

The Art and Design Curriculum

Intent

The curriculum has been developed to encourage our pupils to recognise that each one of them is an artist. They are encouraged to explore and express their ideas about art and recognise that works of art take on many different forms. Provision allows pupils to understand different cultures by studying a range of artists and craftspeople from different eras and countries, within Europe and beyond. All pupils, including SEND and disadvantaged groups, develop knowledge, skills and high level vocabulary, becoming confident to use these to explore and express their thoughts and feelings through art in all its forms. Pupils will show patience, perseverance and resilience when producing pieces of art work and believe they can all be artists.

Implementation

Art has a high profile within the school and pupils' work is displayed and celebrated, for example in the annual art exhibition in school linked to Penistone art week. Teachers ensure there is appropriate coverage of key areas : sculpture, textiles and collage, painting, printing, and drawing. There is a clear progression of skills across units and year groups. Specific skills are taught explicitly; the use of visualisers enables staff and pupils to demonstrate techniques and share their work. Long and medium term plans allow pupils to build on previous learning. Pupils explore and practise techniques. They gather ideas through making studies of the world around them as well as collecting imaginative ideas in their sketchbooks. They then apply skills learnt in current and previous units, producing a final composition or piece based on their preparatory work.

In each art unit:

1. Specific vocabulary is shared, displayed and used in discussions by teachers and pupils.
2. Exploration of the work of a range of artists. Where possible this will acknowledge the work of female artists and artists from countries beyond Europe. Pupils will make studies of artists' work, annotating key features and techniques used. They will talk about line, form, shape, colour, texture in works of art, and discuss how the artist creates mood and explores key themes.
3. Teachers demonstrate techniques and allow time for pupils explore and practise skills.
4. Pupils regularly practise key art skills in every unit – drawing using pencil, pastel and charcoal, colour mixing and painting techniques.

5. Pupils have opportunities for preparatory work. They gather ideas from the world around them and from imagination, using a variety of media to express their thoughts.
6. Where appropriate, they plan designs ie for printing, or produce mock-ups in sculpture
7. Pupils apply their knowledge and skills learnt in this and previous units to create a final composition or piece.
8. They reflect on their own and others' work throughout and at the end of the unit.
9. They will make improvements to their final piece following oral feedback from staff.
10. The final piece will be marked and assessed against expectations for the year group.

Teachers will look for opportunities to teach the visual arts in the wider curriculum for example:

History: learn about traditions, ways of life and events in the past through studying paintings and drawings of the eras and through observational drawings of artefacts;

Geography: make sketches during field work studies;

science: draw diagrams to show understanding;

Design and Technology: study the work of craftspeople, draw preparatory sketches and designs for models.

Impact

Teachers give ongoing verbal feedback to pupils and mark the final piece in each unit against the art unit assessment criteria. Pupils are also encouraged to self- assess, evaluate and improve their work. Teacher assessment is recorded as working below, at or above the expected level at the end of each term. Pupil outcomes are improving as teachers' expectations grow and pupils have increased opportunities to practise key skills.