



**ST LUKE'S CE  
PRIMARY SCHOOL  
CURRICULUM  
STATEMENT FOR  
Art and Design**

**Subject Lead:** Mrs R. Cocks

## AIMS

At St. Luke's we aim to fulfil the requirements of the National Curriculum for art and Design, by providing a broad and balanced curriculum, which ensures that all children progress and develop within their knowledge and skills. We aim to provide experiences that enable our children to observe and record from first-hand experience. To stimulate the children's imagination and creativity; to involve our 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, space, pattern, line and tone. We want Art and Design to promote ambition, through careful observation and an appreciation of the world around them. To develop their ability to use a variety of materials and tools, to acquire knowledge and become confident with various art and design techniques and processes. We aim for the children to explore ideas and meanings through studying the work of artists and designers.

## WHAT ARE PUPILS TAUGHT?

### EYFS

In EYFS we follow statements from the 2020 Development Matters which are prerequisite skills for art within the national curriculum. Development Matters outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework for Reception to match the programme of study for art.

The most relevant statements for art are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

*The children are provided with activities which enable an open-ended, playful exploration of materials, processes and ideas, which in turn nurture dexterity skills, promote an early understanding of visual literacy skills, and begin to build the child's confidence in their ability to make a personal, creative response to a stimulus.*

### KS1

Our pupils are 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.

### KS2

Our pupils are 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.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- about great artists, architects and designers in history.

Within both Key Stage 1 and Key Stage 2, our children are shown how to develop and record their observations within a sketchbook. They use their sketchbook to regularly review and revisit their own creativity.

### HOW ARE PUPILS TAUGHT?

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school, by using Access Art. Art and design are taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum.

Children within both Key Stages 1 and 2 and Early Years Foundation stage, develop their knowledge, skills and understanding through a range of practical activities which will include: Drawing, Painting, Print making, Collage, Textiles, Sculpture and 3D construction. Through these, children develop a wide range of art and design techniques in using colour, pattern, line, shape, form texture and space. They are given the opportunity to produce work of small scale and that of a large scale. Children within Key Stage 1 and 2 are shown how to develop their ideas, by using a sketch book as a way of recording and showing their skill development.

The school has an expanding bank of materials and equipment to cover the above areas. Wherever possible first-hand experiences and real things are used to stimulate art and design activities. The children are introduced to historical, contemporary and culturally diverse artists. Teaching is done in whole class groups followed by group or individual work. New techniques and skills are modelled to the children. Within each year group, pupils have the opportunity to investigate, explore, develop and refine their ideas and techniques. They are also encouraged to evaluate their work, celebrating success and identifying areas for improvement within their own work and the work of their peers.

We have weekly Key stage 1 and Key Stage 2 after-school art clubs running during the year for the children, which focus on developing their creative skills. Every two years, Art and Design activities contribute to our whole school Arts Festival.

See curriculum overview for further details

### IMPACT

As a result of high-quality art and design experiences all pupils at St Luke's will:

- Develop a love of Art and an awareness of artists, designers and craftspeople.
- Develop their own style of art, by being encouraged to explore their individual expression.

- Revisit skills and refine their creativity by being introduced to a variety of experiences and building on previous experiences throughout Key stage 1 and Key stage 2.
- Develop a breadth of vocabulary linked to the Art curriculum.

### **Inclusion**

In line with our ethos of inclusion, it is important that our art curriculum can be accessed and enjoyed by **all** pupils. We have the same learning intentions for all pupils, with no lowering of expectations.

### **Pupils with Special Educational Needs and / or Disabilities (SEND)**

Just as in all other areas of the curriculum, within Art lessons, teachers need to anticipate barriers to participation for pupils with particular SEND. Planning will minimise those barriers so that all pupils can fully take part and learn.

For all pupils to be able to achieve the same learning intentions, it will be necessary to 'adapt teaching' to ensure access through the use of strategies such as:

- Breaking down content into smaller chunks or steps
- Varying levels of support, including effective support from TAs as well as the teacher, e.g. directing a TA to scaffold the learning for a specific pupil or group of pupils while ensuring that the development of the pupil's independence and their confidence in themselves as a learner is not compromised as a result.
- Removing unnecessary expositions, i.e. keeping spoken language at an amount and at a level that will enable maximum access, with visual support.
- Intervening appropriately, i.e. checking on the understanding after a whole class introduction, and providing access to key information to support the learning; observing when a pupil or group of pupils seems to be struggling with a new skill or technique.

### **Assessment**

Progression in Art throughout Key Stage 1 and Key Stage 2, is evidenced within the children's individual A5 sketchbooks.

Each pupil within Key stage 1 and Key stage 2 is given an A5 sketchbook which allows them the opportunity to reflect on their work and make progress using skills and techniques.

Each child from Year 1 onwards, has an A4 sketchbook, which contains their end of unit finished piece of work, or photo evidence of their work. This sketchbook moves with the pupil to show their progression as an artist, as they progress through each year group.

### **Subject delivery monitoring**

The school's Art lead has responsibility for the implementation of the Access Art scheme, the progression in Art skill and technique being taught. Monitoring the quality of delivery and outcomes can comprise:

- lesson visits
- looking at sketchbooks
- ensuring materials and equipment are available within year groups.