Art and Design Curriculum Statement

Amended

April 2019	September 2022	September 2025
October 2019	September 2023	
April 2021	September 2024	

Striving for excellence, caring for all

Within a loving and caring Christian environment.

Why we believe Art and Design is important?

> There are two distinct languages. There is the verbal, which separate people and there is the visual that is understood by everyone.
>
> Yaacov Agam

> A simple line painted with the brush can lead to freedom and happiness.
>
> Joan Miro

Art and Design can provide excellent opportunities to foster a deep sense of engagement among learners by providing a great chance 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, which are essential skills for each generation. This creative process also nurtures their spiritual development by allowing them to express their inner thoughts and emotions. We provide a high-quality art education aiming to give a foundation for understanding the world and the skills to enable personal progression. Through this, children can flourish to be the best they can be and become agents of change, using their artistic talents to inspire and influence the world around them.

Intent – each child can:

- access the teaching and learning of progressive art skills
- reach their full creative potential by exploring and recording their experiences
- strive for excellence and innovation
- 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
- by the time they leave us in Year 6, use a range of media to convey their thoughts, feelings, and ideas in unique and personal ways.
- be confident in their artistic skills in order to create pieces of art that invite opinions and discussions from an audience.
- develop empathy and social awareness and experience a sense of comfort and peace, as well as feelings of being challenged.
- experience a sense of spirituality by becoming connected to a reality greater than themselves and a transcendent understanding of life.

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, painting, 3D form, printing, mixed media and collage.
- During their time in school, children will repeatedly cover the progressive skills associated with drawing, painting, 3D form, printing, mixed media and collage
- Inclusive and exciting learning experiences, which includes opportunities to gain greater understanding and proficiency
- Each art units encompasses a wide range of artists, craftsmen and architects, ensuring that children are exposed to a wide range of work in different styles
- Art skills progression is in place from Foundation to Year 6 giving rise to art skills books, which records their learning journeys
- Teachers live model showing the development of skills and the creative process in their own sketchbooks
- Staff are supported by the art team alongside the Arts Mark council and related agencies
- The art team are undertaking their own professional development through the Artsmark to ensure deep subject knowledge, which can be used to support staff throughout the trust
- Planning is supported through given sequences of activities provided by the Art team
- Children are given freedom in their sketch books to present their learning and development in their own style, fostering a deeper understanding of themselves as creative individuals
- Sufficient time is spent teaching and learning age related art skills, preventing gaps in knowledge and building upon previous knowledge and skills.

Impact

- Pupils are making the best possible outcomes and progress.
- 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
- Staff discussion
- Art collaboration meetings
- Artwork displayed in all year groups
- Art skills books
- Artsmark – assessment framework and quality principles
- Arts Ambassador minutes

Other relevant documents

- Art and Design rationale
- Teaching, learning and curriculum policy
- Artsmark statement of commitment and statement of impact

- Arts Award Discover and Explore
- Art skills progression document