



## Intent

At Barnes Infant Academy, our art curriculum is designed to develop children as confident, creative and expressive learners who can communicate ideas, feelings and meaning through visual media. Our art curriculum is written specifically for Barnes Infant Academy, taking account of our local context in Sunderland, so that children explore identity, belonging and the world around them through meaningful and relevant artistic experiences.

We recognise that many of our children enter school with varied experiences of art and differing levels of language development. Therefore, our art curriculum is carefully planned to build knowledge and skills progressively, prioritise vocabulary and oracy, and ensure all children feel confident to experiment, make choices and express themselves as artists. Our intent is for children to understand that art is purposeful, that artists make decisions to communicate ideas, and that creativity is valued. This carefully sequenced curriculum ensures children leave Barnes Infant Academy with the foundational knowledge, vocabulary and creative confidence needed to succeed in the next stage of their education.

## Curriculum Design & Sequencing

Our art curriculum is knowledge-led and carefully sequenced from EYFS through to Year 2. Learning is organised around four overarching concepts: Identity & Belonging, Exploration & Observation, Expression & Mood, and Form, Texture & Structure.

Children progressively develop skills across drawing, painting, sculpture, collage and printing. Knowledge of artistic techniques, visual language and artists is revisited and built upon so that learning is cumulative rather than isolated. This sequencing enables children to refine control, make increasingly intentional choices and reflect on how artistic decisions affect meaning.

## Vocabulary, Oracy & Communication

Vocabulary and oracy are explicitly prioritised within our art curriculum. Artistic vocabulary is carefully selected, taught explicitly and revisited regularly so that children can describe materials, techniques and visual effects accurately.

Teachers model the use of subject-specific language and provide structured opportunities for children to talk about their own artwork and the work of others. This supports all

learners, particularly those with EAL, and enables children to explain choices, evaluate outcomes and discuss meaning with confidence.

### Inclusion:

Our art curriculum is designed inclusively from the outset. Lessons are planned to reduce cognitive load, provide clear modelling, and incorporate visual, practical and language-based scaffolds.

Adaptations may include pre-teaching key vocabulary; use of visual prompts, step-by-step demonstrations and tactile resources; repetition and overlearning of techniques; and flexible ways for children to demonstrate understanding through talk, making or reflection.

### Enhancement & Cultural Capital

Carefully selected enrichment experiences are used to enhance and deepen children's understanding of art. These experiences are planned to align closely with curriculum content and sequencing, ensuring all children have equitable access to cultural capital and exposure to a wide range of artistic forms.

Enhancements may include responding to the work of artists and designers, use of the local environment as inspiration, exhibitions of children's work, and opportunities to explore art linked to culture, community and the wider world.

### Impact - What This Looks Like for Children

As a result of our art curriculum, children at Barnes Infant Academy:

- know more about artists, techniques and visual language and remember this knowledge over time
- use artistic vocabulary confidently when talking about their work and the work of others
- experiment, take creative risks and persevere when refining their work
- make thoughtful choices about materials, techniques and outcomes
- see themselves as artists and value creativity as a meaningful form of expression

This policy reflects our Barnes curriculum drivers of Belonging, Communication, Curiosity and Resilience.