

'Caring, Curious and Confident'

Curry Rivel Church of England Primary School



Curriculum Overview: Art

Our curriculum approach to Art reflects our ethos statement 'Caring, Curious and Confident' In particular we aim for pupils to develop curiosity in Art as well as providing opportunities to work co-operatively with others and become confident and resourceful learners.

Intent:

All pupils will access high quality art and design education. The children should feel ownership of the art they produce as they build confidence in their ability to create, challenge and reflect on their skills and exploration from the use of a range of artistic materials and techniques. The children will gain understanding of the history of art. How it influences our understanding to be a part of society and the importance of developing confidence to be able to reflect change and be agents of change.

Implementation:

Art and design will be implemented through weekly sessions half termly sessions. In these sessions, the children will learn through the teaching of a range of skills and techniques in a hand on environment inside and out, with the opportunity for self-critical reflection. Each child will confidently explore the five strands that run throughout the followed scheme of work. They are;

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing.

The lessons taught are sequential, allowing the children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the national curriculum, are also woven throughout the units. Key skills are revisited repeatedly with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core concepts:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

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The Art and design units have been given the titles Drawing, Painting and mixed media, Sculpture and 3D and Craft and design to make skills progression within the spiral curriculum more easily identifiable. However, it is important to remember that skills in Art and design flow between units; the curriculum has been designed to be holistic.

Impact:

Children will enjoy the creativity and expressiveness of art, as they are able to artistically express themselves in a range of ways. The children's work will be displayed and they will gain ownership of their own art sketchbook to fulfil the sense of pride and achievement. Creativity and art are so powerful to the young hearts and minds, Art is inclusive as it give children the confidence to communicate in a universal language and can change lives for the better.

Using the scheme of work with fidelity insures the expected impact will be that children will Produce creative work, exploring and recording their ideas and experiences. Be proficient in drawing, painting, sculpture and other art, craft and design techniques. Evaluate and analyse creative works using subject-specific language. Know about great artists and the historical and cultural development of their art. Meet the end of key stage expectations outlined in the national curriculum for Art and design.

Progression of Art:

The strands of learning and the core concepts of Art and Design be at the heart of the lessons throughout the school. Progression of these skills will be displayed in the art sketchbooks as it travels through the school with the child, each child will be exposed the techniques in different ways through the use of a range of materials/ resources to demonstrate this. Creativity and independent outcomes are robustly embedded into the units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupils.

In EYFS:

EAD (Expressive Arts and Design) - Being one the specific areas of the Early Years Foundation Stage. Art is continuously embedded throughout the continuous provision of our EYFS learning environment also with opportunity to immerse with seasonal crafts in our reception class. Through the characteristics of effective learning, the children are encouraged to become curious thinkers by having opportunity to explore pattern, change and media. Through an adult led approach the core concepts of Art, • Drawing • Painting and mixed-media • Sculpture and 3D • Craft and design is taught through sequenced units of work.

In Key Stage 1 and 2, Pupils will:

- Have weekly hourly Art lessons
- Have ownership of their own Art sketchbooks.

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- Use a range of materials creatively to design and make products
- Build upon skills within Drawing, Painting and mixed-media, Sculpture and 3D, Craft and design to share their ideas, experiences and imagination.
- Develop a wide range of Art and Design formal elements in using colour, form, shape, line, pattern, texture and tone.
- Learn 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.

Recording:

The children's art experiences are taught through hands on activity where the children can research and practice before finalising a finished piece. All art will be recorded in a personal sketchbook. After each unit of work, the children will reflect and evidence their artwork with opportunity to self-evaluate. There will be opportunity for a range of final pieces to be displayed around the school.

Assessment:

On-going self-assessment will take place for each skill and final piece of art, this will be done through self-reflection sheets and marked feedback from the class teacher.

Monitoring:

The Curriculum leader will follow and set out well-planned and sequenced schemes of work termly to ensure the wide range of skills are consistently taught. The curriculum lead takes ownership of an art portfolio to evidence whole school experiences. They will also take part in learning walks and discuss with colleagues what has gone well as well as any lessons learnt.

Originally written and reviewed by Zoe Davies- Evans

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