



# CALVERLEY PARKSIDE

*Ready Respectful Responsible*

## **Subject Rational: Art and Design**

### **Curriculum Intent**

Our Art and Design curriculum has been designed to 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. It encourages children to think critically and develop a deeper understanding of art and design.

Our curriculum allows pupils 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.

In addition to the National Curriculum aims, our school vision sets out the following aims which will be achieved through the teaching of high-quality art and design sequences of learning:

- Pupils are happy in their learning and set high expectations of themselves in all areas
- Children taking ownership of their own learning journey
- We have an engaging, ambitious and inclusive curriculum which results in happy learners
- We celebrate and share our successes

The Art and Design curriculum reflects our school values in the following ways:

### **Ready:**

*We keep going when things get difficult*– A key element of our Art and Design curriculum, particularly in KS2, is overcoming obstacles and barriers. When creating a piece of artwork, children will be encouraged to constantly evaluate what they are doing and consider ways in which they can adapt and improve their work throughout.

*We prepare for the future by setting high expectations of ourselves*– We allocate time in each art sequence of learning to ensure that children have investigated existing artwork and ideas, which in turn helps them to set high expectations of themselves. We also ensure that our thoroughly planned Art and Design sessions enable the children to develop skills and knowledge which will help to prepare them for the future. Beyond the curriculum, we have a focus on a different artist each half term. This exposes the children to work from a wide range of different artists and high quality examples of work from other children and adults.

### **Respectful:**

*We look after our learning environment and equipment*– Children will be taught how to use a wide range of equipment safely and effectively in Art.

**Responsible:**

*We follow instructions first time, every time*– The importance of listening carefully to instructions will be constantly revisited, particularly in instances where specialist equipment is being used in Art and Design lessons.

**How is our Art and Design curriculum implemented?**

Teachers will follow the Art and Design Long term plan to ensure that children are exposed to a range of different artists and art techniques and have the chance to experience creating a wide variety of artwork.

Art and Design projects may be covered as one lesson each week over a number of weeks or taught in one 'block'. If the latter is the case, care will be taken to ensure that there is enough focus on the key skills, knowledge and vocabulary which is being taught to enable the children to remember these for subsequent units. Retrieval practice activities will be built in to encourage regular recall of this learning.

Art and Design lessons have been planned in such a way that each one builds on the key skills and knowledge from earlier projects and previous learning from lower down in school. Teachers are provided with planning guidance which outlines a suggested structure for planning a sequence of learning in Art and Design.

Art and Design is very cross-curricular and draws upon subject knowledge and skills within a range of other subjects including maths, science and history.

Within a sequence of learning, children will have the opportunity to look at, evaluate and respond to work from a range of artists and designers. They will have access to a number of examples to use as starting points for their own work and they will have opportunities to experiment with different media. Children will be encouraged and supported to develop their own style, rather than simply copying the style of others.

**What is the intended impact of Art and Design?**

In Art and Design in Key Stage 1 pupils should be taught to use a range of materials creatively to design and make products and to use drawing, painting, sculpture and collage to develop and share their ideas, experiences and imagination.

They should develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space and 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.

Throughout Key stage 2 children in school 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]. They should be taught about great artists, architects and designers in history.

Our Art and Design curriculum provides sufficient opportunities for planned revisits of previously learned knowledge, concepts and procedures. This is to ensure that, once learned, knowledge becomes embedded in pupils' memories.

**Special Educational Needs and Disability**

We recognise that pupils with SEND have a range of different needs and starting points. Some of our pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory. Teachers are ambitious for all pupils including those with SEND, developing and adapting the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future; acquiring the knowledge and cultural capital they need to succeed in

life.

### **How is Art and Design enabled in the Early Years?**

In Early Years Art and Design is taught through the Specific area of Expressive Arts and Design and is enabled through for example:

- Providing resources for mixing colours, joining things together and combining materials, demonstrating where appropriate.
- Providing children with opportunities to use their skills and explore concepts and ideas through their representations.
- Extending children's experience and expanding their imagination through the provision of pictures and paintings.
- Making materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them.
- Providing learning opportunities indoors and outdoors.
- Demonstrating and teaching skills and techniques associated with the things children are doing, for example, showing them how to stop the paint from dripping.
- Introducing children to a wide range of music, painting and sculpture.
- Encouraging children to take time to think about painting or sculpture that is unfamiliar to them before they talk about it or express an opinion.