



STOWER PROVOST COMMUNITY SCHOOL

Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: **Knowledge**, **Skills**, **Community** and **Self**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

Art and Design Curriculum Statement

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1. Curriculum Statement - Art

Intent

The school believes that art is a vital part of children's education, with a significant and valuable role in the taught curriculum and the enrichment opportunities we offer our pupils. The art curriculum will develop children's critical abilities, as well as an understanding of their own and others' cultural heritages through the study of a diverse range of artists. Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to reach their full potential.

Implementation

The skills and knowledge that children will develop throughout each art topic are mapped across the rolling programme and are progressive throughout the school. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists, as well as individual works and art movements. A similar systematic approach to the development of artistic skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture.

To enrich the curriculum further, particular events will be planned over the rolling programme:

A whole school gallery will be planned for every other year.

Artwork displayed at local shows (Duncliffe Garden Show)

Visiting experts to enhance the learning experience and give the children an opportunity to take part in a whole school project.

The school's high-quality art curriculum is supported through the availability of a wide range of quality resources, which are used to support children's confidence in the use of different media. The school's unique locality is also utilised, with planned opportunities for learning outside the classroom, as well as the involvement of adults with specialist skills from the local and wider community.

Impact

The structure of the art curriculum ensures that children are able to develop their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work. The consistent use of children's sketchbooks means that children are able to review, modify and develop their initial ideas in order to achieve high quality outcomes. Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective. The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing and progression between year groups. This also supports children in achieving age related expectations at the end of their cohort year.

Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The Art curriculum at

Stower Provost School contributes to children's personal development in creativity, independence, judgement and self-reflection. Children will achieve age related expectations in Art at the end of their cohort year.

2. Teaching and Learning

The art and design curriculum is mapped to ensure alignment with the national curriculum content and programme of study.

- 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

As part of the introduction to each new unit, teachers review what the children know already and identify what children would like to learn, as mentioned above, to inform the programme of study so that it takes account of children's interests.

Teachers will ensure their classroom is a visually stimulating and creative environment, which celebrates the process of learning, practising and developing skills in art lessons.

In each lesson, children are guided towards the learning intention which is shared at the beginning of the lesson and reviewed by children at the end; this is subsequently used by the teacher during the assessment and review work of children's work and are used to identify individual target areas.

Identified links will be made across the curriculum, where possible and appropriate, to enrich and extend the teaching of other subjects.

3. Assessment

Children's skills will be assessed and developed by the teacher during lessons and through discussions.

Teachers will regularly update the Key Indicators on the Depth of Learning assessment tool or on Tapestry for EYFS.

Samples of the children's work will be uploaded to the Art and Design folder on SharePoint to monitor the impact of the art and design curriculum and how it is being taught.

Sketchbook development will have a high priority in KS2 and be used to record: ideas, research about artists, skills development and reflections.

4. Planning and Resources

Planning will be the responsibility of the class teachers and, where needed, support from the subject leader will be available.

Art and Design is mainly linked to the Curriculum themes or the Science units for each class on the 2-year rolling programme.

The rolling programme ensures a balanced and developmental coverage of the Art and Design curriculum. The key indicators from Depth of Learning have been mapped out on the rolling programme. This provides the children with the opportunity to develop and practise skills as they move up the school.

Teachers will need to plan a series of lessons for each unit of Art and Design to cover these key indicators.

Children will have access to quality resources for each art unit and be taught to use materials with safety and respect.

5. Organisation

Each half-term, the long-term plan generally alternatives between Art and Design and Design and Technology. For the half-term where Art and Design takes place, weekly lessons are planned for. Teachers do have the flexibility of blocking the sessions if they think this is a more suitable way for the unit of art they are teaching. Where possible, art has been linked with other areas of the curriculum.

6. EYFS

The EYFS staff team will plan for children to experience creative opportunities and develop art skills within the EYFS curriculum. The key knowledge and skills which has been identified for Reception has been mapped to provide a foundation for those mapped in KS1.

Reception children will be included in whole school projects, workshops, events and competitions, where appropriate.

7. KS1 and KS2

During KS1, the children will use a range of materials creatively to design and make products. They will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. The children will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They will learn 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.

During KS2, the children will create sketch books to record their observations and use them to review and revisit ideas. They will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. The children will learn about great artists, architects and designers in history.

8. Equal Opportunities

Whole school policy on equal opportunities will be adhered to in the art and design curriculum. The curriculum is available to every child and all children take part in the activities, making a positive contribution to the life of the school.

The art curriculum ensures that children will have opportunities to study the work of a range of different artists. They will learn about and explore other cultures, celebrating different cultural traditions and study a range of art movements.

9. Inclusion

Children with special educational needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the art curriculum. All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in art and design.

10. Role of the Subject Leader

The art and design lead will:

- Monitor the teaching and learning of art across the school, to support and guide the practice of teachers, ensuring a high quality, broad and stimulating art curriculum.
- Monitor and evaluate the effectiveness of art teaching and learning, and liaise and consult with external agencies where appropriate.
- Support and facilitate opportunities that support the continued professional development of teachers in the teaching and learning of art.
- Oversee and maintain resources to support the art and design curriculum.

11. Parents

Parents and carers with specialist art skills, and those who work in the arts, are warmly encouraged to approach the school with support and ideas for clubs, workshops or a discussion about how to support and enrich Art and Design at Stower Provost.

The school will actively seek to engage and collaborate with parents and carers with specialist skills for this purpose.

When completing any bigger art projects, parents will be invited in to work with their children. Parents and children are also encouraged to visit the children's artwork being displayed at local art exhibits (Duncliffe Garden Show).