



St Edmund's and St Thomas' Catholic Primary School

Art Curriculum Statement

Subject Leader – Charlotte Tyrrell

Intent

At St Edmunds and St Thomas' we want an art curriculum that allows our school to deliver a really exciting, rich and forward thinking visual arts education, whilst at the same time giving non-specialist and often inexperienced teachers the support they need to feel confident and happy teaching art. The new Curriculum is broad, rich, contemporary & diverse.

It's our aim that by the time every child leaves primary school they can feel as if they have found an area of the visual arts that is relevant and engaging to them – that might be through drawing, or making, or designing, or talking about art.

To achieve this it's important that we create as many different kinds of opportunities as possible so that each child can find the thing which strikes a chord with them. That means covering lots of different disciplines, techniques, materials and approaches. It can be complicated knowing what to fit in and what to leave out, and how to order elements, but we're confident that all versions of our curriculum provide a balanced yet rich offering, with progression of knowledge and skills woven throughout.

In practice, that might mean one day a child is practising observational drawing skills, another day they are working from their imagination making larger scale images, and another day they are discussing as a class how the context in which art is presented can change it's meaning. The richness and relevance of experience makes learning memorable and impactful.

When a child leaves Year 6 and you ask them "What does being creative mean to you?" we want them to be able to answer with confidence and self-knowledge.

The new curriculum doesn't just build upon what came before, it redefines how we might best teach art in schools.

We've thought carefully about the purpose of art. Not just in relation to the purpose of teaching art in school but the relevance of art in all our lives.

And this is important because at the moment, although artists help shape and define our lives in so many ways, we seem to have lost touch as a society as to the purpose art serves, and there is a danger that art is seen as disposable, or a nice added extra.

The art curriculum helps build knowledge and understanding in pupils (and teachers) as to some of the ways art is relevant to all our lives. By combining technical skills with contextual and conceptual understanding our curriculum helps ensure every pupil feels entitled to embrace their own creativity as something which is important to them, and something which is valued by society.

It offers flexibility & growth.

As Art lead I feel if I was to walk around I don't want to see the same activities being taught in each class. I want to see a range of fun, creative and exciting activities, new concepts that fully engage all children. This will be achieved through following this new curriculum and using all the resources available. This Art curriculum is designed to engage, inspire and challenge pupils, whilst equipping them with the knowledge and skills to be able to experiment, invent and create their own works of art. Remember every child's art is beautiful and unique!

Implementation

At St Edmunds and St Thomas, Art is taught in every year group weekly.

We have a cycle A and Cycle B so Key stages aren't covering the same thing twice with us having split year groups in some phases.

Topics are blocked and taught in Autumn1, Spring 1 and Summer 1. With extra 4 day art week in June. to allow children to focus on developing their knowledge and skills, studying each topic in depth. During art week we try our best to get artists to visit and deliver workshops, we ask parents and family members who have a job relating to art or just a passion to come in and help deliver fun and exciting activities. If possible, we will use the local area like the beach or park to develop our art skills out in the community.

As art lead I run a lunchtime art club once weekly and where possible other members of staff have run an art afterschool club to a range of age groups.

Art topics are split into 6 weekly sessions. Each session varies but over the year they will:

Explore, be introduced to artists, lots of chances to 'have a go', develop the skills taught, time to play and experiment, time to make, time to develop or change, find their focus, looks at artists and examples to help inspire their journey, lots of looking and talking, at the end of each topic time to share, reflect, discuss and most importantly present and review.

Each child has a sketchbook (book or homemade (UKS2 have made their own art folders to store their artwork). We give the child ownership of their sketchbook in order to foster their sense of creativity. Children use their sketchbooks to make initial sketches, develop skills, record ideas and develop opinions.

Throughout the St Edmunds and St Thomas journey, every child is given the opportunity to learn the skills of drawing, painting, printing, sculpture and digital art through the exploration of an initial key artist, craft maker or designer and their work.

Through in-depth discussion, the pupils explore how their art can share commonalities with famous art and use subject specific vocabulary to discuss key artworks and their own work.

In KS1 and KS2, skills are planned in to be revisited, giving the children the opportunity to extend their knowledge and practice in the context of a variety of artworks from a range of eras. Any areas missed can be focused or revisited during our 4 day art week.

Teachers follow a clear progression of skills which ensures all pupils are challenged in-line with their year group expectations and given opportunity to build on their prior knowledge.

Opportunities to reflect and develop, including through the use of sketchbooks, and chances for self and peer- assessment are planned into each unit of study in KS1 and KS2. The end of topic present and review is so important, we have to make time to celebrate and share what they done during each topic.

Impact

Art and design learning is loved by teachers and pupils across school. Teachers have high expectations and more quality evidence can be presented in a variety of ways by following this curriculum. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills, they smile and look forward to our lessons.

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills ensuring they are equipped and able to access the curriculum in the next phase. Our Art curriculum will also lead pupils to be enthusiastic Art learners, evidenced in a range of ways, including pupil voice, their final pieces and sketchbooks.

The impact of our Art curriculum is to promote the opportunity for every child to be an artist. By embedding the formal elements, every child is encouraged to be creative, innovative and reflective on their own and others' practice using the subject specific vocabulary to support their reasoning. Through the use of sketchbooks and in-depth discussion around artists, their art and practices, pupils learn that art can be constantly reviewed and developed, further promoting the resilient, independent learners of our school.

Achievements are celebrated in classrooms during walking-galleries and corridor displays, art week and assemblies. At the end of each topic we need to ensure we put time aside to present, review and celebrate the work from the previous topic. This is the assessment part where the children can say what they like and any tips or advice they may have. We aim to develop our future artists and their appreciation of the art around them.