

The National Curriculum states that:

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.

The National Curriculum for Art and 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.

Rationale

Art is a unique form of experience which cannot be imitated in any other way. It is not only nonverbal, it is pre-verbal and since most human beings gain a large proportion of their experience and understanding through sight and touch, it is very much a part of our educational grounding and potential. Art experience is deeply imbedded in the realm of life skills for all children, not only the gifted or less able. Joyful response, the ability and confidence to create and bring practical and theoretical skills to bear on a variety of problems, to access the potential of ideas, tools and materials, will have consequences far beyond the discipline itself. Confidence in the value of intuitive as well as logical modes of thinking, supported by practical experience in developing and refining ideas, will spill over into many parts of children's lives and stand them in good stead as adults.

National Curriculum statutory requirements for Art and Design

Key Stage 1

- 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

- To create sketch books to record their observations and use them to review and revisit ideas.

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.
- About great artists, architects and designers in history.

Curriculum Intent

The 8 Cs - Our curriculum is underpinned by core learning skills that all children need in order to be effective learners. Children use these skills to evaluate themselves as learners, in addition to their knowledge and understanding of concepts within Art and Design.



Curriculum Drivers - At the heart of Trimley St Mary School, lies clearly defined and understood "curriculum drivers" that are the guiding principles that accurately shape the personality of our curriculum. These drivers underpin our curriculum and drive the teaching and learning in our school and therefore the pupil's experiences.

<u>Mastery Statement</u>	<u>Trimley St Mary School – Curriculum Drivers</u>		<u>The 8 Cs</u>
<u>Enrichment Policy</u>			<u>The Language of BAD</u>
<u>Community</u> Our school is a friendly and welcoming setting, with a strong sense of belonging, care and support. We recognise parents and the wider community as active partners in the education process and life of the school. By fostering strong community links, and working closely with families, local business and other agencies, we support, motivate and inspire all children to achieve and be successful in their own right.	<u>Initiative</u> We demonstrate that we can think for ourselves, take action when necessary and have the drive to achieve. We welcome the challenge of doing things without being asked, solve problems; we have the desire to continually learn and grow. We recognise the importance of leading our own learning, carrying out research, asking questions and seeking help when needed. We show resilience and determination and know that these skills will be essential in our next stages of education and the workplace.	<u>Mindfulness</u> As a THRIVE school, we provide a powerful way of working with children to support optimal social and emotional development. We work with children who may have struggled with difficult life events to help them re-engage with life and learning. The way we interact with our children has a huge impact on the way they think about themselves and their levels of personal resilience. We improve empathy or the ability to understand what another person is thinking or feeling, which improves children's awareness of others and helps them to build positive relationships. We develop happy, healthy confident children who are ready and open to learning.	<u>Diversity</u> We serve to support the rounded development of children and promote diversity. We show support for diversity by talking with people to find out how best to include them and respect their beliefs. By valuing and respecting diversity, we encourage everyone to respect others' right to their own beliefs, values and opinions. Children's connection to diversity develops through their experiences. Having a strong sense of their own cultural history and traditions helps children build a positive identity for themselves, as well as supporting children's sense of belonging and self-esteem. When their mental health and wellbeing is supported, so is their learning.

As Artists we will:-

- Use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality. The ability to communicate fluently in visual and tactile form.
- Draw confidently and adventurously from observation, memory and imagination.
- Explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- Develop an impressive knowledge and understanding of other artists, craft makers and designers.
- Think and act like creative practitioners by using our knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Use Independence, initiative and originality to develop our creativity.
- Select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- Reflect on, analyse and critically evaluate our own work and that of others.
- Develop a passion for and a commitment to the subject.

Curriculum Implementation

Sequence

Art and design is a foundation subject in the National Curriculum. Our school uses the objectives from The National Curriculum as a basis for planning Art alongside the Chris Quigley Essentials Curriculum, which exceeds new national curriculum expectations. Planning is progressive and skills are revisited from Years 1 to 6 to ensure children have deeper understanding of concepts and techniques. Knowledge, skills and understanding are progressively built upon through each of the areas of experience of Drawing, Painting, Printmaking, Collage, Textiles and 3D. Within each discipline this has been provided through gradually extending the breadth of content, increasing the depth of knowledge and understanding and focusing on improving the quality of responses and outcomes.

In Key Stage 1 children are taught about a range of artists where they can then explore a variety of techniques used by these artists which promotes them to share ideas about drawings, paintings and sculptures as well as use their own experiences and ideas as inspirations for artwork.

In Key Stage 2 children learn about great artists, architects and designers in history where they improve mastery of techniques. They also develop and share ideas in sketchbooks and finished products. Children's experiences influence their inspiration for artwork and they are exposed where possible to cross-curricular links.

Teaching and Learning

Long term plans ensure that that children experience key skills in the six main areas of art (Drawing, Painting, Printmaking, Collage, Textiles, and 3D) across all Year Groups. Art teaching within our school maximises the use of a 'Creative, cross-curricular' approach, and all Art units are linked to each phase's termly topics,

clearly shown on Medium Term plans. Furthermore, teachers are encouraged to use the 'Art and Design in Suffolk Handbook' to inform short term planning. This provides a comprehensive guide on the six key areas and the corresponding progression of skills that need to be taught. Staff are encouraged to make the scheme their own, to adapt and modify it as necessary to suit their own needs and requirements. We aim to plan for strong cross-curricular links in order to maximise Art learning opportunities, while ensuring that lessons are meaningful and purposeful for the children. Long and medium term plans are available for Parents to view on the school website, and addition to this, Curriculum Newsletters are also sent home termly. The planning process involved in developing this scheme of work, has ensured a progression and continuity of learning experiences from Year 1 to Year 6. In Reception art and design skills are promoted and teachers plan in accordance to the Early Years Foundation Stage as well as looking into the Suffolk Scheme and Chris Quigley Essentials.

Extra-Curricular Art and Design Opportunities

At Trimley St Mary Primary School children are offered opportunities to partake in Art and Design competitions outside of school such as The Young Art East Anglia Competition. Furthermore, children are given opportunities to be creative in designing areas around the school through an Art Club, this has made our school inviting and given children a chance to have a say in the design of their school, areas which have been developed include playground murals and save our train station prints.

Special Educational Needs

Art adheres to the whole-school Equal Opportunities policy. Art is planned to ensure that it meets the varied needs of all learners, regardless of their gender, background, culture, physical or cognitive development. Differentiation is provided in a range of ways when implementing short term plans, including a variety of individual, paired or group work, higher-order questions from Blooms Taxonomy, use of SFA pedagogy and strategies, as well as both open-ended and structured tasks. Opportunities are provided to reflect and promote positive attitudes towards cultural diversity, and Medium Term plans ensure that relevant and appropriate SMSC links are evident and included.

Spiritual, Moral, Social & Cultural Development

We promote *spiritual* development by:-

- Providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g.
- Northern Lights.
- Exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey.

We promote *moral* development by:-

- Exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.
- Responses to and use of visual images to evoke a range of emotions.

We promote *social development* by:-

- Sharing of resources.
- Exploring social conflict and resolution.
- Exploring art as a powerful social tool e.g. in advertising, in representing particular groups

We promote *cultural development* by:-

- Experiencing a wide range of creative media from around the world.
- Working towards the 'Arts Mark' award.
- Developing aesthetic and critical awareness

Use of Computing

The 'cross-curricular' approach ensures that children have the opportunities to practise and develop their Art skills through a variety of Computing programmes. The 'Art and Design in Suffolk' framework provides clear guidelines and suggested Computing links for each year group, and each of the key six skills. Children have access to not only computers and laptops, but digital cameras as well.

Health and Safety

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- About hazards, risks and risk control
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- To use information to assess the immediate and cumulative risks
- To manage their environment to ensure the health and safety of themselves and others
- To explain the steps they take to control risks

It is the responsibility of the Art and Design subject leader to pass on any relevant Health and Safety information to all staff who teach art and design. It is the responsibility of each individual member of staff to ensure that they have read and understood the information passed onto them and act accordingly.

Assessment and Recording

Records are kept in accordance with the school's current Assessment Policy. Children's work is stored in appropriate art books or folders or online via online learning journey's such as Tapestry or SeeSaw. Assessments of children's attainment are made against the Chris Quigley Milestones form the Essentials Curriculum for Years 1-6 and ELGS for EYFS. In addition to this information, there are also expectations detailed at the end of each unit in the 'Art and Design in Suffolk Handbook' which provide broad descriptions of achievement within each unit, and these relate directly to NC level descriptions.

Monitoring and Review

The planning and teaching of Art is monitored and evaluated across both Key Stages, and EYFS in accordance with the school's current Monitoring Policy, by both the subject leader and the Art Governor. Evidence is collected in a variety of ways,

such as books scrutiny, pupil perceptions, learning walks, team teaching and co-planning. Areas of strength and development are identified and fed back to staff and the Headteacher. The subject leader is responsible for identifying targets for development that form part of the whole-school action plan. Targets are reviewed and evaluated regularly, and the staff and Art Governor are informed. Furthermore, the Art lead shares the Art Raising Attainment Plan with the Governor so that they are aware of the next steps to improve the subject whilst monitoring art across the school. Learning walks and book scrutinies are then undertaken to assess art in all year groups in line with the Art RAP and Chris Quigley 'BAD' assessments.

External Verification

We work closely with local art groups and provide children with opportunities to enter competitions. Here children are able to receive rewards for their artwork and achievements.