



Christ Church CE VC Primary School

“Together we learn - Together we grow - Together we flourish”

*Some seeds fell on good earth and produced a harvest beyond wildest dreams.
Matthew 13:8*

Art Curriculum Policy

Date agreed: February 2023

Review date: February 2026



Art Curriculum Intent

Together

Our inclusive curriculum aims to:

...strengthen and embody the belief that art is a valuable way of communicating with the world and of expressing thoughts and feelings. Through our art curriculum we intend to stimulate creativity and inventiveness whilst giving children unique opportunities to develop intellectually, emotionally, physically and socially.

Learn

Our carefully sequenced, balanced, interconnected curriculum aims to:

...set out a knowledge and skills-based curriculum to ensure that all children feel confident to try out new ideas, knowing that their efforts will be valued. Art builds resilience through experimentation. By working on previously learnt skills children will develop an understanding of the techniques which they can use to express their ideas, emotions and thoughts. In both creating and talking about art children will enhance their language skills and become reflective and curious in their learning.

Grow

Our holistic, child-centered curriculum aims to:

...take inspiration from other artists and makers showing children how art is a way of documenting and preserving history. Art tells a story about society and culture, and shows us different perspectives on the world we live in. Through sharing and talking about artwork we aim to show the children how to respect other ways of working and thinking. We firmly believe in the value of art as a way of giving children the space they need to follow their own ideas and to allow their own individuality to shine through.

Flourish

Our exciting, memorable curriculum aims to:

...show that art is a way of celebrating our wonderful young people. As such we intend to display work, for everyone to share, throughout the school. By inviting in local artists and holding themed Art Days we will encourage children to see art as part of the whole community and as an important part of their everyday lives.



The school follows the 2013 primary national curriculum program of study for art and design in Key Stages 1 & 2:

Curriculum definition

'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.' *National Curriculum, 2014.*

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].

Art and design - key stages 1 and 2

Subject content

Key stage 1

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.

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.

Objectives

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

The aims of art and design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work,
 - to develop creativity and imagination through a range of activities,
 - to improve the children's ability to control materials, tools and techniques,
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures,
- to develop increasing confidence in the use of visual and tactile elements and materials,
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.



Teaching and learning style.

Basic skills are introduced and then built upon, including drawing, painting, printing, sculpture, clay work, collage/textiles and sketch book work. Skills are revisited and the use of ongoing sketchbook work underpins this process. Teachers foster an open-ended exploration of creativity. Rather than following prescriptive outcomes teachers introduce key skills, materials and ideas to the pupils in such a way that each pupil can then explore his or her own creativity. By creating a safe and nurturing environment, pupils are encouraged to take creative risks and to learn from the journey.

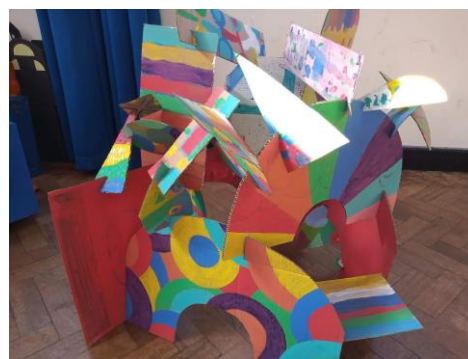
We ensure that the act of investigating and making something includes exploring and developing ideas and evaluating and developing work. We do this best through a mixture of whole class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources.

Equal Opportunities

Art plays an important part in the life of our school. It is available to every child and all children take part in creative activities, making a positive contribution to the life of the school. The art curriculum ensures that children will have regular opportunities to study the work of both male and female artists. They will learn about and explore other cultures, celebrating different cultural traditions and studying a range of art movements.

Inclusion

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 curriculum. All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in art and design.



Art and design curriculum planning

Art and design is a foundation subject in the National Curriculum. At Christ Church C of E (VC) Primary School, we use objectives from the National Curriculum and our own scheme of work as the basis for our curriculum planning in art and design, particularly with regard to skills progression. We focus on the creative learning journey encouraging our children to experiment, take risks and be innovative. We aim to support the children in becoming confident, independent artists who can articulate their thoughts and ideas and who value their own creativity.

Our curriculum is split up into six skills areas with sketch book work, in key stage two, and looking at the work of artists and makers underpinning all that the children do. Each year group builds on the experiences and skills taught previously with some overlap to ensure continuity as well as progression.

A range of experiences is encouraged where...

- traditional skills are balanced with experimental work,
- small scale work is balanced with large scale work,
- quiet reflective study is balanced with active, dynamic work,
- individual work is balanced with group work,
- two-dimensional work is balanced with three-dimensional work,
- the study of historical “great” artists is balanced with contemporary artists.

The scheme of work provides the basis for teachers to develop lessons linked to topic work or to run discrete units of work. Vocabulary is built upon each year and a list of artists and makers is provided to support planning.

Assessment and recording

We assess the children’s work in Art and Design whilst observing them working in lessons. Unlike other subjects, we do not use learning objectives, instead feedback is provided verbally by the class teacher.

Work collated in sketchbooks is used as evidence of individual progress.

The Art and Design subject leader monitors attainment throughout each Key Stage in order to evaluate the teaching and learning of Art and Design.



Roles and responsibilities

The subject is led by the art subject leader who is responsible for ensuring that each child at Christ Church C of E VC School receives a broad and balanced curriculum in the creative arts. It is also the responsibility of the art subject leader to ensure that the children receive a quality arts education. The art subject leader will stay up to date with current teaching styles and educational trends to ensure the school is at the forefront of arts education. The art subject leader must ensure resources and equipment are readily available for teachers to use. Monitoring and assessment is the responsibility of the art subject leader who will ensure curriculum coverage and skills progression. They will also be available to offer advice and support to all members of staff who seek it.

It is the teacher’s responsibility to ensure that they are delivering an arts curriculum to the children in their care. They must ensure they plan exciting and inspiring art lessons and seek professional advice if needed. Teachers must also be willing to share examples of children’s sketchbooks and ensure sketchbooks are used regularly.

Furthermore, teachers must also ensure that they are setting the highest standard during art and design lessons and inspire children to be the best artists they can be.

Contribution of art and design to teaching in other curriculum areas. Art is an important area of the creative curriculum and wherever possible links are made to other subject areas:

English

Art and design contribute to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

Mathematics

Art and design contribute to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

Computing

We use ICT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information using I-pads to help them develop their ideas and to record their observations. Children use the internet to find out more about famous artists and designers.

Personal, social and health education (PSHE) and citizenship

Art and design contribute to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others.

Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

Claire Steggall
Subject leader for Art and design



