



STOWER PROVOST COMMUNITY SCHOOL

Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: [Engage](#), [Develop](#), [Innovate](#) and [Express](#). 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 & Design Curriculum Statement

Ownership	AB
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Contents

1. Curriculum Statement
2. Teaching and Learning
3. Assessment
4. Planning and Resources
5. Organisation
6. EYFS
7. KS1 and KS2
8. Equal Opportunities
9. Inclusion
10. Role of the Subject Leader
11. Parents

1. Curriculum Statement - Art

Intent

The school believes that art & design 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 & design curriculum is informed by the national curriculum through Curriculum Maestro's 'Cornerstones', where each year the skills set out in the national curriculum are covered. Art projects are well sequenced to provide a coherent subject scheme that develops skills and subject disciplines. Key concepts such as colour, line, tone, texture, pattern, shape, 3D form are taught and developed over time, with the work of numerous artists supporting projects, including, but limited to: Giuseppe Arcimboldi, Georgia O'Keefe, Hokusai, Melly Terpening, Van Gogh, Hans Holbein the Younger, Sonya Boyce, Lowey, Jivya Soma Mashe, Georg Dionysius Ehet, Antony Gormley, Barbara Hepworth, David Hockney, Hannah Höch, John Stezaker and Tony Cragg.

The art & design 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

To ensure a consistent approach, art is taught in weekly sessions throughout the year, so children achieve depth and breadth in their learning.

The skills and knowledge that children will develop throughout each art project 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 art & design curriculum is supported through the availability of a wide range of resources, which are used to support children's confidence in the use of different media. The school's unique locality is also utilised, with 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 & design 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.

Art displays reflect the projects being taught, including 'sticky knowledge', give pride to the work produced and demonstrate the creative outcomes across the wider curriculum. The art & design curriculum at Stower Provost Community 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 engagement to each new project, teachers review what the children know already. Knowledge Organisers are used to outline key knowledge to be imparted throughout the project.

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. Assessment is supported by use of the following strategies:

- Observing children at work.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback.

- Use of the 'what I know already, what I want to know and what I have learnt' (KWL) strategy, alongside specific and measurable learning intentions for each lesson.
- Consistent discussions and questions about 'sticky knowledge' which is key for each project.

Samples of the children's work will be shared and standards discussed in designated staff meetings, with some selected work being uploaded to the Art folder on SharePoint to monitor the impact of the art & design curriculum and how it is being taught.

Sketchbook development will have a high priority and be used to record: project work, 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 is taught using the Curriculum Maestro 'Cornerstones' mixed age range programme, and linked to project themes. The Curriculum Maestro 'Cornerstones' mixed age range programme has a Cycle A and B, which rotates on a two year basis. Projects are adapted where deemed suitable and necessary to incorporate the uniqueness of the Stower Provost school community and location.

The rolling programme ensures a balanced and developmental coverage of the art & design curriculum. This provides the children with the opportunity to develop and practise skills as they move up the school.

Key knowledge and skills progression is mapped both within each project overview, but also in subject overviews. National Curriculum coverage is also explicitly shown within the subject overview.

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 within KS2, the long-term plan generally alternates between Art and Design and Technology. 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, the links to the main class theme, is highlighted within Art, as is art 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.

Children create sketch books to record their work and 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.

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 and design 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 and design 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 and design across the school, to support and guide the practice of teachers, ensuring a high quality, broad and stimulating art and design 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 and design 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 Community School.

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).