

## Art and Design

### Curriculum Statement

#### PURPOSE OF STUDY

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.

#### AIMS

Within The Warriner Multi Academy Trust we want to inspire, engage and challenge pupils by equipping them with the knowledge and skills to experiment and create their own works of art. As they progress through the school they will develop a deeper understanding of art and design, exploring the impact it has on the contemporary life and that of different times and cultures.

The National Curriculum for Art & Design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

#### SUBJECT CONTENT

##### **FOUNDATION STAGE**

Pupils should be taught:

- To exploring and use media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- To be imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

##### **KEY STAGE 1**

Pupils should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## **KEY STAGE 2**

Pupils should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## **TEACHING & LEARNING**

Within The Warriner Multi Academy Trust Art & Design is taught as part of each school's overall curriculum and the skills, techniques and experiences of this subject embody the Art and Design curriculum. Opportunities to experience, practise and develop skills acquired are deliberately planned across the curriculum as we understand that creativity in all forms not only develops manual dexterity but enables us to make informed judgements, practical decisions and nurtures the imagination. We encourage children to participate in a variety of creative experiences through which we aim to build the confidence of all children as the appreciation and enjoyment of the visual arts enriches all our lives.

Within in The Warriner Multi Academy Trust we continue to have a deep respect for pupil's art and thoughtful displays of finished work are considered to be very important as a stimulus for learning and an appreciation of effort and ability.

By providing a curriculum where the content has been carefully designed and sequenced, staff are able to focus on ensuring that all pupils are able to compete on a level playing field. Our research- based guidance on the most effective teaching and learning strategies recognises that teachers and schools must be deliberate about what they teach and how they do it and so our guidance supports staff to deliver lessons appropriately modelled and scaffolded in order that children's learning is developed.

## **CURRICULUM PLANNING**

Our curriculum is ambitious for all children. It uses the National Curriculum in England 2014 Framework for Art and Design as the basis for its' planning. We know that our classrooms must be a valuable source of knowledge and exploration.

Our curriculum is a framework for setting out the aims of our programme of education, including:

- The knowledge and understanding to be gained at each stage (intent)
- Translating that framework over time into a structure, narrative and with subject specific pedagogy (implementation)
- Evaluating what knowledge and understanding pupils have gained against expectations (impact)

Long-term planning clearly identifies the procedural and declarative knowledge to be taught and how this builds on prior learning and where it will be further developed in the future. The planned progression built into the Art and Design curriculum means that the children are increasingly challenged as they move through the school. Links are made to termly themes and other curriculum subjects where appropriate and these are identified on the termly units of work. Long-term plans identify individual Art and Design units taught across the year group phases and follow a two-year cycle. Art and Design is taught by individual class teachers who take responsibility for planning, resourcing and delivering this area of the curriculum.

### **EARLY YEARS FOUNDATION STAGE**

In Nursery and Reception classes art is an integral part of the topic work covered during the year. Long-term planning indicates the appropriate descriptors from the Birth to 5 document that relate to the unit of work and area of learning and also identifies how this understanding will support learning as the child moves through EYFS and KS1. Expressive arts and design contributes to a child's personal and social development, and allows the child to express themselves in creative ways and develop their understanding further of other subjects.

### **SPECIAL EDUCATIONAL NEEDS**

We have high expectations for all of our children and work to ensure that barriers are able to be overcome. To that end we expect our staff to plan and deliver lessons where pupils with SEND are able to access their learning in an appropriately supported manner.

### **SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT**

Creating and designing pieces of art can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that art has on people's moods, senses and quality of life. Children within The Warriner Multi Academy Trust have the opportunity to encounter art from many cultures and, through their growing knowledge and understanding of art, they develop more positive attitudes towards other cultures and societies.

### **ASSESSMENT & RECORDING**

Teachers assess children's work in Art and Design by making informal judgements as they observe them during lessons and by providing written and or verbal feedback throughout a unit of work. At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

### **MONITORING & REVIEW**

Class teachers are responsible for the standard of children's work and for the quality of their teaching in Art and Design lessons. Subject leaders work with their school teams to develop subject pedagogy across the school and to monitor the Art and Design teaching and learning taking place through book looks, pupil interviews and learning walks. Where strengths and examples of good practice are noted, they are shared and where areas requiring additional support are highlighted, the necessary CPD is provided.