

St Cuthbert's RCVA Primary

Art Curriculum Statement

"All children are born artists, the problem is to remain an artist as we grow up." — Pablo Picasso.

NATIONAL CURRICULUM PURPOSE OF STUDY

THE NATIONAL CURRICULUM STATES THAT:

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.

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.

In addition, at St Cuthbert's we ensure that our children have the opportunity to visit local galleries and work with local artists. We collaborate on community art projects and provide enrichment opportunities for art.

NATIONAL CURRICULUM REQUIREMENTS FOR SUBJECT CONTENT AT KS1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competition (both against self and against others) and take part in co-operative physical activities, in a range of increasingly challenging situations.

Pupils are taught to:

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.

NATIONAL CURRICULUM REQUIREMENTS FOR SUBJECT CONTENT AT KS2

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 are taught to:

- 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.

CURRICULUM INTENT

- To ensure pupils have learned the knowledge and skills set out in the National Curriculum.
- To ensure learning of skills and knowledge in art is progressive.
- To ensure our curriculum promotes resilience and co-operation and celebrates effort and improvement.
- To improve the cultural capital of our pupils by teaching them about local, national and international artists from different backgrounds and by teaching art that links meaningfully to their wider learning.
- To ensure pupils are encouraged to experiment and reflect on their own work.
- To give pupils the opportunity to visit art galleries; work with artists and work collaboratively on art projects.
- To ensure children acquire the skills to observe and use **colour, form, line, shape, space, texture** and **value**.
- To ensure children achieve increased independence to select their preferred media for a final piece of work.

CURRICULUM IMPLEMENTATION

SEQUENCE

Art is a foundation subject in the National Curriculum. Our school uses the objectives from the curriculum as the basis for the planning in Art. Planning is progressive and begins with basic skills and techniques which are then applied and practised in a range of contexts, with increasing demand and complexity.

In Key Stage 1, children are taught about art and crafts from different cultures. They are taught how to improve and experiment with their drawing, painting and sculpture skills. They acquire knowledge of key vocabulary linked to art and can recognise the work of several significant artists.

In Key Stage 2, children expand in this to further develop their skills and techniques as well as using their vocabulary and knowledge to make their own judgements and give opinions about what they like in art and design. They learn to explore art and experiment in their sketchbooks and they compare artists and designers, thinking about their historical and cultural context.

TEACHING & LEARNING

We teach and promote art and design with our children in the reception class as an integral part of their work. We relate this to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, creativity and control in the way they mark make and create physical pieces of art e.g. through access to natural resources for creating pictures, through teaching control of pens and paintbrushes and through having access to drawing and construction materials within the EYFS environment. We give all children the opportunity to undertake art and design activities both indoors and outdoors, using a wide range of resources to support specific skills.

All KS1 and KS2 children (Year 3-6) are taught art each term. Teachers have the flexibility to block sessions or spread them out using their professional discretion to decide how pupils will work best. In order to best retain knowledge acquired, key facts and vocabulary are regularly revisited.

Teacher subject knowledge and confidence is reviewed regularly. The academic year 2019-20 will see changes and development in our curriculum therefore staff professional development is a priority and all teaching staff are undertaking 6 hours of CPD with the Laing Art gallery. This will feed into our planning, resourcing and teaching and will be reviewed at the end of the academic year.

EXTRA CURRICULAR ART OPPORTUNITIES

At St Cuthbert's we run an art club – the year group and timings of this club vary. As of September 2019, art club runs weekly after school for years 3 and 4. A mindfulness class which includes art opportunities runs for Year 1 pupils. A young architects club will run in spring term.

SPECIAL EDUCATIONAL NEEDS | MORE ABLE, GIFTED & TALENTED

All lessons are tailored to the needs of the children in the class. Teachers model activities as well as providing different levels of difficulty to support less able pupils and lessons are adapted to be inclusive of physical disabilities. Quality first teaching strategies aim to include all pupils. We adhere to Paul Carney / NSEAD guidance where we provide scaffolds for pupils with motor difficulties e.g. using bolder lines, breaking down tasks, modelling 1:1 where possible. Any significant concerns are raised in SEND termly meetings and we monitor pupils with recognised gross and fine motor difficulties and visual perception. We extend more able pupils by asking them to self-evaluate and improve aspects of their work with increasing independence and guide them towards clubs in school for enrichment.

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

The teaching of art offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons in collaborative pieces and in commenting on one another's' work. We celebrate work by sharing on displays and online.

We recognise our role in challenging race and gender stereotypes within art and our curriculum offers pupils the chance to celebrate the work of artists of different ethnicity, gender and background.

Art and design gives pupils the opportunity to reflect on different cultural influences, styles and explore the ways cultures and periods in history are represented.

CURRICULUM IMPACT

ASSESSMENT & RECORDING

Teachers assess children's work in art through discussion and support within the lesson. We recognise that each pupil's work is their own and therefore, teachers do not make any marks on a pupil's work either on paper or in sketchbooks. The exception to this may be a comment or question on a post it note to prompt a pupil to think or reflect in an evaluation. Concerns about pupil performance in art may be discussed with the SENCO or Subject Leader. Pupils showing particular strength and skill or who show enjoyment of art are signposted to art clubs in school.

At the end of the year, the class teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

We adhere to the belief that "*All children are born artists*" and as such do not want to instil the idea that some children can do art and others can't. We recognise effort, progress and determination and offer advice on how to improve, highlighting the strengths and weaknesses and encouraging progression for all pupils.

MONITORING & REVIEW

The monitoring of the standards of children's work and of the quality of teaching through monitoring planning, lessons and pupil voice in art is the responsibility of the PLT and Head Teacher.

The work of the PLT also involves supporting colleagues in the teaching of art, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Pupils and staff also have opportunities informally and more formally to make suggestions e.g. through questionnaires and in curriculum staff meeting time.

The PLT meets termly with art governor to discuss development priorities and reports to the full governing body as part of the Head Teacher's report.

EXTERNAL VERIFICATION

We work with a local group of teachers and art professionals – PATERN. We also have links with County Durham art coordinators. This informs priorities and developments for staff rather than making judgements about a pupil's ability.

Consultation with local schools through "Sea-links" in October 2019 has informed end points in our development of the curriculum for 2019-20. Allowing pupils to choose and explore media with some independence and prioritising observational work using pens, pencils and other drawing media were highlighted as areas of focus.

