



COULSDON C OF E PRIMARY SCHOOL

Bradmore Green, Old Coulsdon, Surrey, CR5 1ED

Art and Design - Curriculum Overview

Curriculum Intent and Design

The art and design curriculum at Coulsdon CofE Primary School is carefully designed and coherently sequenced to ensure that pupils progressively develop their knowledge, skills and understanding of visual elements, artistic techniques, materials, artists and art movements. The curriculum enables pupils to think and work as artists, building both substantive knowledge (artists, styles and techniques) and disciplinary knowledge (how art is created, evaluated and refined).

Leaders have planned the curriculum to ensure meaningful connections are made within and across subjects where appropriate. Art and design projects are deliberately positioned alongside learning in other curriculum areas when this strengthens understanding and relevance. For example, projects focusing on botanical illustration are aligned with scientific learning about plants, enabling pupils to deepen their knowledge through creative exploration.

Practical considerations are also embedded within curriculum design. Projects that use similar materials are carefully spaced across the year to ensure effective resource management, while seasonal factors are taken into account when planning projects that involve outdoor learning. This ensures pupils experience high-quality learning opportunities that are purposeful, manageable and well supported.

Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage, art and design is taught through the *Expressive Arts and Design* area of the Early Years Foundation Stage Framework. Children are supported to explore a wide range of materials, tools and techniques through play-based and practical experiences. Practitioners plan opportunities for children to experiment, create and express ideas, developing fine motor skills, creativity and confidence.

Learning is rooted in first-hand experiences and exploration of the immediate environment. Adults model skills, introduce appropriate vocabulary and encourage children to talk about their creations, laying secure foundations for future learning in art and design.



Key Stage 1

In Key Stage 1, the curriculum establishes strong foundations in artistic exploration and skill development. Each autumn term begins with a colour-focused project that introduces and revisits colour theory. Through these projects, pupils explore primary and secondary colours and begin to understand how colour can be mixed and used creatively.

In Year 1, learning is closely linked to pupils' immediate experiences. Projects focus on themes such as self, the natural world and the local community, enabling children to make personal connections and develop confidence in expressing ideas visually. In Year 2, pupils broaden their artistic horizons by studying a wider range of artists, artistic styles and creative techniques. This progression ensures that pupils build on prior learning while extending their understanding of art beyond their immediate environment.

Key Stage 2

Lower Key Stage 2 (Years 3-4)

In Lower Key Stage 2, pupils deepen and extend their understanding of colour through more complex colour theory. Each autumn term begins with a project that builds on prior learning, enabling pupils to develop greater technical control and confidence in their use of colour.

In Year 3, pupils are introduced to a broader range of art forms, artists and genres. They begin to study art from specific historical periods, including prehistoric and Roman art, developing an understanding of how art reflects culture, belief and society. Alongside this, pupils refine techniques learned in Key Stage 1 and apply them with increasing complexity across drawing, painting, printmaking and textiles.

In Year 4, pupils develop more specialised skills across a range of media, including sculpture. They explore how art has been influenced by ancient and religious cultures, such as medieval weaving and Islamic art. This enables pupils to understand how artistic traditions, symbolism and craftsmanship have evolved and continue to influence contemporary practice.



Upper Key Stage 2 (Years 5-6)

In Upper Key Stage 2, pupils further develop expertise in colour through the study of tonal variation, tints, tones and shades. These projects consolidate and extend pupils' understanding of colour theory, enabling them to use colour with increasing sophistication and intention.

In Year 5, pupils combine and refine complex techniques across a range of artistic genres, including drawing, painting, printmaking and sculpture. They continue to develop their understanding of historical periods and global cultures through the study of diverse art forms, such as ancient Chinese art and the Expressionist movement.

In Year 6, pupils are encouraged to work with increasing independence and creativity. Projects require pupils to explore more conceptual and abstract ideas, including personal, environmental, social and political themes. Pupils study a diverse range of artists and movements, developing an appreciation of how art can challenge perceptions, communicate messages and reflect identity. These projects support pupils in becoming reflective, confident artists who can articulate their ideas and evaluate their own work and the work of others.

Coverage and Progression

The art and design curriculum provides full coverage of the National Curriculum programmes of study. It ensures that pupils are taught to use a range of materials creatively, develop and practise techniques, learn about great artists, craft makers and designers, and evaluate and analyse creative works using appropriate vocabulary. Drawing, painting, sculpture and other art, craft and design techniques are revisited and built upon over time, ensuring secure progression in knowledge and skills.

Leaders ensure that pupils develop both the technical proficiency and creative confidence required by the National Curriculum, alongside a strong understanding of how art reflects and shapes culture, history and identity.

Subject Leadership, Monitoring and Review



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The subject leader has a clear understanding of the strengths and priorities of art and design across the school. The curriculum is regularly reviewed to ensure it remains ambitious, coherently sequenced and responsive to pupils' needs and the school's context.

Subject leaders monitor the effectiveness of the curriculum through a range of strategies, including lesson visits, work scrutiny, pupil discussions and ongoing professional dialogue with staff. Assessment information and pupils' outcomes are used to evaluate impact and inform next steps.

Leaders ensure that staff are supported through guidance, resources and professional development so that teaching remains consistent and high quality. As a result, pupils make strong progress over time and leave Coulsdon CofE Primary School as confident, reflective and knowledgeable artists, well prepared for the next stage of their education.