



Art Curriculum

Impact Statement

2025 -2026

Overall synopsis / developments

- The key development for Art during 2026-27 is the phased introduction of a revised curriculum using AccessArt. The curriculum is being developed to provide a clear, progressive and ambitious Art offer, aligned with National Curriculum expectations and informed by the Ofsted Art Research Review.
- Detailed MTPs are being developed to support consistent delivery across school. These will make substantive and disciplinary knowledge explicit and identify key vocabulary, artists, materials, tools, techniques, assessment opportunities and expected outcomes. Knowledge organisers will be developed alongside units to further support staff and pupils in understanding the key learning.
- A greater emphasis will be placed on the artistic process rather than solely on a final outcome. Pupils will be encouraged to explore materials, make informed choices, experiment, reflect and respond to their own and others' work. Resource tubs will support this approach by giving pupils greater opportunities to independently select appropriate tools and materials and explain their artistic decisions.
- The first phase of the revised AccessArt curriculum will be introduced in Summer 1, allowing implementation to be carefully reviewed before further curriculum development.

Inclusion

- The revised Art curriculum will maintain high expectations for all pupils while providing appropriate support and adaptations where required.
- Detailed MTPs will support staff in identifying appropriate adaptations without unnecessarily reducing the ambition of the intended learning. Clear substantive and disciplinary knowledge statements will ensure that expectations are achievable and age-appropriate while remaining explicitly linked to the techniques, materials and tools within each unit.
- Access to a broad range of materials and resource tubs will provide pupils with opportunities to explore and make choices appropriate to their individual needs. The emphasis on experimentation, process and individual artistic response will allow pupils to demonstrate understanding in different ways rather than expecting all pupils to produce identical outcomes.
- Visual examples, modelling, explicit teaching of techniques, carefully selected vocabulary and opportunities to revisit and practise skills will further support pupils to access the Art curriculum successfully.

Subject leadership – CPD, Monitoring and Evaluation

Autumn term

- Staff CPD will focus on strengthening subject knowledge, confidence and enthusiasm for Art. Staff Meeting 1 will introduce planned curriculum developments and explore approaches to developing experimentation, independence and artistic decision-making.
- Resource tubs will be introduced to encourage pupils to independently explore and select tools and materials. Staff will consider how questioning and discussion can be used to encourage pupils to explain, reason and reflect on their artistic choices.
- An audit of Art resources will be undertaken and stock replenished to ensure that all year groups have the materials required to deliver the existing curriculum effectively.
- Visiting artists will be secured to fulfil and sustain the enrichment opportunities within the current curriculum.

Spring term

- Monitoring of the existing curriculum will take place through book looks and staff feedback. Findings will identify strengths and areas for development and provide evidence to support the rationale for the planned curriculum changes.
- Detailed Summer 1 AccessArt MTPs will be completed, with clear links to National Curriculum expectations, substantive and disciplinary knowledge, progression, techniques, materials and expected outcomes.
- Existing substantive and disciplinary knowledge statements will be reviewed and refined to ensure they are clear, progressive, age-appropriate and explicitly linked to individual units.
- Resources required for the Summer 1 units will be identified and costed in preparation for implementation.
- Staff Meeting 2 will formally launch the first phase of the AccessArt curriculum. Staff will explore the rationale for change and have dedicated time to examine their year-group MTP and AccessArt pathway. Staff will also create a model for Lesson 1 and explore the introductory and critique 'bookends' of the new curriculum structure, developing understanding of how pupils move from initial exploration through to reflection and evaluation.

Highlights / Cultural Capital

- Art enrichment will continue to form an important part of the wider curriculum offer. Visiting artists will be secured to fulfil the enrichment opportunities identified within the existing curriculum, giving pupils opportunities to work alongside practising artists and experience different techniques, materials and creative processes.
- The developing curriculum will broaden pupils' exposure to artists, makers and creative practices and encourage pupils to understand that Art is not simply about reproducing a predetermined outcome. Pupils will increasingly experience Art as a process of exploration, experimentation, decision-making, reflection and critique.
- Opportunities to encounter artists and engage in practical experiences beyond normal classroom teaching will support pupils in developing a broader understanding of Art and its place within culture, society and the wider world.

Visitors:

Visiting artists linked to the existing Art curriculum will provide practical workshops and first-hand experiences of artistic processes. These opportunities will complement classroom learning, expose pupils to specialist knowledge and techniques, and demonstrate how artistic skills are used by practising artists.

Pupil Voice (including ambassadors)

- To be completed by end of Spring 1

Summer

- The first phase of the revised AccessArt curriculum will be implemented during Summer 1.
- Subject leadership will focus on supporting staff with implementation and evaluating how effectively the new MTPs translate into classroom practice. Monitoring will consider consistency of delivery, use of materials and techniques, opportunities for experimentation and decision-making, and the extent to which pupils are developing the intended substantive and disciplinary knowledge.
- Findings from the first phase will be used to refine the curriculum and inform the development and rollout of subsequent AccessArt units.

Data overview

