

Abbey Academies Trust



Every Child Matters

Art and Design Curriculum Statement

Amended

April 2019		
October 2019		



Every Child Matters within a loving and caring Christian environment

Why we believe Art and Design is important

Art and Design can provide excellent opportunities to foster a deep sense of engagement among learners by providing the opportunities to work creatively: where children can be inspired by a range of experiences and broaden their horizons. Art links to every curriculum area as it facilitates - problem solving, imagination, deep critical thinking, risk taking and reflection essential skills for each generation of learner. We aim to provide a high quality art education giving a foundation for understanding the world and the skills to enable personal progression.

Intent – each child can:

- access the teaching and learning of progressive art skills
- learn and research famous artist, designers and architects
- develop, test, practise and refine art techniques
- reach their full creative potential by exploring and recording their experiences
- strive for excellence and innovation in each stage of their learning
- explore real-world challenges through a variety of art forms
- access additional stimulus opportunities both inside and outside the classroom
- be inspired and engaged through inclusive learning experiences
- be creative in an enabling and safe environment which celebrates individuality and diversity

Implementation – how do we do this?

The current National Curriculum says:

‘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 in England: art and design programmes of study, 2013)

- All children are taught in mixed attainment groups, as it is important to have high expectations for all pupils to become proficient in drawing, sculpture, painting and other art, craft and design techniques
- Sequences of learning include where applicable: history of art, skill and development of technique.
- Inclusive and exciting learning experiences, which includes opportunities to gain greater understanding and proficiency.
- Art skills progression in place from Foundation 1 to Year 6 giving rise to art skills books, which records their learning journeys.
- Staff supported by Art team, Arts Council - Mighty Creatives, Artsmark and Bourne Schools Collaboration

- Art team are undertaking their own professional development through the Artsmark and the Arts Council to ensure deep subject knowledge, which can be used to support staff throughout the trust.
- Sufficient time is spent teaching and learning age related art skills, preventing gaps in knowledge.

Impact

- Pupils are achieving the best possible outcomes and progress.
- Pupils have an age-related understanding of: history of art, art skills and how these skills can be developed.
- Pupils show a positive attitude towards art and their creativity.
- Pupils show open mindedness and perseverance “to think outside the box”
- Pupils feel valued, celebrated and have increased self-esteem.

How this is monitored

- Pupil discussion
- Planning
- Artwork displayed in all year groups
- Art skills books and coverage monitored
- Artsmark cycle
- Arts Award

Other relevant documents

- Teaching and learning policy
- Displays policy
- Artsmark statement of commitment and case study
- Art skills progression document
- History of Art Knowledge Organiser
- Progression of skills Visual Maps