

Stradbroke CE Primary School

Art and Design Curriculum Statement



Aims and objectives

Art and design are an integral part of everyday life and a vital part of children's education, enabling personal development in creativity, independence, judgement, self-expression and self-reflection. The purpose of teaching art and design is to engage, challenge and inspire pupils, equipping them with the knowledge, skills and key vocabulary to experiment invent, create and evaluate works of art, craft and design and reach their full potential. The art curriculum aims to develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of artists.

The aims of teaching art and design in our school have been written with reference to the aims of the National Curriculum and 'Art and Design in Suffolk KS1 & 2' scheme of work, providing a progression and continuity of learning experiences through a considered sequence of lessons and experiences across different areas of art and design: drawing, painting, printmaking, collage, textiles and sculpture/3D.

Our aims are linked to the National Curriculum:

- To enable children to express their creative imagination by exploring and developing their ideas;
- To ensure children develop a sense of pride in their artwork by celebrating their achievements;
- To enable children to practise and develop mastery in the key processes of art: drawing, painting, printmaking, collage, textiles and sculpture/3D;
- To enable children to evaluate and analyse artwork using the language of art, craft and design;
- To ensure children understand the context of the artwork, as well as the artists that they are learning about and being inspired by through an understanding of the historical and cultural development of art forms.

Art and Design Curriculum Planning

We use the National Curriculum and 'Art and Design in Suffolk KS1 & 2' to inform our art and design planning, making adjustments to relate teaching and learning to our local context. The objectives are mapped across the year groups and throughout the school through long term plans, to ensure coverage and breadth in our mixed year group classes each year. Teachers also use the skills progression to offer children the opportunity to develop and practise skills and acquire further knowledge as the children progress through the school, building upon prior learning.

In addition to weekly art and design lessons, co-ordinated whole school projects and stand-alone art days are planned to ensure that art is given high status in the curriculum. This ensures sufficient time is given to artistic techniques which benefit from being taught over an extended period of time rather than weekly lessons e.g. printing, sculpture and textiles. It also enables further focus on children's artistic skills and knowledge as well as supporting children's confidence in the use of different media and extending links with the local art community.

Classroom and whole school displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment also celebrates children's achievements in art and demonstrates the subject's high status in the school, with outcomes, including 3D art, textiles and paintings enhancing the school.

Subject Content

Early Years Foundation Stage (EYFS)

The EYFS staff team plan for children to experience creative opportunities and develop their art skills within the EYFS curriculum as an integral part of the topic work covered during the year and by making links to the objectives set out in the Early Learning Goals. Art and design make a significant contribution to the ELG objectives of developing a child's creative and physical development. In addition to regular art and design activities, there is a creative area always available within the continuous provision to encourage children to explore and develop their creative imagination.

Reception children are included in whole school projects, workshops, events and competitions, where appropriate.

Key Stage 1 and 2

We organise our curriculum into the key processes of art: drawing, painting, printmaking, collage, textiles and sculpture/3D as outlined in the National Curriculum and 'Art and Design in Suffolk KS1 & 2' scheme of work. Sequences of lessons are planned allowing for the acquisition of knowledge and the development of skills and depth of understanding. Whilst art will at times be related to topic work or other cross-curricular subjects, teachers also plan specific activities and sequences of lessons to provide development of the skills, knowledge and understanding of the subject.

We have plotted the progression of knowledge and skills within art and design for KS1, LKS2 and UKS2. Key concepts, skills and vocabulary are revisited throughout the key stages to ensure that children develop a secure understanding and build upon skills learnt.

Teaching & Learning Style

Art and design teaching focuses on enabling the children to express their creative imagination and develop their knowledge and skills by introducing them to an exciting, varied and relevant art curriculum. As pupils progress through the school, they should be able to think critically and develop a more rigorous understanding of art and design. This will be supported, where appropriate, by learning outside the classroom e.g. children will experience art being exhibited in public spaces and will have access to artistic experiences from and within their immediate and wider local area. All children across the school, will have the opportunity to develop ideas and creativity, skills and mastery of processes and knowledge of art and cultures. Where possible and appropriate, links will be made to topic work or other cross-curricular subjects in order to inspire and engage children and enrich and extend the teaching of other subjects.

We believe in whole-class teaching methods to encourage discussion, questioning and practical learning activities. We recognise that there are children of different abilities and we provide suitable learning opportunities for all children by:

- Setting common tasks which are open-ended and can have a variety of responses or outcomes.
- Setting tasks of varying difficulty, enabling all children to work to their full potential.
- Using different resources to provide varying levels of challenge.
- Using teaching assistants to support the work of individual children or groups of children.

Cross Curricular Links and Wider Learning Opportunities

Where relevant and appropriate, meaningful links are created between art and design and other curriculum subjects. Supporting children to make these links enriches and extends their understanding by enabling them to consider different contexts.

Wider learning opportunities are used thoughtfully in art and design to help bring the subject to life and make learning experiences relevant e.g. children will experience art being

exhibited in public spaces and will have access to artistic experiences from and within their immediate and wider local area. We encourage and welcome all parents and carers to support and assist with whole school events and art projects. Parents and carers with specialist art skills, and those who work in the arts, are warmly encouraged to approach the school with support and ideas for how to support and enrich the art and design curriculum.

Personal, Social and Health Education (PSHE) and Citizenship

Art and design hold close links with developing children's PSHE. Enabling children to creatively express themselves, develop skills and passion for a subject and take time and care to produce a piece of artwork promotes mindfulness and wellbeing. Children are explicitly taught how to evaluate their own and other's artwork. Communication and interaction with others are skills that children use daily and therefore teaching them the effectiveness of these skills by being able to critique peer's work in a positive manner is crucial in terms of their social development.

Spiritual, Moral, Social and Cultural Development

When teaching art and design, we contribute to the children's cultural development as children begin to realise how art and design both reflect and shape our history and contribute to the culture and creativity within it. Encouraging children to discuss and debate a diverse range of art movements, artists and content allows them to consider the impact that spiritual, moral, social, historical and cultural development have had on art forms over time.

Equal Opportunities

Art and design plays an important role in the life of our school and creative learning is at the heart of our teaching ethos. It is available to every child and all children take part in creative activities, making a positive contribution to the life of the school and local community. The art curriculum ensures that children have regular opportunities to study the work of both male and female artists. In addition, children will explore other cultures, celebrating different cultural traditions and study a range of art movements. Children will study and experience a range of artists and cultures that reflect the diversity of our school, locality and wider communities.

We will ensure that all children are provided with the same learning opportunities whatever their social class, gender, culture, race, disability or special educational needs (SEN). As a result, we hope to enable all children to develop a positive attitude towards others. All pupils have equal access to art and design lessons. Children with special educational needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the art and design curriculum. All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in art and design. Opportunities and resources for gifted & talented children will be made available to support and challenge appropriately.

Assessment

Teachers assess children's work in art and design by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the aims of the national curriculum and learning objectives within the lesson. Teachers will use a range of tools to assess children including discussion and questioning, observations, quizzes and recaps and, where appropriate, summative assessments. This allows the teacher to make termly assessments of attainment and progress for each child.

Displays within the classrooms, hall, portfolios and sketchbooks reflect the process as well as final artwork. A range of work from across the key stages will be exhibited to celebrate the work of children, of all abilities. Sketchbook development in KS2 is used to record ideas, research, develop skills and reflections.

Resources

Children have access to quality resources for each art unit and are taught to use materials with safety and respect. In addition, teachers use a wide range of digital resources to support effective teaching of drawing, painting, printmaking, collage, textiles and sculpture/3D. Whole school projects are organised to ensure that art is given high status in the curriculum and extend links with the local art community.

Monitoring and Review

The art and design subject lead is responsible for monitoring the standard of children's work, the effectiveness of teaching and learning and supporting colleagues in the teaching of art and design to ensure a high quality, broad and stimulating art curriculum.

A range of good-quality art materials will be maintained in school and supplemented when needed for workshops or cross-curricular projects. This will enable teachers to resource and teach effectively and maintain a meaningful and engaging art curriculum.

This guidance is monitored by all teaching staff with the leadership team. It will be reviewed when changes are made to the curriculum.