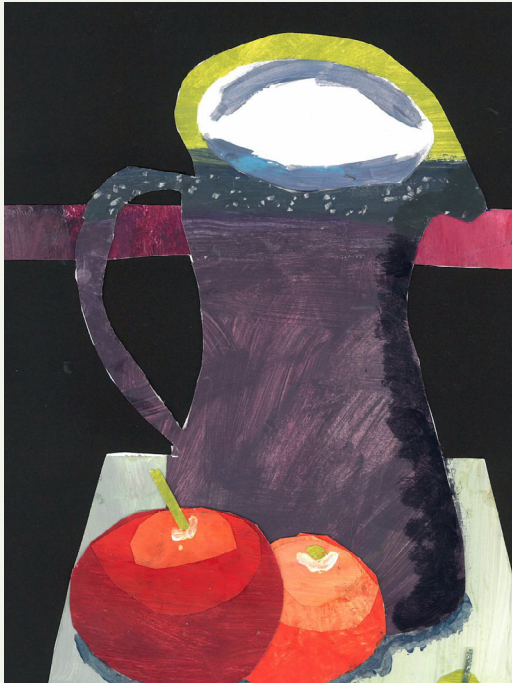




The AccessArt Primary Art Curriculum User Survey October 2023



In the summer of 2023, a year on from the launch of the AccessArt Primary Art Curriculum, we conducted this survey to invite users to feedback their experiences of using the resources so far.

You can find everything you need to know about the [AccessArt Primary Art Curriculum here](#). The survey did not include feedback to the EYFS element of the Curriculum, though many respondents mentioned the benefits of this addition in their qualitative responses.

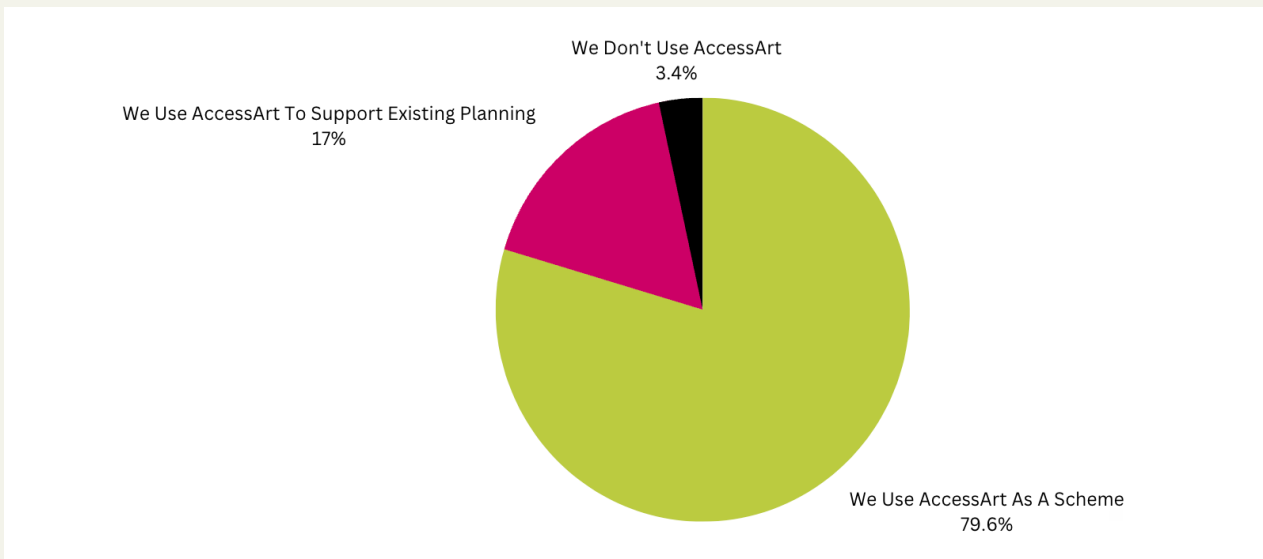
A total of 447 people completed the survey – thank you to all those who took the time. We hope you find this summary useful.

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- 2-3 How do Schools use AccessArt?
- 4-5 Impact on Teaching
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- 8-25 Appendices of Qualitative Feedback

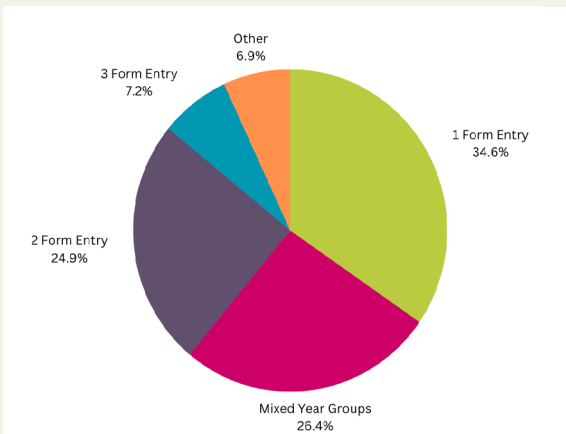
How Do Schools Use AccessArt ?

How is AccessArt Being Used Across Schools?

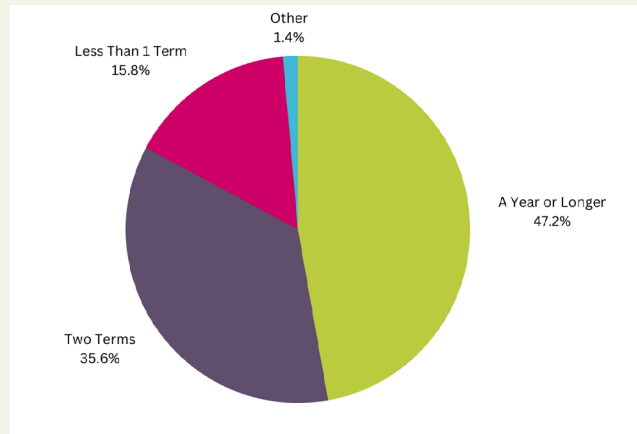


The majority of respondents use AccessArt as a scheme, with a smaller percentage using our resources to support their own planning or to extend the resources of other schemes such as Kapow.

How Large is Your School?



How Long has Your School Been Using AccessArt?



The smallest school that uses AccessArt as a scheme has just 18 pupils.

The majority of schools are 1 form entry and a significant number teach in mixed year groups.

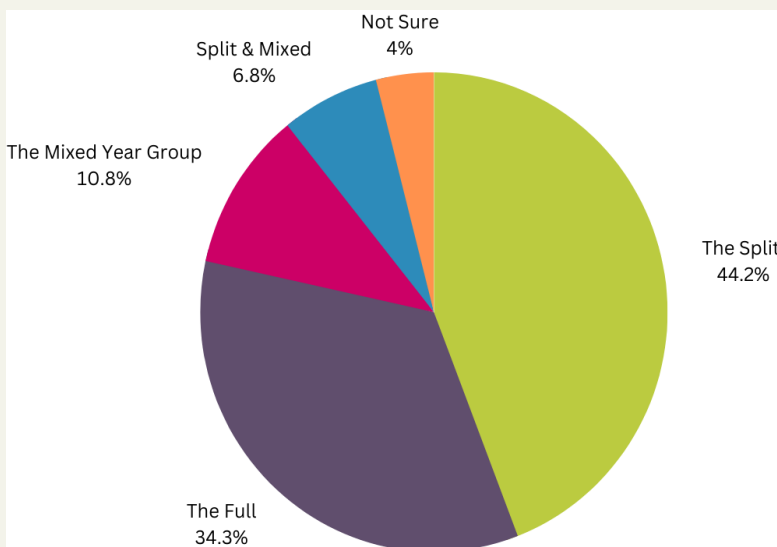
AccessArt Primary Art Curriculum Versions

We offer four versions of the Curriculum: the Full (36 pathways based upon one week of art each week), the Split (for schools who alternate Art with DT), the Mixed (for schools teaching art full time in mixed year group classes), and the Split & Mixed (for schools teaching in mixed year group classes and alternating with DT).

Interestingly, and a clear indicator of the pressures on schools across the timetable, the single largest sector of schools use our Split Curriculum. This may also be an indicator of the flexibility of our Curriculum for schools working in this way.



Which Curriculum is Used by Schools?



Some schools did comment that using the Split Curriculum successfully in their school had strengthened their argument to move art to a full-time basis; clear evidence that if we can create an enthusiasm for art in schools amongst teachers and pupils, and demonstrate its purpose and relevance, then we can create a demand.

When making choices about which scheme to use, it is vital that teachers choose a scheme whose ethos matches or informs that of the school.

The Pathways, Creative Ethos, flexibility and adaptability all scored highly as reasons teachers choose AccessArt. The Curriculum also comes highly recommended by other teachers and trusts.

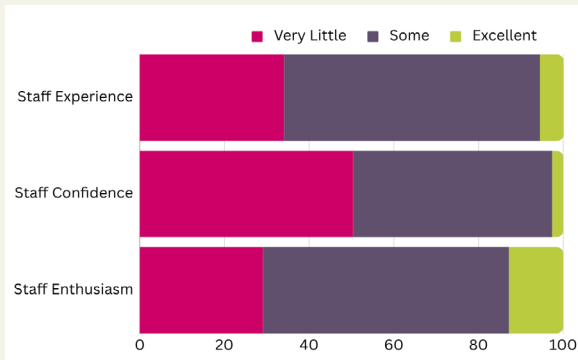
Why do Schools Choose AccessArt?



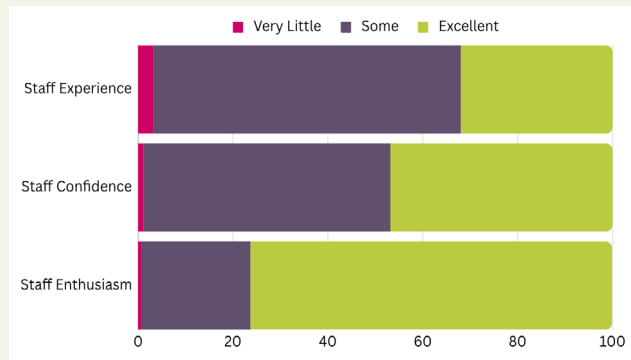
Impact upon Teaching

We are thrilled to see dramatic increases in staff experience, confidence, and enthusiasm in teaching art after just a short time of using our resources, as perceived by the Art Lead.

Staff *Before* AccessArt



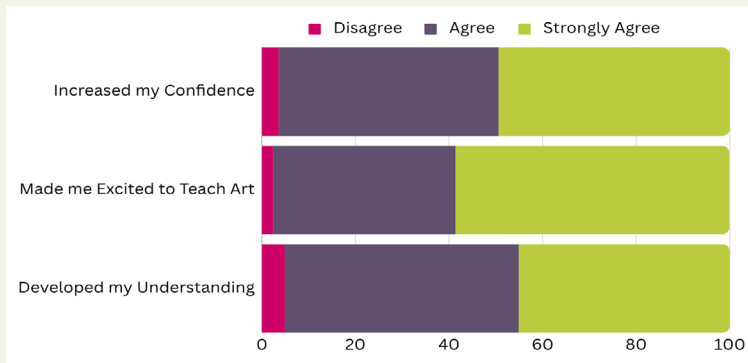
Staff *After* AccessArt



Over 67% of respondents feel that their arts curriculum is now more diverse, contemporary and relevant, and therefore there was more appreciation for art as a valuable subject in their school. Over 66% of teachers feel that they now have a clear structure from which to explore art, and that they understand how their teaching fitted into the bigger picture in school. 62% of teachers have a better understanding of the importance of an open-ended exploratory approach and how to enable this kind of learning.

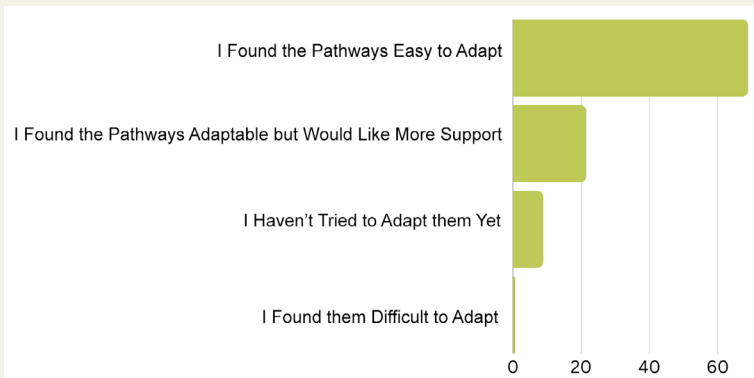
Class teachers reflected upon changes to their own understanding, with 47% / 49.4% teachers agreeing / strongly agreeing that their confidence had increased, 39% / 58.5% of teachers agreeing / strongly agreeing that they felt more enthusiasm to teach art, and 50% / 45.1% agreeing / strongly agreeing / that their understanding in teaching art had increased.





Impact Upon Teachers

65% of teachers responded saying they felt using our resources had helped them feel more connected to their own creativity.



Adaptability

Over 68% found it easy to adapt the [Pathways](#) to their pupils / needs.

Ofsted

Of those who answered, 26% were due for an Ofsted Visit imminently and 13% had just been visited. AccessArt will be inviting teachers to submit experiences to share on AccessArt.

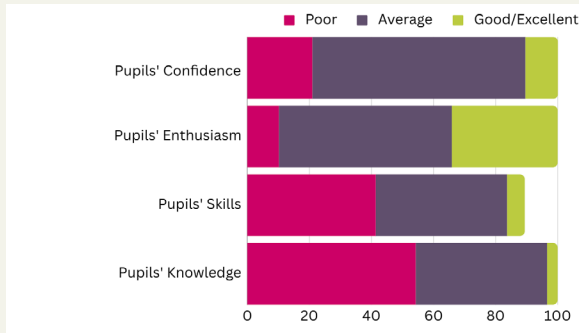
"FEEDBACK FROM THE ART DEEP DIVE WAS POSITIVE. IT WAS COMMENTED THAT THERE IS A SIGNIFICANT DIFFERENCE IN THE PROGRESSION SKILLS AND QUALITY OF WORK."



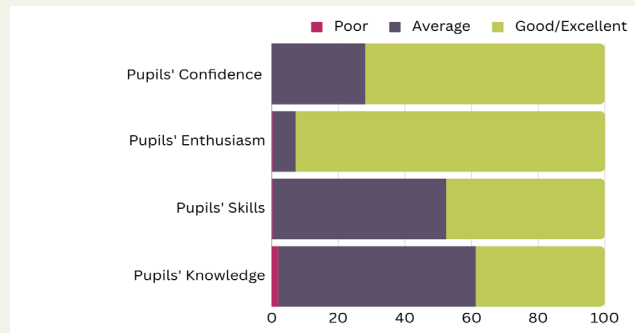
Impact on Children

As with the teachers, we saw large increases in confidence, enthusiasm, skills and knowledge from the children, as perceived by the teachers. This is especially heartening to hear given the short amount of time most schools have been using AccessArt. We expect these increases to compound over time as children are exposed to AccessArt approaches and pathways each year.

Pupils *Before* Using AccessArt

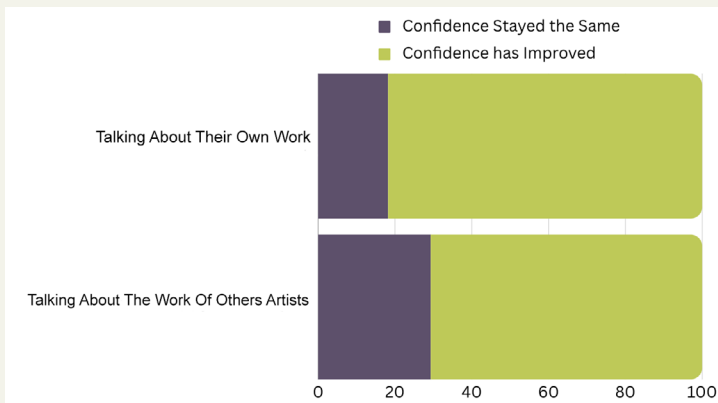


Pupils *After* Using AccessArt for 1 Year



Skills and Knowledge

Teachers report demonstrable growth in skills and knowledge relating to drawing (77.4%), sketchbooks (71.9%), painting, printmaking & collage (45.5%) and sculpture (45.5%), amongst others. These figures follow the emphasis in weight given to these areas in the Pathways with drawing and sketchbooks underpinning all creative activity.



Oracy

Oracy skills have dramatically improved.



"ACCESSART HAS BEEN ONE OF THE BEST SCHEME OF WORKS THAT WE HAVE BOUGHT AS A SCHOOL AND THE CHILDREN ALL TALK ABOUT ART AS THEIR FAVOURITE SUBJECT. THEY ARE PROUD OF THEIR SKETCHBOOKS, PROUD OF THE OWNERSHIP THAT THEY HAVE OF THEM, AND ALL THE EXPLORATION THEY HAVE DONE INSIDE."

Behaviours

The AccessArt Primary Art Curriculum is a holistic curriculum, and teachers reported the following behaviours had been developed through Curriculum use:

- * Enjoyment of Exploring 92.8%
- * Willingness to Take Creative Risks 82.1%
- * Sharing Ideas 60.7%
- * Pleasure in Discovery 60.1%
- * Opening of Minds 50%
- * Listening to Others 38.2%
- * Sense of Identity 28.9%



"THEY DON'T TALK ABOUT THEMSELVES NEGATIVELY ANY MORE WHEN IT COMES TO ART. THEY ARE MORE CONFIDENT AT EXPRESSING THEMSELVES AND USING THEIR OWN IDEAS."

Appendix

Do you have any feedback from teachers that you'd like to share?

All teachers have loved using AccessArt but where it has really stood out is with our PPA teachers who have found it incredibly useful when moving between year groups. Across the school the standard of work is really improved.

It has greatly improved the CPD of all of our non-specialist teachers. Children love the creative topics and pure art skills gained.

To see teachers who had no enthusiasm to teach the subject before using AccessArt to now having their own sketchbook and looking forward to joining the children in their learning journey has been great! Thank you AccessArt for building the confidence in our teachers.

Teachers have been given the confidence to try new things and have understood so much more about contemporary and diverse artists and makers.

We don't feel it covers enough historical range as per the KS2 NC requirements. We'd like it to be clearer about the language of art (line, shape, intent, colour, composition etc) we don't think this would impinge on its creative basis, but help us to fulfil the Ofsted expectations better.

All feedback has been positive. Children have been engaged and enjoyed the units of work and quality of artwork has improved. We really like the range and diversity of artists whose work is the focus in the lessons. The pathways are really easy to follow and the supporting materials are extensive. We really love that children have the opportunity and are encouraged to respond in individual ways.

Website is difficult to navigate - especially the resources during lessons where there are multiple elements e.g. video clips. We love the scheme though, producing great results already. Very impressed.

Our recent staff survey showed staff loved AccessArt. They liked that they could either use it straight from the website or the more confident staff adapted it and made it more their own. It has definitely ensured art is taught as a journey, rather than a set outcome, which is what I've been working towards for the past few years since becoming art lead.

It great to see progression across the curriculum, as each year group are concentrating on the same medium/area each half term.

Really positive feedback from teachers about the projects. Teachers are much more confident when delivering art lessons and feedback from our deep dive was so positive!

The pathway approach supports our nurturing approach to supporting the child as a whole. Children and teachers see themselves as artists and have an appreciation for the value of art.

It has really made the staff think about the 'journeyful' approach - putting greater value on

the creative process and advocating for each child as a unique and curious artist.

The art curriculum is now sequenced and as a result the quality of what the children are doing has greatly improved.

The media/materials being used in the split curriculum is very similar throughout year 1-6. Such as using paper to create sculptures. It would be good to see more varied materials.

The pathways provide an excellent foundation that can be adapted to suit the needs of the school context.

I can already see a shift in culture towards art teaching in our school. Teachers are excited to teach using the AccessArt curriculum.

The children have thoroughly enjoyed the projects. They are so enthusiastic and talk about topics in great detail. Every child is engaged and they can recall artists and techniques used. The children are fully immersed in each project and it is brilliant to see.

Staff love the scheme & everything related to it but I do find pathways generally take much longer than stated so they end up not completing everything.

As the art lead, teaching all mainstream art in my school, the AccessArt curriculum has been really enjoyable to teach. I have been able to extend my own knowledge and skills along the way. The children have enjoyed the range of activities and introduction of 'new' artists and styles. I have noticed increased levels of confidence and enthusiasm in our pupils and their approach to their artwork since we started following the scheme in September.

It is excellent value for money. The staff like to see the progression of skills and knowledge across the year groups. They like how easy it is to pick up and teach, and the children have enjoyed the wider choices they now have to express themselves through their artwork.

I love how it links in well with other curricular subjects - it's very easy to follow.

The children's work no longer looks the same - each child has a unique artistic approach. I've loved watching them become excited to be creative.

I am a brand new HLTA. This is my first year of teaching and I was given art to teach. I have never been confident with art. The idea of teaching art was almost comical (in fact, some family members did laugh). However, since the introduction of AccessArt to our curriculum, my confidence in the subject has skyrocketed and the work the children produce is fantastic. I now have a reputation as a successful art teacher and I have been given art to teach in 2 year groups next year. Thank you AccessArt.

Helpful videos to build confidence, fantastic engagement from children, liked that there was choice and flexibility of final outcomes - more skill based and celebrating children's creative journey rather than outcome driven, diversity of artists a real plus!

Majority of teachers love it. Some would prefer some more step-by-step instructions to do some tasks.

Teachers are so impressed with the resources they voted unanimously to adopt the AccessArt Curriculum after trialling. Enthusiasm is so high we are considering moving to the 6-term model rather than the split.

We recently had Ofsted and art was deep dived. The inspector called the progress in our sketchbooks 'stunning.' Teachers are enjoying the pathways and children love the range of art they are exploring. Teachers are so much more confident using sketchbooks now.

Very clear planning, progressive learning. Just ideal for us as a staff team to help build confidence and raise standards of teaching and learning in Art and Design. The enjoyment in Art and Design and quality of work produced by children has been excellent. Recognised also by Local Authority review of school.

Teachers love the pathways and the creativity it allows them. Our more experienced staff are now starting to think about adapting pathways in ways they think would be even more meaningful for our children. For example, one teacher in year 5 has taken a scheme from A Midsummer Night's Dream and combined this with the costume design pathway in year 5. One teacher used the year 3 painting with scissors pathway and used a nativity painting by a Haitian artists as a stimulus. By having such a flexible scheme, it is allowing us to adapt and be creative ourselves but in a way where we know, as non-specialists, that we have the rigor of a progression model behind us.

The Medium Term Plans help me quickly create our school learning blocks. The pathways, and the extra documents, help support teachers who are less confident and mean the children now have access to a greater variety of skills that will progress throughout their time at school.

Most staff have really enjoyed delivering some of the units, although others would have benefited from a far more structured approach and definite outcome rather than a vague or ambiguous 'see how it goes' approach. Time is at a premium so more clearly defined terms as to how the unit progresses would have been beneficial with it being easier to identify progress between year groups.

Teachers love the creativity of the curriculum and feel the children are more creative. Art and Design skills are being incorporated more often and more creatively into other subjects.

This week (W/C 5/6/23) we had a deep dive in art and your curriculum (slightly adapted in terms of more convergent skill based tasks simply because art has not been taught well for a number of years), meant that I was very confident in knowing exactly what we're doing, why we're doing it and most importantly the children speak so highly of engagement and the diverse artists they study.

Teachers and visitors note how nice the artwork looks on display around the school. Parents tell me that their children go home and talk about what we are doing in art.

Is there a particular area of visual arts teaching which has improved dramatically in your school?

Sketchbook use. Having a go; experimenting; seeing the skills / experience as more valuable than the piece created; exploring new and diverse artists and a wide range of types of art; layering ideas, collecting ideas; there is no wrong; progression; willingness to have a go and more.

Sketchbooks are now used more effectively, with children exploring rather than a set task or worksheet.

Colour.

3D art and sculpture is now being taught to a far better standard than it was previously. In addition, there is now a far clearer progression across the school.

More classes have been doing big art, less prescriptive final pieces and more consistent focus on drawing/paint/colour and 3D work which we have been lacking, we are still working on developing our sketchbooks.

Printmaking.

Experience of different media and ideas that I just didn't have before!

Freedom!

Looking at contemporary artists.

Using a wider range of materials.

The teachers have more confidence and are more willing to try different approaches, this is shown in the work the children are producing.

Not yet as we are still embedding it, but confidence and enjoyment has definitely improved for both teachers and pupils.

Teachers now model the use of resources and sketchbooks more resourcefully. Children have used their sketchbooks in a more effective way, using them to express their thoughts and ideas, experimenting with a range of different skills and techniques linked to a more diverse range of artists. Sketchbooks still have some improvements to be made in the next academic year, building on this years progress.

Progression of drawing skills.

Units of learning are focused on art rather than squeezed into other subjects.

Use of sketchbooks and exhibitions.

Wider range of activities beyond my specialism.

Use of sketchbooks has improved, they are starting to be creative rather than an "art workbook".

Sketchbooks now reflect a learning journey. A much wider range of sculptural materials and techniques have been used.

Variety in finished pieces of artwork.

No specific area - sketchbooks were something we had already begun developing. However, I would say the more creative way of working has encouraged our pupils to be noticeably more resilient with their art and willing to explore more different possibilities.

Pedagogical approach.

To accept failure, students will now more confidently draw, paint, print, sculpt.

Teaching is more consistent across the school and more teachers who are not confident are having a go! As a leader, I have been inspired to carry out the mini drawing curriculum with the whole school, so already children are having more opportunities for art in school.

Our children are discovering a whole new exploratory way of thinking when it comes to art. Having sketchbooks for the first time this year has really helped with this.

Sketchbooks are embedded across the whole school and children are so proud to show them off. The whole school approach to art has improved: displays, end products and art days and weeks.

Sketchbook work, looking at a range of artists as a springboard & generate ideas rather than staff trying to get children to reproduce. Woven real progression now into art disciplines (drawing, painting, printing & sculpture).

Very early days. Mainly enthusiasm and confidence at this stage.

Not specifically, but changing pupils' mindsets and approach to visual arts has seen pupils make greater progress and grow as artists.

Definitely the use of sketchbooks and visual note making. I would also say drawing - I think through using the various drawing activities as a good 15 minute starter in each lesson, children's drawing has improved dramatically.

Sequencing and vocabulary associated with focus of drawing, painting, printing etc.

How did you find the Deep Dive in art?

I was just getting going with AccessArt at the time but had done Artsmark so had lots to show. Having done Artsmark I could see all the things you offered were things I had been trying to do with Artsmark but were all in one place and offered so much more than I could provide. Your understanding of not doing subject knowledge folders supported me a lot and art is the only thing we don't do them for. Continue to be experts and fight for creativity and skills for children. The children love it.

During a mock Ofsted the inspector loved the AccessArt approach.

Lots of feedback regarding our curriculum and it not being clear what skills and knowledge were being taught.

Ofsted inspector kept asking about vocabulary - what vocab are the children learning in each area for the subject?

Feedback during the deep dive seemed positive but we have not had the report.

Poor before AccessArt.

Feedback was good.

AccessArt was a strength.

When we had a mock deep dive, they were impressed.

We had a deep dive from LA and the feedback was really positive. Ofsted then questioned us about art and again responded really positively.

The mock ones we've had have been positive about the ethos and sequencing. Clear progression and the end points.

We didn't have a deep dive but the ofsted inspector was an art specialist and was happy with our curriculum plans.

We had only been using AccessArt for one term but it was not mentioned as an area that needed improvement so I took that as a win. Thank you.

Inspectors overly concerned about children's knowledge about 'Artists' i.e. naming artists they had been learning about.

Feedback was positive. It was commented that there is a significant difference in the progression skills and quality of work.

It was last week so haven't had feedback but children and staff were enthusiastic talking about art.

It was last summer and it was positive mainly due to my enthusiasm and the relative newness of the curriculum being implemented. Something to share with staff to remind

them of the value of the AccessArt approach so we all sing off the same hymn sheet!

Good but I had to create my own documents to support it - e.g.: the justification, layout of coverage etc.

We had a school improvement officer in to visit. She was very complimentary about the structure, planning, delivery and outcomes.

I had very harsh inspectors who did not understand the teaching of mixed age groups, however as a school we are not changing our approach as we passionately believe in the AccessArt curriculum for our pupils.

Due to using your scheme and adapting it to fit our model Ofsted praised our use in alternative provisions to enhance and expand our curriculum. We just need to link this now to the students outcomes via sketchbooks.

Feedback was extremely positive and the inspector called the progression in our sketchbooks 'stunning.' He loved our ethos of the sketchbooks being the children's own with no LOs or marking. He also asked questions about how we support SEN children and how we assess. I explained how we don't use success criteria etc as we are encouraging children to love art and see it as a subject that they can thrive in with no 'boxes.' The inspector also loved our wide range of art disciplines and how children are exposed to multiple areas of art. It was a great conversation with loads of positives!

Had a shallow paddle, they were pleased with how we were building on art with AccessArt and encouraged to keep going.

Ofsted said the children feel like artists at our school. We are developing the curriculum at the moment, Ofsted said we need to embed it now. Would like more ideas to enrich the subject across the school: art club ideas, trips, local artist connections, whole school projects, art children committee ideas, gaining ideas from other schools forum, blogs etc.

All our work and planning was great but our children confused art and DT when talking to Ofsted as we record in one sketchbook.

I have added in more convergent tasks as art has not been taught well for a number of years and our children lack the understanding of skills etc but by developing the right curriculum for our school based on your fantastic ideas, it was a very positive experience.

They liked that they could see clear progress in the elements of drawing and painting. They also loved the CPD and support it gives staff to be confident. The inspector also liked the breadth of artists used.

Is there anything you would like to share about what it has been like to use the AccessArt pathways in class?

It has got us all talking about art at school as we have shared what has worked well and what we and the children have enjoyed.

It's well structured and has great ideas.

We liked the fact that there were modern and new artists to inspire our creativity. The Festival Feasts Unit for Year 4 explored the art of Claes Oldenburg and the children loved building their own super-sized food using modroc.

I love the easy-to-use plans and the background on each artist. This has helped me to link our artist to other areas of the curriculum where we see art and make comparison.

Good ideas and links to artists - powerpoints would be easier to follow though.

It has been a tremendous support, as a new art teacher also training to be a PYP teacher, with no previous curriculum I was terrified and didn't know where to even begin. AccessArt has opened my eyes to what an art education should look like!

The children have been really inspired. We love the videos of artists talking about their work and the children have really responded to this. As a Year 6 team, we love the creative responses of the children within each unit.

I was initially reluctant to have an art scheme in school, I thought it would limit our creativity - but in actual fact, the reverse is true. AccessArt has been one of the best schemes of work that we have bought as a school and the children all talk about art as their favourite subject. They are proud of their sketchbooks, proud of the ownership that they have of them, and all the exploration they have done inside.

I have enjoyed learning and using new art skills and resources and finding out about different artists.

AccessArt has encouraged me to express myself in art as a teacher which has also increased engagement within the class. Our children are more excited for art lessons! It also works really well with Continuous Provision which had been an issue with other schemes. The resources are good quality and save the teachers lots of time.

Since using the Pathway, taking part in provided CPD, and watching videos which accompany pathways, my art lessons have changed completely. The Expressive Painting pathway, in particular, was a huge hit with my Year 2 class. The simple ideas provided by the pathway have greatly developed the children's confidence, and they keep asking me when our next art lesson will be. This is the first year in my teaching career when I actually taught painting opposed to asking children to paint. It has been a fantastic resource, and I am looking forward to exploring more art pathways next year.

I think it's given us the confidence and inspired us to look at the process and not the outcome more across the early years.

The CPD videos are really helpful in understanding the theory behind the planning and it is great that there are long and short versions of the planning which help to know which areas can be skipped if there are disruptions within a term/topic.

I have gained confidence in different techniques and learnt more about various artists.

Good bank of ideas to work from, some pathways might need a bit more detail.

Children are enjoying the process from start to finish.

I'll be honest, when I heard that we were buying into a scheme for art, I felt anxious and thought it would limit our creativity as I adore art! However, adopting AccessArt has been our best decision. The pathways have been fantastic and we have explored so much! The children are so proud of their sketchbooks and their explorations! The CPL is out of this world. I could not recommend AccessArt highly enough!

Enjoy the introductory lessons looking at artists, visual notes etc. Not sure about some of the end tasks outcomes for some units.

It has been lovely to have a scheme of work which accurately involves EYFS.

Great ideas, linking different areas of art plus artists. Good progression of skills leading to an end piece.

We haven't really started yet but I love the variety of activities and the sketchbook work looks exciting.

It feels really well thought out and achievable for all.

The children have loved using their sketchbooks to record ideas.

It has made it easier to ensure that KS1 classes have a dedicated art lesson/afternoon.

Saved a huge amount of time planning and feel like I know what I am teaching and how to teach it.

As an unconfident artist, I have found this scheme difficult to use. The lessons are not clear and you need to have some semblance of art to teach some of the methods. It also uses techniques that are unfamiliar to me and the children..

The ideas are inspiring for both teachers and children.

The sequential nature of pathways means that children are learning core skills and then combining these to create something of which they are really proud. It has given me great confidence to try new techniques with materials with them. I love the videos to show us how to do things. Your shadow puppet video was inspiring and the children loved using scissors as the main event. Thanks for all you are doing.

Art is now a subject that our children are excited about. They create their own individual

pieces of art inspired by the artists and guided by the techniques taught instead of a carbon copy of a Picasso or Andy Warhol. As a teacher, I have the flexibility to decide which of the surface and colour units and working in 3d units I want to do. The knowledge and skills progression have been mapped out for you. The online CPD is a real bonus. I am a non-specialist who just loves having a go and AccessArt enables me to do this.

The examples in pictorial form have been really helpful.

I used to find teaching art really tricky but now I love it. A little more content for each pathway would be good as we do about 2 hours of art a week.

The videos have been excellent and use of exemplification has helped me understand final outcomes. The curriculum is highly ambitious and at times needs lots of tweaking in order for SEND children in the class to understand and access it.

I've enjoyed having different pathways to follow and having the freedom to take it in different directions. I've only been planning and teaching it for part of this year and it's new to our school but I have more confidence in teaching it already.

I have always loved art but felt my teaching of it was not of a good quality. Since our art lead introduced AccessArt it has revolutionized the teaching and experiences for our children. Every pathway is clear, exciting and the children really move on in their skills. I also run drawing club at least 3 times a week where children do sketchbook activities. This has had a huge impact on ability but also behaviour and stamina. I love AccessArt.

I love the emphasis on process over outcome; it allows my lessons to be truly inclusive.

There is a nice variety that is usable across multiple year groups. However, a lot of the pathways say they will use 6 weeks to do but most of the time, are doable within 2-3 weeks (1 lesson per week).

It is a joy to have such a range of easy to teach and inspiring units. I get so excited every time we start a new one!

Made my art lessons more creative and open for creativity rather than quite closed activities with the same outcomes. It's much more exciting to see children create independently and build their skills and confidence.

It is good to know that progression is planned in and that all areas of art are covered throughout the year.

Have you encountered any problems facilitating the AccessArt curriculum?

Once I have located/purchased the correct resources the curriculum has been easy to facilitate.

It would be useful to have offline materials such as ppts or photographs too to back up the videos.

As I live in Greece some art supplies are not available here but I find a way to work around it. I would perhaps like to see a more internationally diverse selection of featured artists?

Lack of art resources due to our tight school budget.

Resources and time, but that's a school/education system issue.

A bit more content would be good.

Sometimes the linked resources aren't suitable but we just check them first.

We sometimes run out of time to complete the activities - ways of teaching when timetable time is restricted to 45/50 minutes a week would be helpful.

How have the children responded to the AccessArt approach?

I don't think it's embedded enough yet for them to see an approach as such, but the quality of work produced is making children feel more proud about their achievements. They understand the value of sketchbooks for developing ideas, whereas they were treating them as wetplay books before.

With enthusiasm, ability to talk about what they are doing and why.

They love using all the different materials to experiment with at the start for sketching. They've found the videos useful and the focus for each unit has been very child-friendly.

They have enjoyed the variety.

They love the variety in disciplines and the open-ended nature of the projects. They have embraced the freedom of using their sketchbooks in the way they want to and have more ownership of them.

They have loved using their sketchbooks to explore their ideas and the structure of the pathways.

They really enjoy exploring the diversity of artists and techniques.

They have produced some excellent work and have a better understanding of the skills and processes which artists go through to create artwork.

They always love art. But what has especially been excellent is the fact that the artists used are still alive! Children have emailed them and had responses which is absolutely fantastic.

They love it! They like the feeling that art is a totally different subject with different rules to the other subjects. They feel that there is no right or wrong necessarily. They have really enjoyed the visual notetaking and Year 5/6 starting with the Typography pathway really helped.

They have really enjoyed the open-ended variety in each unit.

They like it, it's well structured and they are given clear instructions of what they need to do to succeed.

They love it. They are delighted with the exploration and the result being less important allows them so much more scope for experimentation.

They have really enjoyed using a variety of different mediums.

When carrying out pupil voice, children have loved learning about different artists and their work. They have eagerly talked about it and how they have created their own work as a result of studying a broad, diverse collection of artists.

They really enjoy art lessons and particularly like the freedom AccessArt gives them.

The younger children love it, the older are finding it more difficult because they are constantly judging each other.

Some children struggle with not being told exactly what to do, however the majority flourish.

They like the contemporary feel of the work they produce.

Pupils love the open-ended, child-led approach. There has not been a huge improvement in outcomes yet as we are using the split curriculum so skills have not been embedded yet. Pupils are enjoying the exploratory nature of the approach, although they are not used to this so it has taken time to encourage them to take risks and think differently.

Enjoyed the well rounded approach and they see themselves as artists.

They actually want to do their art activities and are retaining knowledge and working on their skills within provision.

Intimidated by sketchbooks initially, swamped by 'open to own interpretation' approach. Time needed to develop confidence.

They enjoy the exploratory nature, the new mediums that has been used and the fact that I have asked teachers to make sure 1 hour of art has been taught weekly.

The children in my Year 2 class have responded enthusiastically to the Expressive Painting pathway. They now see themselves as artists and thoroughly enjoy the process of experimentation with different media. Their creativity has flourished, and they have become more attentive when creating, whether it's drawing, painting, or making sculptures. We've had great discussions about the artistic process and the end products, and many children have expressed how art brings them happiness. They particularly loved discussing the work of artists like Marela Zakarias and Charlie French.

Really engaging- has helped some to develop a growth mindset and become more resilient in their practice.

It's difficult to discern much difference in their attitude.

They have really enjoyed the breadth of the curriculum, creative focus and exhibition focus at the end of topics.

Vast majority really well. A few children who lack confidence and are fearful of making mistakes but this is very few.

The children love having ownership over their learning. We discuss (where appropriate) the options available to them with each topic in AccessArt. They are getting a much broader experience of all the aspects of art, rather than every year group doing watercolour and collage.

They like it but sometimes I think they would say they change too quickly. Additionally, they don't use their free time to follow up on it.

They don't talk about themselves negatively any more when it comes to art. They are more confident at expressing themselves and using their own ideas.

They love art, and are beginning to call themselves artists - not just the children who had a previous love of art.

Becoming more inquisitive, explorative and open-minded to ideas and failures.

Most have enjoyed the approach, a few have not.

The children in my class love art and have really enjoyed each lesson. Other children I've spoken to for pupil voice have expressed how much they enjoy art and being free to create. Some of the older ones found the open-ended approach was tricky as it's new to them and their work 'wasn't how they wanted it'. This is an area we need to work on - too many worrying about the end product and not appreciating the process in upper KS2.

They particularly like 'show me what you can see' and the short time they are given to do this - they are only Year 1 but they have really taken to it!

They love seeing their learning through their sketchbooks. When we get them out at the start of the lesson, they flick through their work and are excited to discuss it.

The children will give anything a go but I don't feel it is developing them as artists.

They have been inspired to be creative. All children are willing to 'have a go' and feel proud of what they've produced. All children have developed their skills.

Pupil voice informs us that all the children have enjoyed their first units. They feel they have more time to explore and experiment and do not feel rushed to complete a task or project. Children say they feel like they can express their art better, rather than imitating other artist work.

They are absolutely loving trying different types of art! In particular, the unit of Set Design based on Rae Smith's War Horse! Children love having their own sketchbooks that don't have LOs or feedback in.

Enthusiastically, with clear passion to learn and excitement about projects. This has built a thirst for more in the school.

The results aren't always the best and children's confidence hasn't changed.

They are engaging and participating more readily. The 'fear' around being "bad" at art has massively reduced. They are having fun!

They have loved it. I think the older children in particular have valued being able to have more choice over which media they might use. My most gifted artists have really flourished and have shown off their talents in a variety of different ways. However, it's also shown us where gaps might be and it's clear for us that when encountering colour and paint, our children are less confident.

They have loved it! Children who didn't enjoy art now say it is their favourite lesson! They all achieve and want to create.

They love the contemporary artists and emphasis on all forms of art including architecture, textiles and design.

They love it! Our children could rattle off so much when talking to Ofsted that it was clear they had the enthusiasm for the open-ended tasks and exploration we now do.

Art is now being shared across schools on displays. Art exhibitions for adults to come and see have also taken place. In pupil voice interviews, art comes out as one of the favourite subjects for students.

The children are much more engaged because the teachers are more enthused.

Have there been any unexpected benefits experienced by pupils in your school?

The children have more of a voice. Children are using their ideas at home.

Behaviour and attendance improved.

Not really been using AccessArt for long enough yet.

They see themselves as artists which is brilliant.

Behaviour has improved as children are engaged.

Great for building resilience and self-esteem. Gives some children who struggle academically an opportunity to shine.

Using AccessArt has resulted in pupil confidence in taking risks when working creatively.

Some teachers are now using The Drawing Journey activities as a wellbeing/mindfulness session at appropriate points of the day/week.

Independence.

We've had two children who struggle to access lessons due to behavioral difficulties but have consistently stayed in art. We think there was less pressure to be "right".

Some children have used improved drawing techniques in a cross-curricular way.

Calmer classroom environment.

Positive impact on SEND children who showed excellent focus in art when they have previously not shown an interest in the subject.

Increase in confidence, less children saying they are no good at art, use of art therapy for anxious children.

It gave them the opportunity to use a media that they have never used and to explore their own creativity.

Not sure.

Too soon to say.

Children who would not normally enjoy art have commented on how much they like art and even wrote a comment in reports.

SEN children are so engaged.

Not yet but will definitely be creating extra-curricular groups next term using the materials.

An enthusiasm to explore, as the emphasis is on the process rather than the end product.

Improved behaviour, teamwork and comraderee between unlikely students who have discovered similar interests.

Increased engagement with art during free choice time.

The lessons have inspired other teachers to approach reflection and visual notes taking in a different way!

I have seen greater progress in art than I have previously. Children that were not confident in their skills at the start of the year have just produced fabulous pieces to end the year as part of the Exploring Identity pathway.

Confidence in other subjects.

Cultural links.

Better observational skills.

Their enthusiasm to do art at home and want to visit places of art.

The children have learnt to be a free with art and that it's ok that their work won't look like their friends work!

More engagement at home with children bringing in work and enthused to do more.

The attendance has improved, the behaviour is very up and down depending on the support and confidence of the teachers.

Links to other arts subjects - such as illustration of poetry, photography, etc.

Taking ownership and experimenting with art during breaktimes.

Developing growth mindset and risk-taking, encouraging pupils to have a go and not worry about outcomes.

Children have shown a new found passion for art, allowing children to focus on their feelings and passions.

The inclusivity for all.

Higher engagement within CP as children are choosing art activities. Calmer art sessions as children feel they can achieve and are inspired by the videos.

Not that I could identify.

I have noticed a positive shift in their mindset as they have developed more patience when they can't draw or paint perfectly, or when comparing their work to that of their peers.

Instead, they are focusing on the enjoyment of the process itself.

Raised self-confidence in SEN pupils who love that their work is valued as it is.

Their ability to recognise different types of birds. Their teamwork when helping to make their printing tiles and end the wire into feet.

Pupil confidence improved more quickly than anticipated.

I can focus on the teaching and learning rather than reinventing the wheel. Being a 1 teacher department it has expanded my practice.

Seeing those children who hated art (because they couldn't draw) develop a love of art because it's more than just drawing.

It has also stimulated some good discussions and children are enjoying talking to each other about their work.

Much stronger knowledge & skills, understanding of art.

A lot more pupils have felt confident about entering local art competitions for the first time. Their self belief/confidence is just so improved.

Children have felt more at ease to use the classroom as theirs, and to pick and choose which resources they are going to use rather than being directed by me. This is my fault as in the past I would let them be more free in other lessons, but the way I have been teaching art this year since the introduction of the new art curriculum has helped create this sense of the classroom being theirs and they can use what they want but that they also need to respect the resources.

Having a go' without feeling like it's 'wrong'. Using a sketchbook properly has allowed pupils to explore without fear, which has impacted on other curriculum areas/self belief/ PSHE.

Not too sure yet but I love the meditative action it has in pupils.

Desire to join the art club and to choose art at breakfast club.

Year 5 behaviour this year has been dire. Most of these children are very creative so using Art with them and building those "come and show me when you have finished today" relationships have been important.

KS1 children are more confident to make 'mistakes'.

I haven't had a chance to really look at this but would be interested to find out.

Think that art has really impacted the children's wellbeing.

Quite a few children now enjoy creating art at home (based on their learning in the lessons) and then bring it to school to show the class.

SEND children are able to fully access lessons, they do not stand out.

Art has a greater presence in school.

The use of art in history and RE, children recall lessons, facts, dates and stories to the piece of art they were using in the lesson. Children are remembering more.

Challenging and thought-provoking questions during year 6 Activism topic!

Excitement and engagement from children, staff pedagogical knowledge and understanding, staff so much more willing to try and not worrying about their 'skills' (me included!)

Yes - behaviour, handwriting, stamina for writing, perseverance, taking time and not rushing. Working with concentration.

A wider understanding of artists, craftspeople, designers etc. Supporting children's mental health - we ensure art is taught weekly and for a good hour and a bit. Children love the subject. For some children with growing mental health needs, art is a vital subject.

We use art more as a regulation tool to support need.

It has brought quieter children and kinesthetic learners to the fore and given all the children opportunities to appreciate and encourage each other's creative abilities.

Utter joy and enthusiasm can be felt in all the art lessons I have enjoyed observing this year. Discovery has been top benefit.

Too early to say but once the scheme is embedded, I think we'll have more confidence to do something creative 'in the moment', i.e. without lots of planning and research, and this could be used to work with the many children we have with behavioural issues who spend time out of class.

Boys who were more reluctant previously have engaged well.

Very early days but I believe it is going to have a huge impact on children taking more risks and understanding that creative arts in particular nurtures unique talents and that everyone can join in.

The activism unit was really successful for Year 6 and allowed them time to understand who they are and what's important to them.

It is starting to have an impact on growth mindset and we're looking into how art can support their other experiences at school.

Impact in other areas - history, maths, geography.

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By Paula Briggs

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