



'Love one another as Jesus loved us' (John 13 v 34-35)

Art and Design at St Mary's CE Primary School

Art and Design Curriculum Rationale

At St Mary's CE we are artists, designers and craft makers! We want the children at our school to love Art and Design. We want our children to aim high, be ambitious and grow up wanting to be illustrators, graphic designers, curators or printmakers. Our vision at St Mary's CE Primary School is to encourage and nurture the growth of every individual and their uniqueness, so that all flourish and become all that they can be and all that God made them to be.

The Art and Design curriculum has been carefully designed and sequenced so that our children develop their Art and Design capital. We want our children to remember their Art and Design lessons in our school and embrace the Art and Design opportunities they are presented with! Previously, children in Year 2 have been set a challenge of painting their own version of the Great Fire of London creating a cityscape using a range of materials and building on their knowledge of warm and cold colours taught in Reception. The children enjoyed discussing their History knowledge whilst engaged in their Art and Design project. Bringing Art and Design alive is important at St Mary's CE Primary School.

Curriculum Intent

The Art and Design curriculum is ambitious and allows our children to become independent and resilient – like all curriculum areas.

We want to equip our pupils with all the statutory requirements of the Art and Design National Curriculum and also prepare them for the opportunities, responsibilities and experiences in the next stage of their education and beyond. We want our children to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. The children in Year 1 and Year 3 have the opportunity to visit the local art gallery and explore the displays, experience a range of artists works, utilise the learning resources and receive an expert gallery talk. The visit is a shared experience with our link school and children from a diverse ethnic background. These opportunities often feed into the Art and Design curriculum where we enrich their time in our school with memorable, unforgettable experiences and provide opportunities, which are normally out of reach, to engage and intrigue our pupils. For example, we have revisited the Art and Design long term plan and have added local, national and global artists who have contributed to artistic creativity from a range of backgrounds and cultures. Our pupils are inspired by these professionals in their industries and as a result these often influence creative ideas and provide pupils with an insight into potential career opportunities.

Curriculum Implementation

We have just completed a second review of the Art and Design Curriculum and this will become an annual task. In this second review, the Art and Design Curriculum has been carefully revisited to ensure there is a clear progression of knowledge and vocabulary, embedding key aspects of learning as aspects are revisited. We have included inspiring artists and craft-makers from a range of cultures and localities. The medium term plans are under review to ensure that the progression document is clearly reflected in the sequence of

learning within any given topic. The assessment points and milestones are being defined and developed to reflect the key learning required in each year group. This will ensure the way Art and Design is taught, throughout our school, follows a consistent structure.

With the reviewed curriculum pupils explore and practise the practical skills involved in the topic and then produce their finished artwork pieces. This approach/ sequence is taken for every Art and Design topic. Art and Design subject specific characteristics, which we expect the children to demonstrate, have been developed. These characteristics underpin all work in Art and Design.

These characteristics are:

- To produce creative work, exploring their ideas and recording their experiences.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques in relation to age expectations.
- To evaluate and analyse creative works using the language of art, craft and design.
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- A passion for and a commitment to the subject.

The Subject Lead has devised whole school long-term curriculum art plans, which identify when the different subjects and topics will be taught across the school and across the academic year. All subjects are taught discretely but staff make meaningful links across subjects where appropriate. They link prior knowledge to new learning to deepen children's learning. For example, in Year 5 when the children explore painting and use of colour for purpose, they are building upon the knowledge and skills taught in Year 4 when they investigated warm and cool and contrasting and complimentary colours. Pupils in Year 5 use their acquired knowledge in their study of volcanoes to compare a violent scene by Turner to the milder version by Xavier Della Gatta's 'Eruption of Vesuvius' of 1794. They then apply their knowledge and skills to recreate their own volcano painting using colours for a purpose. Our children are taught connected knowledge.

Class Teachers have devised year group long-term curriculum plans which outline when the different subjects and topics will be taught across the academic year within the year group.

Medium term plans have been developed and continue to be refined to show the sequence of lessons taught within each topic. These set out the learning challenges for each lesson and closely reference the key learning, vocabulary and progression document.

Staff teach a weekly Art and Design lesson every other half term. This helps to ensure sufficient time is allocated to Art and Design and that the subject matter can be revisited. The structure that has been developed to ensure that the children build year on year on previous skills and knowledge in a sequential manner. We believe that by constructing our curriculum this way, we improve the potential for our children to retain what they have been taught, to alter their long-term memory and thus improve the rates of progress they make.

Curriculum Impact

We use both formative and summative assessment information in every art lesson. Staff use this information to inform their short-term planning and support. This helps us provide the best possible support for all of our pupils, including the more able. The progression document and the assessment points, once finalised, for each year group ensure that skills in art are progressive and build year on year.

Our aim is for staff to use art formative assessment methods to systematically assess what the children know as the topic progresses and inform their future planning. This formative assessment is then used to inform summative assessment judgements for each topic.

Assessment information in art is collected once a year and analysed as part of our monitoring cycle. This process provides an accurate and comprehensive understanding of the quality of education in art. A comprehensive monitoring cycle is developed at the beginning of each academic year. This identifies when monitoring is undertaken. Monitoring in art includes: book scrutinies, lesson observations and/or learning walks, pupil voice and parental views.

All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.

At St Mary's CE Primary School,

we are

ARTISTS!

Art and Design programmes of study:

Key Stages 1 and 2

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content – Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

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.

Subject content – 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.