

# Beckley CE Primary School

## Art and Design Curriculum Statement



'Let your light shine' Matthew 5:16

### Intent – What we are trying to achieve?

- Our principal aim is that children leave Beckley CE Primary School with a wide range of happy and rich memories in Art and Design formed through interesting and exciting experiences driven through vehicles that enhance a child's awareness of their own abilities and strengths as a learner; thereby ensuring that children see learning in Art and Design as an ongoing process not a one-off event.
- Children will meet the National Curriculum expectations in Art and Design, which will be taught by knowledgeable staff who will support children to develop mastery of concepts and inspire enthusiasm and interest in Art and Design.
- Opportunities will exist for children of all ages to experience learning beyond the classroom. This will allow them to enrich their knowledge by, for example, visits to art galleries, artists/designers to visit school, historical places of artistic relevance, local craft workshops/exhibitions and architectural places of interest.
- Children will develop a deep understanding of the Art and Design they are studying. They will increasingly use their prior knowledge to solve problems and develop the sophistication of Art and Design, growing as **successful learners**.
- In Art and Design, children will develop as **confident individuals**, building the skills and knowledge to experiment, invent and create their own works of art, craft and design.
- Children will develop the skills to be able to think critically and develop a rigorous understanding of Art and Design.
- Children will develop a real understanding and appreciation of the world learning from the best that has been developed and said, increasingly becoming **caring citizens**. For example, Picasso, Monet, Kandinsky.
- Children will know how Art and Design both reflect and shape our history and contribute to the culture, creativity and wealth of nations.

### Implementation – How do we translate our vision into practice?

- Art is delivered through cross-curricular topic work to ensure that lessons are contextualised, meaningful and enhance learning around a particular theme.
- The curriculum hours in Art and Design vary according to each topic. For example, some units have a very specific focus on the programmes of study for Art and Design whilst other units centre around Design and Technology. Some topics will have one or two enhancement lessons, whilst other topics will have a very specific series of lessons derived from our scheme of work.
- The Subject Leader for Art and Design regularly evaluates provision in order to ensure that teaching and learning in Art and Design is outstanding. Where necessary, staff will receive coaching and training in Art and Design.
- Carefully designed schemes of learning in Art and Design ensure consistency and progress of all learners.
- Success criteria in every Art and Design lesson are set in order to guide children to achieve their potential. This ensures work is demanding and matches the aims of the curriculum.
- High quality teaching responds to the needs of children.
- High quality input from experts and educational resources complement the delivery of specialist learning. Children understand how Art and Design is used in the wider world including careers.
- High quality teaching will develop their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint clay.
- Children will use sketchbooks to record their observations and use them to review and revisit ideas, recording their ideas through drawing, writing and photography.
- Children will learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between practices and disciplines, and making

links to their own work all taught through the topic vehicle.

## **Impact – What is the impact of our curriculum on the students?**

- Children are happy learners within Art and Design. They experience a wide-ranging number of learning challenges in the art and know appropriate responses to them.
- Children of all abilities and backgrounds achieve well in Art and Design, reflected in good progress that reveals a clear learning journey.
- Children talk enthusiastically about their learning in Art and Design and are eager to further their learning in the next stages of their education.
- Clear outcomes focus and guide all Art and Design development plans and drive improvement.
- Pupils are developing a wide range of art and design techniques in using colour, pattern, texture, line shape, form and space, experimenting with and refining their use of different materials.
- Children are able to write/think and talk about art (in terms of the formal elements colour, line, tone, shape, pattern, texture) and can record their ideas (drawing from observation).
- Our pupils become progressively proficient in drawing, painting, sculpture and other art, craft and design techniques, producing creative work, exploring their ideas and recording their experiences. They are able to evaluate and analyse creative works using the language of art, craft and design.
- Children develop ideas from looking at the work of others and famous pieces of artwork giving opinions. They are developing the key skills of commenting, adapting, exploring, collecting and responding.
- Through wider reading in Art and Design, children are becoming knowledgeable about great artists, craft makers and designers, and understand the historical and cultural development in their art forms. Through this exposure, children are able to produce work that is influenced by the best of the best.
- Children are becoming familiar with the opportunities available in the workplace in terms of Art and Design such as in graphic design, fine art, photography and fashion/textiles.
- Through Art, our pupils are able to develop higher level thinking skills and skills for the workplace such as sustained focus, problem-solving, creativity and resilience.