

ART & DESIGN

THE FOXTON CURRICULUM



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*Every human is an artist
– Don Miguel Ruiz*

At Foxtton Primary School, we are artists.



Our Art & Design Curriculum

At Foxtton, we value art and design as it gives all pupils the opportunity to use, stimulate, and develop their creativity and imagination. Art provides pupils with a broad and balanced curriculum through sensory experience, in which they have the opportunity to work both independently and collaboratively. The processes of trial, error, and amendment, alongside questioning and thoughtful responses to their own and others' work,

encourage resilience and critical thinking. These are important qualities that support pupils throughout their lives.

Children at Foxtton first encounter art and design in Fox Cubs. Here, they enjoy creating self-portraits, skeleton art using cotton buds, collages with natural materials, hedgehogs using leaves from the school grounds, foil paintings, chlorophyll rubbings, and much more. For the rest of the school, art is taught through a two-year rolling programme, with lessons taken from the Suffolk Art and Design Scheme. The scheme covers key elements such as drawing, painting, printmaking, collage, textiles, and 3D. Each unit of work includes detailed skills, concepts, knowledge, and understanding, offering opportunities to explore different starting points, existing artwork, and a range of famous artists.

Our art curriculum exemplifies best practices in art and design education by meticulously integrating practical, theoretical, and disciplinary knowledge. It provides pupils with a coherent understanding of various artistic methods, techniques, and styles, allowing them to build proficiency in chosen areas. Students gain a deep appreciation for the historical and cultural journey of art, encompassing established, contested, and neglected narratives. We've designed our curriculum around the kinds of big questions that real artists, critics, and experts think about. This helps children build a deep understanding of the subject, not just learn isolated facts or skills. The way we've organised the learning and vocabulary is carefully planned so that pupils build their knowledge step by step, gradually moving towards more challenging and creative work. They also learn to recognise whether they're working towards a specific outcome or exploring open-ended, imaginative ideas.

Our pedagogical choices are tailored to develop the intended knowledge in each lesson, with activities that clarify learning objectives and provide ample practice opportunities. As students' proficiency grows, classroom activities evolve to become more varied and open-ended, maintaining a focus on key concepts, themes, and ideas. For pupils with SEND, we make subject-specific adaptations to activities, maintaining high expectations. Ongoing formative assessment helps to accurately identify gaps in knowledge, while judicious use of summative assessments clarifies the forms of knowledge being evaluated. This comprehensive approach ensures that our curriculum not only builds receptive and productive expertise but also aligns with the highest standards of art and design education.

Staff at Foxtton are enthusiastic about art, have high expectations, and follow a clear progression of skills, ensuring that all pupils are challenged and given the opportunity to build on prior knowledge. Pupils critically discuss artists' work and reflect on their own and others' work to inform future ideas and exploration.

Cycle A Overview

Class 1	Drawing (Year 1)	Textiles (Year 1)	Printing (Year 2)	Painting (Year 2)	Collage (Year 1)	3D (Year 1)
Class 2	Printing (Year 4)	Textiles (Year 3)	Collage (Year 3)	Drawing (Year 3)	Painting (Year 3)	3D (Year 3)
Class 3	Drawing (Year 5)	Painting (Year 5)	Textiles (Year 5)	Printing (Year 5)	Collage (Year 6)	3D (Year 6)

Cycle B Overview

Class 1	Painting (Year 1)	Textiles (Year 2)	3D (Year 2)	Collage (Year 2)	Printing (Year 1)	Drawing (Year 2)
Class 2	Printing (Year 3)	Textiles (Year 4)	Collage (Year 4)	Drawing (Year 4)	3D (Year 4)	Painting (Year 4)
Class 3	Collage (Year 5)	Textiles (Year 6)	Drawing (Year 6)	Painting (Year 6)	Printing (Year 6)	3D (Year 5)

Knowing more and remembering more

Every Art lesson begins with retrieval practice to combat the forgetting curve. This helps pupils revisit recent learning while also making connections to recurring skills such as drawing, painting, and printing. Through responsive teaching, staff continuously monitor pupils' progress against age-related expectations, providing in-the-moment feedback to move learning forward. Support and challenge are adapted as needed.

Each child has a sketchbook, which they use to collect ideas, make initial sketches, practise techniques, and annotate their own work as well as that of others. These books become valuable tools for reflection and revisiting learning over time. The process is similar to the approach seen in *Austin's Butterfly*, where pupils refine their work through feedback and redrafting, demonstrating significant, visible progress. Sketchbooks make this growth tangible, showing how effort, observation, and iteration lead to increasingly refined outcomes.

Teachers use the assessment grids from the Suffolk Art and Design Scheme to assess each unit. These help identify both individual and cohort strengths and areas for development. Planning is then adjusted accordingly to ensure all pupils are appropriately supported and challenged.

A Global Curriculum

Our art curriculum embodies the essence of the UN Sustainable Development Goals (SDGs) by introducing children to a diverse array of influential artists from around the globe. By doing so, we align with SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities) as we celebrate various skills, techniques, and cultures that might otherwise remain unexplored. Through this exploration, we contribute to SDG 3 (Good Health and Wellbeing) by promoting enjoyment, pride, and creativity, which in turn supports positive emotional and mental health. Our holistic approach to art and design education encapsulates the interconnectedness of the SDGs, fostering a sense of global citizenship and responsibility among our students.

Appendix 1

National Curriculum

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Subject content

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.