be promoted and valued in other curriculum areas.

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Early Years Foundation Stage

In the Early Years Foundation Stage (EYFS), children develop fundamental artistic skills through Expressive Arts and Design, which encourages creativity, experimentation, and self-expression. They explore different materials, tools, and techniques, experimenting with colour, texture, form, and pattern. This hands-on experience is closely linked to Physical Development, where fine motor skills are strengthened through activities such as painting, drawing, cutting and sculpting. Communication and Language also plays a role, as children learn to describe their artwork, express preferences, and respond to others' creations. There is an emphasis of free creation, as well as some elements of formal observational drawing/painting. Pupils also experience using other materials such as clay, and use scissors and other tools regularly. Their work in writing and fine motor skills is used in Art and Design as well, as pupils develop control and skill with tools such as pencils. Pupils are given the opportunity to explore colour mixing and learn about primary colours. Finally, pupils discuss art (their own and others') with each other and begin share their opinions. They may also display feelings using artwork and colour.

These early creative experiences align with the National Curriculum for Art and Design, where, in Key Stage 1, pupils build on these foundations by using a range of materials purposefully, developing control over artistic techniques, and learning about artists, craft makers, and designers. The play-based, exploratory nature of EYFS provides children with the confidence and curiosity to engage with art, preparing them for more structured artistic learning as they progress through school. Each half term, the children will be introduced to a different artist and will explore techniques linked to the different artists e.g. Autumn 1 – Frank Bowling.

Key Stage 1

In Key Stage 1 (KS1), the Art and Design curriculum focuses on developing pupils' creativity, imagination, and technical skills through drawing, painting, sculpture, and craft activities. Pupils explore and experiment with a variety of materials, including pencil, charcoal, paint, and clay, to create artworks with increasing control and purpose. They learn fundamental artistic techniques, such as colour mixing, line drawing, shading and texture, building on their early explorations in the Early Years Foundation Stage (EYFS). Pupils are taught to learn about artists and their works, and start to give opinions with reasons on why they like/dislike art. It is also the beginning of the critical evaluation process, where pupils produce a piece and consider how to improve and develop their work. Pupils begin to use sketch books to record their ideas and start to understand that producing art is a process. Through these experiences, they develop skills in observation, evaluation, and self-expression, forming the foundation for more detailed artistic techniques and critical appreciation in Key Stage 2.

Key Stage 2

In Key Stage 2 (KS2), the Art and Design curriculum builds on the foundational skills developed in Key Stage 1, encouraging pupils to refine their techniques and develop a deeper understanding of artistic processes. There is an expected element of precision, careful and considered choice, and meaning behind pieces created, whether that be original or influenced by another artist.

Pupils work with a broader range of materials, including pencil, ink, paint, clay, and digital media, to create more detailed and expressive artwork. They develop greater control over their use of line, colour, form, texture and pattern while learning about composition, proportion, and perspective. A key focus is on studying great artists, architects, and designers, both historical and contemporary, to inspire their own work and build cultural awareness. Pupils engage in evaluating and analysing their own and others' artwork, developing critical thinking and a deeper appreciation of artistic intention. Throughout Key Stage 2, they are encouraged to experiment, take creative risks and develop their personal artistic style, preparing them for more advanced study in Key Stage 3.

The curriculum

At Polehampton, we follow the National Curriculum for all our subjects. However, we have chosen Kapow to match

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our ambitions for the subject. To ensure the National Curriculum is covered effectively, there is an edited version of the National Curriculum which has notes to highlight where a statement or section is covered within our strategic documents and planning.

Schemes of work

In Art and Design, we use a scheme called Kapow to support the subject in Years 1 to 6. We have chosen to use the Kapow scheme because it offers engaging, curriculum-aligned resources that foster creativity, skill development and critical thinking in students. We use Kapow alongside a sketchbook approach to encourage freedom of self-expression and reflection on artistic progress. We have also reviewed the Kapow progression of knowledge and skills documents to ensure that this strategic planning is appropriate for our school community and links with our curriculum vision (and the National Curriculum).

Curriculum structure

Art and Design lessons are taught using blocking, with blocks taught during one half term of a full term. This ensures that at least three topics are taught in each year group. Whilst there is a focus on skills, there is also a clear element of knowledge and evaluation: through studying and discussing the work of a range of artists, children learn to appreciate and understand art and are able to explore and develop their own ideas and feelings through a range of media.

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas within the 'Making and Producing' concept (see below):

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.

Kapow Primary supports teachers who may lack confidence in their own artistic abilities. Pupil videos created by subject specialists help pupils to see art techniques modelled by experts, to ensure the delivery of Art in your school is of the highest quality. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Kapow has been created with the understanding that many teachers do not feel confident delivering the full Art and Design curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

To support different learnings, we use the following:

- Varying instructional materials to cater for different learning styles: making use of videos, visual demonstrations, verbal instructions and kinaesthetic learning opportunities.
- Using flexible grouping to allow confident artists more independence and those who require more support and guidance the opportunity to work in a group.
- Scaffolded instructions for learners who require extra support.

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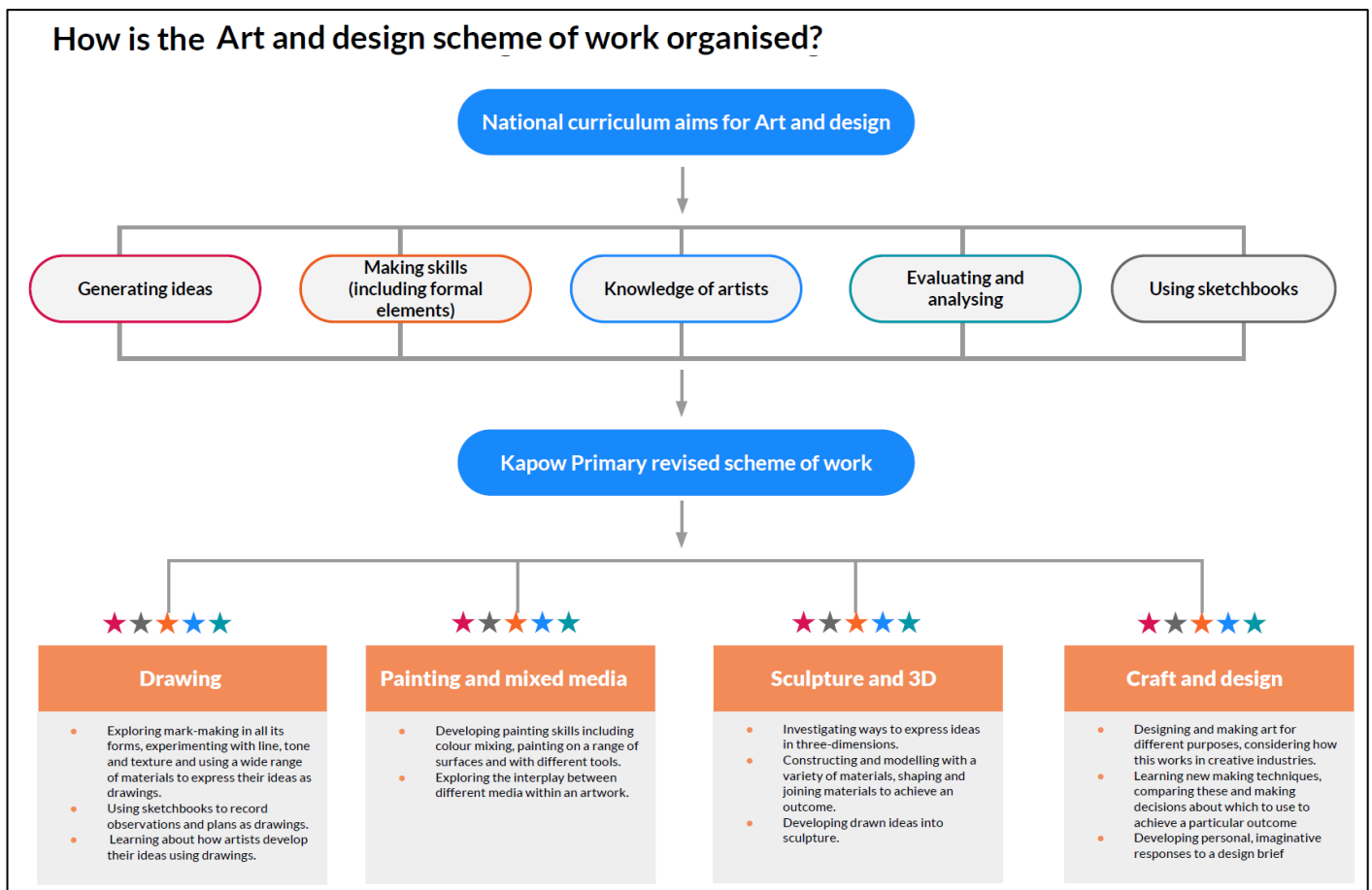
- Use of formative assessment to gauge individual progress and tailor support accordingly; this can include self and peer assessments, as well as teacher feedback.
- Incorporate art from various cultures and backgrounds to make lessons more inclusive and relatable, aiming to spark interest and appreciation for diversity.
- Allow pupils opportunities for open ended tasks in order to express themselves freely and explore their own ideas
- Offer a range of materials and tools to accommodate different preferences and needs.

Concepts

Each subject has concepts which run through every unit and year group. These concepts allow consistency of focus and progression within each concept from unit to unit and year to year. Our key concepts are as follows:

Appraisal and Knowledge of Others' Work	Developing Ideas and Planning
Making and Producing	Evaluating

Kapow also has 'strands', which are also considered and referenced. These strands are referenced as follows:



Taken from Kapow's LTP document

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Building on and revisiting learning

Our units rely on a 'spiral curriculum' model, which ensure we can revisit concepts and cumulatively build knowledge and skills.

A spiral curriculum

The scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils return to the key knowledge and skills again and again during their time in primary school.
- ✓ **Increasing depth:** Each time a skill is revisited it is covered with greater complexity.
- ✓ **Prior knowledge:** Prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.



Taken from Kapow's LTP document

It is also important to note that Kapow's units align with our approach for a repeating, spiral set of units based on Concepts, which is lived out in the form of their 'Sequential Lessons':

Sequential lessons

The revised Art and design scheme has units divided into four core areas, repeated in each year group. This provides teachers with greater clarity over knowledge and skills progression within the four areas. Teachers can feel confident that children are given opportunities to develop mastery by revisiting core subject knowledge and applying that knowledge practically in a range of contexts with growing complexity.

Drawing

Painting and mixed media

Sculpture and 3D

Craft and design

Taken from Kapow's LTP document

How we plan our units

We have chosen to use the Kapow scheme because it offers engaging, curriculum-aligned resources that foster a development of curiosity, skill development and critical thinking in pupils.

Prior to beginning a unit, class teachers will review all the documentation mentioned in this vision document as well as the lesson plans and online resources, in order to understand the direction of the units and lessons. It also ensures that teachers have time to address any subject knowledge gaps they have themselves, or to seek support if required. As part of this professional development support, teachers use the teacher knowledge videos that are provided within the Kapow units to enrich and refine subject knowledge ahead of lessons. The subject leader is also available to provide guidance and support where needed.

Because of the comprehensive nature of the planning on Kapow, teachers are not expected to produce individual written plans for each lesson. However, teachers are expected to ensure that the teaching resources produced for the lesson are comprehensive and well-planned, as well as being adapted where necessary to suit the needs of the cohort.

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This could take the form of the following:

- Using the pre-prepared presentations on Kapow (extra slides can be added to the deck if needed).
- If teachers prefer, they can create their own PowerPoint, ensuring the key information from the Kapow lesson is covered and add any additional slides they feel are necessary.

The most important aspect for us, as a school, is ensuring that teachers feel prepared to (and, therefore, deliver) high-quality lessons to pupils which support our vision of developing knowledge and skills over time. It also enables teachers to consider how these lessons will fit in to the wider picture of a child's learning journey.

Vocabulary development and knowledge organisers

As part of our focus on oracy, we ensure we consider the vocabulary necessary to cover within a unit. This vocabulary also links into our knowledge organisers, so that the pupils have access to this essential vocabulary. The vocabulary required in each unit is also part of a wider vocabulary progression document that we have produced.

A knowledge organiser, in line with our school's format, is shared with pupils from the beginning of the unit and referred to throughout lessons to help embed key concepts and vocabulary.

Cross curricular links

It is important to understand how subjects can work with each other, so there are specific links to other subjects outlined in a specific document to support the wider curriculum development of each subject. This includes referencing (at an age-appropriate time and level for the pupils), the period of time in which an artist lived, and how this may have affected their work. However, it is important to note that this does not detract from the focus we have on teaching each unit as part of a discrete subject.

Milestones and assessment opportunities

When assessing progress, we use a range of methods, including the use of Kapow's summative assessment opportunities.

Formative assessment

Every lesson begins with the 'recap and recall' section, which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on. Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson. Teachers also use AFL strategies on an ongoing basis so that misconceptions can be identified and addressed at the earliest point. It is used to assess pupils' knowledge. Pupils are regularly given the opportunity for self or peer assessment, which will then be used to inform planning, preparation, adaptations and address misconceptions within that lesson, or for the next lesson. The process of self-assessment evolves from being primarily verbal in the Early Years and KS1 to fostering children's confidence and fluency in annotating their work in sketchbooks during KS2. These reflections are explicitly valued as documentation of the artistic thought process, serving as a means to develop creativity and refine skills.

Children are given opportunities to retrieve information and to demonstrate their learning throughout each unit of learning. Each unit includes opportunities for retrieval practice which can be used to reinforce and revisit both learning and vocabulary. These questions are also used as part of retrieval practice, and prior learning will be revisited throughout lessons or units, checking recall of previous lessons. This could be through oracy or written tasks.

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Summative assessment

Within Kapow, each unit of work assesses children's understanding and retention of key knowledge using an assessment quiz with multiple choice questions and one open-ended question. Assessment quizzes offer teachers valuable summative records, serving as evidence of pupil progression throughout the year and as they transition between key stages.

Milestones and assessment opportunities

Our milestone objectives and assessment opportunities ensure that there is clear progression and we know how to assess those types of knowledge and outcomes within a unit. These milestones are derived from the National Curriculum (and cross-referenced with Kapow's progression of knowledge and skills) to ensure that staff know the key component knowledge and skills required for pupils to experience progress and success. The subject leader has an overview of the particular milestones being assessed in each unit and year group, which ensures even coverage of different key concepts.

Measuring impact

We measure the effectiveness of our curriculum in the following ways:

- Pupil data tracking (Sonar and other internal tracking methods)
- Work scrutiny
- Monitoring of lessons and planning (including from SLT, governors and external validation, e.g. TKAT)
- Pupil conferencing.

When evaluating our curriculum, we also ask ourselves the following questions:

Do we provide a high-quality curriculum and inspires pupils?

- To what extent do our children show independence, resilience and high aspirations in the subject?
- To what extent does our curriculum provide new experiences and challenges?
- To what extent do the children engage with high quality resources?

Do we ensure pupils know more, do more and remember more?

- To what extent do children retain the knowledge learnt?
- To what extent does the curriculum build over time?
- To what extent do children make progress against milestones over time?

Does our curriculum allow oracy development and the opportunity for pupils to collaborate?

- To what extent does our curriculum use/teach high quality language?
- To what extent does the curriculum provide opportunities to work collaboratively?
- To what extent does the curriculum support children with oracy skills?

Is our curriculum inclusive?

- How well is learning broken down, explained and scaffolded/adapted appropriately in the subject?
- How well are assessment forms used to inform planning in the subject?
- To what extent does the curriculum meet the needs of all learners including SEND/ EAL etc?

Do we help our pupils become better people in the wider world and prepare them for life in Modern Britain?

- To what extent does the curriculum allow children to take responsibility for their learning?
- To what extent does our curriculum allow for diversity?
- To what extent does the curriculum offer opportunities to present work in creative ways?

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- To what extent does the curriculum offer opportunities to discuss content and/or questions and consider them in an open forum?
- To what extent does offer opportunities to utilise the skills of the wider community?

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