

## **Great Bardfield Primary School Curriculum Statement for:**

### **Art and Design**

#### **Intent:**

At Great Bardfield Primary School, we believe that high-quality Art and Design lessons will engage and inspire children to think innovatively and develop creative procedural understanding. Our aims are to: fulfil the requirements of the National Curriculum for Art and Design, provide a broad and balanced curriculum, ensure the progressive development of knowledge and skills, enable children to observe and record from first-hand experience and from imagination, develop the children's competence in controlling materials and tools, acquire knowledge and become proficient in various art and design techniques and processes, begin to develop an awareness of the visual and tactile elements including; colour, pattern and texture, line and tone, shape, form and space, foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, craftspeople and designers, increase critical awareness of the roles and purposes of art and design in different times and cultures, and analyse works using the language of art and design and develop a cross-curricular approach to the use of art and design in all subjects.

Art and Design teaching at Great Bardfield Primary School instils an appreciation and enjoyment of the visual arts. Art and Design stimulate imagination and creativity; involving children in a range of visual, tactile and sensory experiences, which enable them to communicate what they see, think and feel through the use of the elements of colour, texture, form and pattern. Art and Design promote careful observation and an appreciation of the world around us. Children explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures.

The aims of teaching Art and Design in our school are:

- 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.
- As pupils progress through school, they should begin 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.
- To produce creative work, exploring their ideas and recording their experiences.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To evaluate and analyse creative works using the language of art, craft and design.
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

#### **Implementation:**

Subject Leaders are provided with an additional three planning days per year on top of their PPA, to plan their curriculum. As part of the planning process, teachers need to plan the following:

- A medium-term plan which outlines knowledge and skills to allow our pupils not only to build subject knowledge and understanding but become increasingly adept at critical thinking, specialised vocabulary and their grasp of subject concepts, through child led learning.
- A cycle of lessons for each subject, which carefully plans for progression and depth allowing for child-centred learning involving interactive and practical opportunities for pupils to work independently, in pairs and also in groups to provide them with sufficient time and space for the children to build their knowledge to the point where they can answer the initial enquiry question;

- Mastery and challenge questions for pupils to apply and deepen their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;
- Opportunities to showcase their work using a variety of presentation styles.

### **Impact:**

Within Art and Design, we strive to create a supportive and collaborative ethos for learning by providing investigative and skills-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our Art and Design curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods:

- Interaction with pupils during discussions and related questioning
- Day to day observations
- A celebration of learning in the form of displays
- Pupil discussions about their learning (pupil voice); which includes discussion of their thoughts, ideas, processing and evaluations of work.
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- The outcomes of learning serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly.

At the end of each year we make a summative judgement about the achievement of each pupil against the subject learning goals for art and design in that year. At this point we decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals.