



St. Peter's Church of England Primary School

ART & DESIGN CURRICULUM STATEMENT

Introduction

At St Peter's, Art and Design forms part of our enchanting curriculum and benefits from subject-specific teaching throughout key stage 1 and key stage 2 which builds upon the strong foundations of Expressive Arts and Design in Early Years.

Through studying Art and Design we **open doors** to learners' creativity, expression, imagination and connection. We master formal elements of Art such as drawing, painting and sculpture over time and use these skills to design, make and evaluate our own works. Through engaging in regular artists' study, learners connect with the world of art around them and gain a deeper understanding of how different artists express themselves and interpret the world in different ways. The sequence of learning and progression of skills developed for Art and Design at St. Peter's leads the way for pupils to utilise their art and design skills across the curriculum and opens doors to a life-long enjoyment of expression through the arts and future creative career pathways.

Curriculum Vision

A St. Peter's artist is engaged, inspired and challenged through their creative work. They have the knowledge and skills to experiment, invent and create original works of art, craft and design using traditional and modern artistic techniques.

They communicate their thoughts, ideas and observations in practical and expressive ways and are empowered to use art as a visual language to express their thoughts, ideas and feelings and therefore removing barriers associated with written communication. They talk about art and the work of artists using subject-specific vocabulary and are able to evaluate their own and others' work with respect and compassion.

A St. Peter's artist is inquisitive and experiments with materials, tools and techniques to create different tones, patterns and effects within their work. They develop and master a variety of skills over time, utilising these to create both individual and collaborative pieces.

They are knowledgeable about famous and local artists, craft makers, architects, photographers and designers and articulate their preferences and opinions using their understanding of artistic techniques and approaches. A St. Peter's artist takes inspiration from their own locality, their learning across the curriculum and the wider world to shape small and large-scale projects, developing an interest and understanding of the history and culture of different art forms.

Provision, Planning and Delivery

Our Provision

We enact our vision for Art and Design through:

- Giving prominence to the study of Art and Design within the school timetable as a discrete subject.
- Implementing a spiral curriculum which gives learners frequent opportunities to build upon key artistic techniques and formal art elements in a progressive way.
- Giving sufficient time for learners to experiment and practice with new materials, tools and techniques.

- Linking practical activities with expert examples through studying the work of famous and local artists, craft makers, architects and designers.
- Promoting discussion in pairs and small groups, allowing learners to communicate thoughts, feelings and ideas in a respectful and positive way.
- Regularly revisiting key artistic concepts (line, tone, colour etc.) to ensure depth of understanding.
- Encouraging the use of artistic vocabulary when discussing the work of artists and learners own pieces.
- Ensuring units of learning allow time for personal expression and reflection.
- Promoting an enquiry approach within teaching, giving learners the opportunity to draw conclusions for themselves and record their responses in a creative way.
- Allowing learners opportunity to select own materials to create compositions.
- Encouraging learners to communicate their thoughts, ideas and what they observe to others, to help clarify, develop and deepen their thinking.
- Giving learners the opportunity to evaluate their own and others work, understanding that life is a journey and that all our endeavours can be continually improved upon.
- Studying the work of a wide-range of local and famous artists to develop pupils' knowledge and understanding of historical and cultural development in art over time.

Planning

Adhering to the long term plan ensures that learners access a broad and balanced art curriculum, focusing on three key contexts within each year. These contexts are: Fundamental Skills (Drawing and Painting), Experimenting with Technique (Sculpture and Printing) and Creative Application (Photography, Architecture, Collage etc.) and each phase of learning (KS1, Lower KS2 and Upper KS2) builds progressively on the previous unit.

Completion of this journey ensures that learners meet the requirements of the National Curriculum and make good progress in understanding the keys to art (see progression) across a range of different contexts, revisiting these keys at different points within their learning adventure.

Each unit of learning is organised to develop all five of the keys to art, these are: Generating Ideas; Understanding Formal Elements; Basic Skills; Knowledge of Artists; and Evaluating. Revisiting the keys in this way ensures progression and development for every learner, supporting them to make links between what they already know and what they are currently learning, as well as develop their knowledge of the work of well-known artists and designers, to build learners' understanding of what effective art and design looks like.

Delivery

The Art and Design curriculum in Key Stage 1 and 2 is delivered every term during discrete Art and Design lessons. To enable pupils to be immersed in their study, lessons are organised into half-termly blocks with multiple lessons per week, with a minimum of 12 hours per term dedicated to study in this specific curriculum area.

Progression



To ensure progression in Art and Design, our curriculum is organised to progressively deepen learners understanding of the **keys** to Art and Design. These are:

- Developing Basic Skills (Drawing, Painting, Craft)
- Understanding Formal Elements (Colour, Form, Line, Pattern, Shape, Texture, Tone)
- Generating Ideas
- Knowledge of Artists
- Evaluating

Thorough each of the contexts studied in depth, the keys to Art and Design are embedded and taught at an appropriate level of complexity. See Art and Design Key Progression (below) for more information. Progress in Art and Design is evident in pupil outcomes which are recorded in pupils' individual sketchbooks.

Assessment, Recording and Reporting

Assessment

Teachers assess children's knowledge, understanding and skills in Art by making observations within lessons and by reviewing pupils' work at the end of each lesson. Outcomes from this assessment are then used to formatively re-shape the learning journey for individuals and whole classes as necessary. From this ongoing assessment, teachers make decisions to re-teach, consolidate or extend learning in the subsequent session.

Recording

Learning in Art and Design is recorded in pupil's individual sketchbooks and learning episodes are captured in a way which best meets the learning objective. Some of the evidence may include child-produced art work, written explanations/notes or diagrams, whereas others may involve photographs or teacher notes from discussions or drama activities.

Reporting

Children's achievements in Art and Design are formally shared with parents and carers annually, as part of their end of year report and informally through termly open door events and parent consultation appointments.

Policy into Practice

The following serves as a list of supporting documents and resources which support this policy in practice at St. Peter's:

- Art and Design Learning Adventure
- Art and Design Key Progression
- Art and Design Vocabulary Progression