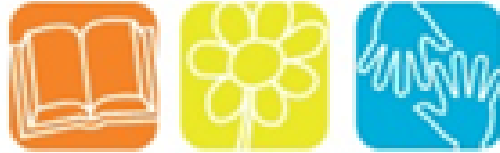


Art and Design Curriculum Statement

2023/2024



West Road
PRIMARY ACADEMY

Curriculum Statement – Art and Design

Intent

At West Road we believe that taking part in art and design allows us to investigate what we see; to make creative responses; to interpret; to evaluate and reach decisions.

Our intent links closely to the NC Aims for Art and Design:

- Our pupils will explore ideas and record their experiences through creative work – both the process and the outcomes are valued.
- Our pupils will develop skills, showing progression and developing proficiency in drawing, painting, sculpture and other art, craft and design techniques (For example printing and textiles).
- Our pupils will learn to evaluate and analyse creative works (great artists, peers and their own) using the language of art, craft and design.
- They will learn about great artists, craft makers and designers, and understand the historical and cultural context of their art forms.

Learning and responding to art and architecture from a range of places, cultures and historical time periods (including our own) gives the art curriculum many cross-curricular links and develops knowledge and skills that are transferable within art and across subjects. It helps pupils to become 'secondary ready'. Our art curriculum promotes British Values and cultural capital.

Implementation

We adopted the Primary Knowledge Curriculum Framework and have adapted this to our situation. This ambitious curriculum ensures progression in knowledge, concepts and skills. It is a vocabulary-rich curriculum, designed by subject experts giving cultural capital - expanding the pupils horizons whilst also drawing on local links. We run this curriculum alongside other schools in our MAT – giving opportunities to support and share expertise.

Each component of the art curriculum is designed to develop knowledge of artists and their work, types of art and styles alongside knowledge of artistic concepts; this will impact on each pupil's development of skills and processes. Evaluation and analysis of their own and others' creative works, and teacher feedback will develop their progression further.

The art knowledge covers key movements from the history of art, such as Early Egyptian Art, Renaissance, Classical, Impressionist and Modern art. Art and architecture from a range of geographical places and cultures is studied.

The components that are studied link to prior learning both in art and cross-curricular. Where art links to history, these are usually taught after the History component.

When planning and teaching within art, teachers follow the principles of Rosenshine. This involves: providing clear models, careful use of questioning and assessment, independent practice and reviewing learning. We use a reading across the curriculum to promote reading development and to focus on key knowledge.

In EYFS, pupils develop art knowledge and skills linked to their PKC themes. In addition, the enhanced provision provides many opportunities to develop their creativity through play and independent learning. For example, opportunities for using paint, malleable materials, construction and modelling, developing gross and fine motor skills both indoors and outdoors. Key artists are introduced each half term.

In KS1 and KS2, Art is taught within the weekly timetable. Pupils learn about the work of key artists and link these to their own work. Children are encouraged to explore equipment, finding out how things work and how to creatively express themselves through art. As they are taught and develop the skills needed they refine these techniques so they can share their ideas, experiences and imagination.

Sketchbooks are used from Y1 to record, analyse and revisit ideas. Knowledge organisers provide key information for pupils to refer to. Timelines and maps are used to help pupils to understand the historical and geographical context of artwork and to reinforce links between subjects.

Extra art related school incentives and after school clubs further extend provision.

Consideration is given to how children of all abilities can demonstrate learning within each lesson in line with the school's commitment to inclusion. Activities are scaffolded or adapted as appropriate to individual needs. Challenge activities provide opportunities for children to add depth to their learning.

Student pupil parliament meetings enable pupils to express views on their progress, the implementation of art lessons and the art curriculum. They help to raise the profile of art within the school and evaluate the impact of this. These views help to shape the future art curriculum.

Prior knowledge is informally assessed at the start of each lesson using a range of strategies. Pupils self and/or peer assess their work as they move through each component. They usually complete a more formal evaluation towards the end of a component. Teachers complete an assessment grid showing if pupils have met expected standards.

Formative assessments (using the Otrack system) enable teachers to identify and address any gaps from previous learning.

Impact

Outcomes in sketch books and pupil voice, evidence a broad and balanced art curriculum and demonstrate children's acquisition of key knowledge of art, artists and concepts.

They show how pupil's skills link to the study of artist's work and themes. Skill progression is evident through direct teaching and specific activities. A variety of media is used and will be revisited at different points within the key stage.

Children are able to describe the knowledge and skills that have developed through a project and are able to make links between their art knowledge / artwork and other curriculum areas. Pupils will show increasing confidence in their own art skills through evaluation of their own and other's work and a growing understanding of how to make improvements and further developments.