

Art Curriculum



**Highfield
Church of England
Primary School**

*So God created man in his own image; in the image of God he created him; male and female he created them. God blessed them and said to them, 'be fruitful and increase, fill the earth and subdue it...'
(Genesis 1: 27-28)*

Intent

We want our children to be able to be confident and capable in drawing and sketching. We believe that this is a key skill, enabling children to feel confident in a range of techniques. We believe that children should be confident in exploring and developing their ideas; being able to comment on their creations and discuss their artwork critically. We believe sketching is the building block for all art skills, resting on observation and noticing of details, supporting their wider BLP and curriculum knowledge e.g. patterns, science, DT planning, and writing (fine motor skills) We believe that through exploring the inspiring ideas of artists over time, children can develop their cultural capital. They will also understand the role of art as a historical source over time and what it can tell us about life, and develop important skills of critical reflection, knowing what they think in response to art.

Purpose of Study

Art and Design (including craft) stimulates creativity and imagination, providing visual, tactile and sensory experiences, providing children with a unique way of understanding and responding to the world. The teaching and learning of Art and Design should reflect the ethos of the school's Christian foundation by nurturing the creativity of each individual child made in the image of the creator God.

Aims

Through Art & Design, the school aims to increase creativity, sensitivity, self esteem and a life long interest in and enjoyment of art. Through our planned programme of work, we intend that in Art and Design children will: Undertake a balanced programme of activity allowing children to reflect on previous work, ensuring a progression of skills. (Reflective)

Use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think.

- Learn to make informed value judgements and aesthetic and practical decisions (becoming actively involved in shaping environments).
- Explore ideas and meanings in the work of artists and designers.
- Learn about the diverse roles and functions of art, craft and design.
- Develop skills in understanding, appreciating and enjoying the visual arts, both individually and as part of a group. (Reciprocity)

Curriculum

In EYFS Art and Design is about:

- Giving opportunities to children to express their ideas through a wide range of media.
- Giving sufficient time for children to explore, develop ideas and finish working at their ideas.
- Giving children the opportunity to explore their ideas through teacher directed and child initiated tasks and activities.

In KS1 and KS2, Art and Design is about:

- Investigating and making
- Exploring and developing ideas
- Evaluating and analysing work
- Knowledge and understanding

All key stages will make appropriate use of Information Technology in Art and Design.

Early Years Foundation Stage – In the area of Creative Development, YR pupils will be given opportunities (through teacher led, enhanced and child initiated activities) to explore colour, texture, shape, form and space in 2 and 3 D. They will develop their imaginations in Art and Design, and learn to express their ideas, thoughts and feelings by using a widening range of materials and suitable tools. Children will be able to access these skills through continuous provision.

Key Stage 1 – During KS1 pupils will develop their creativity and imagination by exploring the visual, tactile and sensory quality of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape and space and pattern and texture and use them to represent their ideas and feelings. Art and Design is often delivered through class topic work/creative weeks.

Key Stage 2 – During KS2 pupils will develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

Planning

Long term planning shows units to be covered, term and time allocation.

Medium term planning, annotated with further information (including N.C. coverage and evaluation) as appropriate. All key stages use more detailed medium term plans/assessment sheets and key questions for each unit which include subject-specific vocabulary. The Vocabulary Curriculum Driver serves as a pivotal framework for enhancing pupils' language proficiency and conceptual understanding across the subject. At its core, this approach prioritises the identification and integration of essential subject-specific vocabulary, ensuring that pupils develop a robust academic vocabulary essential for comprehension and communication within each concept. Teachers should be following the appropriate units and planning the work to achieve the learning objectives, with reference to the activities and health and safety issues.

Short-term plans provide a Big Question for the unit and then smaller enquiry questions for each lesson. These questions ensure our pupils foster a deeper engagement with learning and instils a lifelong love for acquiring knowledge as it cultivates critical thinking and problemsolving skills, as pupils learn to gather evidence, analyse information, and draw well-informed conclusions. Plans will indicate differentiated groupings, extension and support activities as appropriate. Appropriate strategies are adopted to ensure that the learning needs of all children are met through their creative development.

Teaching Art

All pupils are to be given access to the Art and Design curriculum, and pupils will be taught and work as a whole class, in groups, pairs or individually (on different scales) as appropriate. All children will be involved in displaying and evaluating their own work and those of other children/artists.

Assessment, Recording and Reporting

At the beginning of each unit, children complete a pre-assessment task. This provides the teachers with a starting point of what they need to teach, refresh or only lightly touch upon.

Teachers consistently use formative assessments to gauge how well pupils are learning and retaining information. Each lesson across the curriculum starts with a review of the previous lesson's content called a 'Prove it'; these activities, further show the knowledge pupils have gained. This method of low-stakes testing helps teachers decide when to revisit and reinforce knowledge to ensure it is thoroughly embedded.

At the end of each unit, children complete an assessment task. This task combines pupil selfassessment with teacher assessment to indicate how well pupils have progressed throughout the unit. Teachers use this to record who has achieved below and who has achieved above the expected standard. Teachers then use the assessment to help close any gaps.