



GREAT HORWOOD CHURCH OF ENGLAND SCHOOL

ART CURRICULUM STATEMENT

OUR VISION

At Great Horwood CE School we are successful artists when:

- Children value everyone's contribution as an artist and to art.
- Children are able to select the suitable materials and media for a specific purpose and justify why
- Children can use sketch books to record observations and use them to revisit ideas
- Children are able to practise and develop techniques using a range of media
- Children are able to apply aspects of science, DT, ICT and maths to their creations
- Children are able to evaluate the effectiveness of their work, where they experiment as they go along and reflect for next time
- Children have an understanding and appreciation of a range of artists, architects and designers

At Great Horwood Church of England School, the academic, emotional and spiritual well-being of all individuals is at the heart of all that we do; where everyone is valued. We are a safe, welcoming school within the heart of the village community that aims to provide all our children and adults with the learning opportunities to flourish, be healthy, grow in resilience and realise their full potential; being fully equipped and prepared for a successful future.

Our aim is to foster a love of learning where children are confident to express themselves in different ways. Using a range of different media and materials allows children to be creative and imaginative expressing their ideas and emotions. In our ever-changing world, pupils need to have the knowledge, skills and attitudes that will enable them to flourish as individuals and to be successful. Through our rich and varied Art curriculum, we aim to inspire and excite our children and foster a thirst for Art and being creative supports pupils in expressing themselves confidently as artists.

Aims and purposes of art and design

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 at Great Horwood School 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.

Art and design offers opportunities to:

- 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.

Curriculum Intent for Art and Design across Foundation Stage, Key Stage 1 and Key Stage 2

INTENT

Building on children's earlier experiences

Before embarking on key stage 1 work, many children will have started in reception or attended Nursery/ Pre School where they will have had opportunities to find out and learn about the world they live in. These experiences are likely to have included:

- exploring colour, texture, shape, form and space in natural and made objects, including resources from different cultures, and in their environment;
- being stimulated to think about and respond to what they see, touch and feel, in different ways;
- using their imagination and expressing their ideas, thoughts and feelings through the use of a widening range of materials and suitable tools for designing and making;
- being imaginative and creative and making connections between one area of learning and another

This intent aims to build on these early experiences.

Key stage 1

During key stage 1, art and design is about developing children's creativity and imagination through providing art, craft and design activities that relate to children's own identity and experiences, the natural and made objects and materials with which they are familiar and the locality in which they live.

Pupils should be taught:

- 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

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- 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

IMPLEMENTATION

The National Curriculum provides the structure and skill development for the Art and Design curriculum being taught throughout the school, which is linked, where possible, to cross curricular topics to provide a creative scheme of work, which reflects a balanced programme of study.

In Early years, Art and Design is taught through the children learning to be creative, safely using and exploring a variety of materials, tools and techniques with colour, texture, design, form and function.

Art and Design lessons can be taught weekly, fortnightly or as a block of learning according to the intended outcome and resources required. Enrichment days for Art and Design and visitors provide additional opportunities to extend learning. Additional opportunities and educational visits are provided where possible such as workshops with local artists and using the schools natural environment.

Teachers create a positive attitude to Art and Design learning within their classrooms and reinforce an expectation that all children are capable of achieving high standards in Art.

Our whole school approach to the teaching and learning of Art involves the following;

- Art and Design will be planned and taught through cross-curricular topics. There is a strong focus on the skills and knowledge to be acquired and enables the achievement of a greater depth of knowledge.
- Through our planning, we offer opportunities for children to be creative, imaginative and find out about themselves through expression.
- Children are encouraged to ask their own questions and be given opportunities to use their artistic skills and knowledge to discover the answers. This curiosity is celebrated within the classroom.
- Planning involves teachers creating engaging lessons, often involving high-quality resources to aid understanding of conceptual knowledge.
- Teachers use precise questioning in class to test conceptual knowledge and skills, and assess children regularly to identify those children with gaps in learning, so that all children keep up.
- We build upon the learning and skill development of the previous years. As the children's knowledge and understanding increases, they become more proficient in selecting tools, media and materials.
- Skills are embedded into lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, with subject topic vocabulary in-keeping with the topics being taught.
- Teachers find opportunities to develop children's understanding of their surroundings by accessing outdoor learning and workshops with experts.

Features of progression

Planning to help children get better at art and design involves:

Extending the breadth of content by providing opportunities for children to:

- respond to personal, social and environmental issues within the broad themes of 'themselves and their experiences' and 'natural and made objects' and 'environments';
- participate in an increasing range of practical experiences of art, craft and design;
- engage with art, craft and design in a variety of genres, styles and traditions.

increasing children's depth of knowledge and understanding of:

- visual and tactile elements of line, shape, pattern, texture, colour, tone, form and space;
- the materials and processes used by artists, craftspeople and designers;
- the role and function of art, craft and design in different times and cultures.

improving the quality of children's response and outcomes through the development of:

- practical and technical skills;
- the ability to reflect on, adapt and improve their work and make independent choices and decisions about its purpose and meaning;
- the ability to critically evaluate the work of artists, craftspeople and designers and to apply their learning in the context of their own ideas, methods and approaches.

Helping children improve their drawing

Children should be encouraged to practise their drawing skills on a regular basis. They should develop the willingness to make working drawings and to accept that it is good practice to rework drawings (without the need for an eraser) as they observe with increasing accuracy and develop their understanding.

Children should be challenged to draw:

- from observation, imagination and experience using their sketchbooks where appropriate;
- at different scales and on different surfaces;
- in two and three dimensions using different media, for example wire, wool and clay, as well as traditional media;
- for different purposes, for example to explore ideas, to explain ideas to themselves and others, to record information about what has been observed.

Using a sketchbook

Children should be encouraged to develop the habit of using their sketchbook (or visual diary):

- for recording, exploring and storing visual and other information, for example notes and selected materials, which can be readily retrieved and used as reference;
- for working out ideas, plans and designs;
- for reference - as they develop ideas for their work;
- for looking back at and reflecting on their work, reviewing and identifying their progress;
- as an on-going record of their learning and achievement, which they can use to further develop their ideas, skills and understanding.
- Children should develop a range of approaches to using their sketchbooks. These might include using the sketchbook:
 - to keep a visual record of their observations made from a range of first-hand sources, such as interesting objects, plant forms, buildings, people. Children should develop and practise the skills of drawing from observation on a regular basis, so that they can increase and sustain their concentration;
 - to record a personal response to their experiences and their environment - a way of communicating ideas, feelings and interests;
 - as an 'ideas book' where they can explore possibilities and alternatives based on their own ideas and imagination. These may be quirky, odd or impossible and may not necessarily be realised;
 - to analyse the methods and techniques used by different artists, craftspeople and designers;
 - for visual and annotated notes about line, tone, colour, pattern and so on, for reference for their own creative work;
 - for visual and other notes, including personal comments about artists, craftspeople and designers and about particular works that interest them that they study in school and on visits to museums, galleries and exhibitions.

Wider impact of art and design education

Language and communication

Children develop language skills by:

- exploring ideas about the starting points for their work;
- asking and answering questions about source materials and how these help them to develop their ideas, including recording ideas and annotating work in their sketchbooks;
- finding out about art, craft and design by extracting information from sources such as reference books, e-mails and the internet;
- discussing and comparing their own and others' work and explaining their own views.

Values and attitudes

Children have opportunities in art and design to:

- consider their own attitudes and values in relation to images and artefacts and learn to challenge assumptions, stereotypes and prejudice in visual and other forms;
- develop respect for their own and others' work and learn how to offer and receive constructive feedback and praise;
- work with others, listening to and respecting each other's ideas and learning to value different strengths and interests within the group;
- develop a respect for the materials and resources that they use in their work and learn to evaluate critically their own and others' use of these;
- value the natural and made environment, including the distinctiveness of their locality, and learn to evaluate critically the role and function of art and design within it.

IMPACT

By the end of each key stage, pupils, at Great Horwood, are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Expectations

Progression in art and design is shown through the different expectations at each key stage. The following expectations are based on the national curriculum outcomes for 7-year olds being the expectation for the majority of children at the end of key stage 1 and age-related expectations for 11-year olds being the expectation for the majority of children at the end of key stage 2.

By the end of year 2, most children will attain the age-related expectations and will be able to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- know 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.

By the end of year 6, most children will attain the age-related expectations and will be able to:

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

Inclusivity, Equality and Special Educational Needs

Great Horwood CE School is committed to promoting inclusivity and equality of opportunity for all pupils. When planning and teaching art and design staff will make reasonable adjustments to promote equality of opportunity for all pupils based on them as individuals.

Lesson plans outline how learning is scaffolded in many ways to ensure equality of access to all children, enabling them to be inclusive to whole class, quality first teaching. For children from disadvantaged backgrounds, with special educational needs or who have English as an additional language, tasks may be broken down into smaller components, providing them with achievable goals. Learning builds upon small components and reinforces pupils understanding of content previously taught. As a result of this, all children will be enabled to achieve their full potential.

Specific support could include:

- allocating adult support
- providing additional support materials (e.g. visual aids such as photographs, Makaton symbols, concept boards)
- providing alternative resources e.g. switch technology which is easy to manipulate, use of alternative materials for pupils with sight or hearing difficulties.
- modifying tasks (e.g. working on the same objectives but with an alternative choice of media, recording work in different ways such as with a digital camera/ verbally/ with a tape-recorder)
- If necessary, extra time taken to teach how to use equipment – how it works, is set out, moving around a system, practise, prompts, revisiting.
- see also Great Horwood School 'SEND Policy'.

Spiritual, Moral, Social and Cultural Development

Spiritual Development

Pupils show a sense of enjoyment and fascination in learning about themselves, others and the world around them; use their imagination and creativity and reflect on their experiences.

In Art they will:

- explore creativity as part of what animates and defines us;
- develop an awareness of the power of art and music and use both to express and reflect on their own thoughts and feelings;
- explore ideas, feelings and meaning in works of art and music and express themselves through their own work;
- explore the creative process as part of our expression of identity and recognise their own creativity in finding solutions to problems in design and technology.

Moral Development

Pupils understand the consequences of behaviour and actions; offer reasoned views about moral and ethical issues in art and design and appreciate the viewpoints of others on these issues.

In art this involves:

- exploring how art can express choices, consequences and responsibility;
- represent or consider moral issues in their art and design work;
- consider the effect of designs on the environment and quality of life.

Social development

Pupils use social skills in different contexts and participate in a variety of social settings, including mutual respect, tolerance of those with different beliefs; participate fully in and contribute positively to life in modern Britain.

In Art this helps:

- Develop respect for the ideas and opinions of others and work collaboratively on art projects;
- recognise the need to consider the views of others when discussing design ideas to develop a sense of social cohesion;
- consider the social impact of art and design on quality of life through, for example, graffiti and architecture.

Cultural development

Pupils develop an appreciation of and respond positively to a range of artistic and other cultural opportunities; understand and appreciate the range of different cultures & heritages within school and further afield as an essential element of their preparation for life.

In Art this encourages pupils to:

- Understand the ideas behind art and design in differing cultural contexts;
- consider how different cultural values both influence and are expressed by the arts and design;
- reflect on the contribution of differing cultures to design solutions;
- recognise how art and music influences and reflects the way people think and feel.