



Curriculum Statement for Art and Design

INTENT	<p>At St Mary and St Joseph's RC Primary School we value Art and Design and understand that it forms an important part of our curriculum. We ensure that our curriculum is accessible to all of our children and provides engaging, inspiring and challenging learning opportunities which allow our young minds to work creatively and imaginatively. Alongside the teaching of the knowledge and skills to experiment, invent and create their own works of art we want every child to foster a love of art through which they can develop intellectually, emotionally, physically and socially. The art and design national curriculum document states that children should be able to, ' think critically and develop a more rigorous understanding of art and design and should know how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation'. Where appropriate, projects may also be linked to a community or cultural issue to engage our artists in the world around them and to help them understand the role they play as an individual.</p>
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The Teaching of Skills	The Application of Skills	Our Commitment
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Underpinned by	<p>Our pupils will:</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences • Become proficient in drawing, painting, sculpture and other art, craft and design technique • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. • Evaluate and analyse creative works using the language of art, craft and design • Understand how design has shaped the way we live today and how key areas of history have impacted on our lives today • Understand how design is always adapting to meet our changing needs 	<p>The opportunity to:</p> <ul style="list-style-type: none"> • Use their sketch books to record, plan, reference and develop ideas • Practise new skills whilst working independently, in pairs or collaboratively in a group • Critically evaluate their own work and that of others in order to learn from their experiences • Develop own interests and aspirations • Learn from first hand experiences, my own locality and art/ artists of other faiths and cultures • Explore spiritual, social, moral and cultural values through the medium of art • Use new vocabulary to analyse and talk about works of art • Create artwork with a real purpose such as enterprise, community link or public viewing. 	<p>Our Governing Body, SLT, subject leader and teachers are responsible for;</p> <ul style="list-style-type: none"> • Ensuring the curriculum meets the needs of all our children including those with additional needs (review this regularly) • Understand and articulate the expectations of the curriculum to support teachers and support staff in the delivery • Produce a progressive curriculum with a balance of all art forms across the year groups • Develop a value and appreciation of art throughout school with high expectations of sketchbook and displays both within school and the wider community. • Providing wider opportunities in the arts and opportunities for more able to extend their skills • Plan for cross curricular learning to create depth in learning and meaningful and purposeful experiences • Ensuring health and safety procedures are in place, understood and adhered to all staff and pupils • Providing regular feedback to the Governing Body in relation to our arts curriculum and attainment • Ensuring that all staff, understand the expectations of the curriculum support them in the delivery of art and design.
IMPLEMENTATION	<p>To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. Art and design is taught in termly blocks using the Cornerstones art units and focusses on the knowledge and skills stated in the National Curriculum. The art subject leader is responsible for keeping abreast of current initiatives in the Arts and disseminating this information to all members of staff. Continuous professional development is always a priority at St Mary and St Joseph's and regular meetings, shared planning and delivery sessions and working alongside professional artists supports our staff to confidently deliver lessons. When teaching art and design, teachers should allow the pupils to follow their own interests and lines of enquiry to ensure that learning is engaging, broad and balanced. A variety of teaching approaches should also be deployed and all pupils challenged to achieve to their full potential.</p>		
	Curriculum Approach	Resources	Monitoring and Evaluation

Underpinned by	<p>The art and design programmes of study have been broken down into key concepts, strands and aspects and these are mapped across each year group. These are then broken down into smaller knowledge and skills objectives to form a progression framework from EYFS to Year 6. These support our pupils in knowing more and remembering more as artists along with developing the skills to become the best artists they can be.</p> <p>Plans ensure an appropriate progression for vocabulary is in place, which builds upon prior learning.</p> <p>Knowledge organisers are available to ensure that children have access to key knowledge, language and meaning in order to understand and readily apply their work in art across a wider curriculum.</p> <p>Our units offer opportunities for rich interconnections with other subjects.</p> <p>All units of work contain a drawing element – high importance is placed upon developing drawing skills in each year group.</p> <p>Within each year group a minimum of two artist are studied. Children are given the opportunity to study, compare and evaluate the work of great artists and craftsman and the impact their work has had upon society.</p> <p>Art unit plans are based around the four stages of the Cornerstones pedagogy, Engage, Develop, Innovate and Express. These ensure that art is taught consistently across each year group.</p>	<p>Every child in school has their own sketch book in which they can record ideas, practice new techniques, further refine their skills and annotate their work. These sketchbooks give our pupils the opportunity to study an existing piece of art, create a constructive and reflective critique of this work and use these ideas to develop their own piece of related artwork. Pupils will have the opportunity to evaluate their own work and make improvements</p> <p>Children have access to a wide range of resources, including support staff in class to support and differentiate to make learning accessible for all of our pupils.</p> <p>Art equipment and resources are regularly monitored and stored centrally to ensure access at all times.</p> <p>School visits and visitors enhance our art curriculum alongside annual arts weeks. First hand objects and experiences must be used wherever possible as a starting point for work.</p> <p>Parents are an invaluable resource and we value them as partners in their child’s education. Parents are invited to share in the pupils art experiences and celebrate their achievements.</p>	<p>The quality and success of our art curriculum is monitored by the subject leader. Monitoring takes the form of lesson observations, pupil conversations, sketchbook samples, images and videos displays, analyzing data and the development of work from the teaching of skills to the final piece and how pupils have evaluated and reflected upon the overall process.</p> <p>Monitoring is used to identify strengths, share good practice and identify next steps and actions to inform the subject development plan.</p>
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IMPACT	<p>We want our children to leave St Mary and St Joseph's having developed an appreciation and enjoyment of the visual arts. Our children will have had varied opportunities to produce pieces of work inspired by the work of artists and craftsmen, both past and present. Every child will have had their work celebrated and shared with a range of audiences and understands the joy that can be shared with others through a simple piece of art.</p> <p style="text-align: center;"><i>'Every child is an artist' – Pablo Picasso</i></p>		
Underpinned by	Pupil Voice	Evidence in Knowledge and skills	Breadth and Depth
	<p>By the end of each key stage, pupils are expected to know, apply, and understand the knowledge, skills and processes within the programme of study.</p> <p>Through discussion pupils talk enthusiastically about their artwork. They have acquired the vocabulary to articulate their ideas clearly and coherently and are able to analyse and evaluate both their own work and that of others. They are confident in identifying strengths and weaknesses.</p>	<p>Children will have achieved age related expectations in art at the end of their cohort year. Children will retain knowledge about their focus artists for each unit of work.</p> <p>Children will know why it is important to learn and develop creative skills.</p> <p>Pupils know and understand how art has shaped and contributed to history.</p> <p>Pupils use acquired vocabulary in lessons.</p> <p>Pupils understand and demonstrate artistic skills in lessons.</p> <p>Children show competences in improving their resilience and perseverance by continually evaluating and improving their work.</p> <p>Pupils will have a secure understanding of the key techniques and methods for each art form: colour, form, line, shape, tone and texture.</p> <p>Pupils are able to make choices about their art work and decide upon the most suitable tools and materials to achieve the desired effects.</p> <p>Pupils enjoy using different drawing techniques to record observations, recall memories or express imagination. These skills are transferable and used in all areas of the curriculum.</p>	<p>Teachers plan a range of opportunities to use art skills and knowledge through creative and inspiring sessions inside and outside of school.</p> <p>Children have had access to opportunities which improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world.</p> <p>Pupils strive for originality in the development of their ideas and approaches. They understand the value of experimentation and working beyond their comfort zone in order to discover and develop creatively.</p>

