

Art and Design Curriculum

“Art has a role in education of helping children become more like themselves instead of more like everyone else.”

Sydney Gurewitz Clemens

“Art has the power to transform to illuminate to educate inspire and motivate.”

Harvey Fierstein

The Intent, Implementation and the impact of our Art and Design Curriculum.

Curriculum Intent

At Caton St Paul’s C of E Primary School, we value Art and Design as a significant part of the children’s comprehensive and balanced curriculum we offer. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas.

Art, craft and design symbolise some of the highest forms of creativity. Our high-quality art and design curriculum engages, inspires and challenges pupils, preparing them with the knowledge and skills to investigate, invent and create their own works of art, craft and design. As pupils progress, they will be able to think critically and develop a greater understanding of art and design. They will also know how art and design both reflect and outline our history, and contribute to the culture, creativity.

Curriculum Implementation

The teaching and implementation of the Art and Design Curriculum at Caton St Paul’s C of E Primary School is based on the National Curriculum and supported by age-related key skills ensuring a well-structured approach to this creative subject.

On a practical level, children will receive high-quality teaching which involves teachers drawing on a range of knowledge, skills and high-quality teaching resources to ensure children are engaged and motivated to learn.

The children are taught Art as part of their termly topic work. Areas covered include sculpture, mosaics, printing based on topic work, such as the Tudor houses, nature, African art, Christian art and symbols, painting, pointillism and the works of the Impressionist artists. More detail can be found in our Long-Term planning.

The work of famous local, national and international artists is explored to enhance the children's learning, for example, a visit from local famous artist Chas Jacobs who worked with the children to plan and paint a mural of our local area on our school wall. The children's learning is further enhanced with a whole school arts week, where the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists, demonstrating their own skills and talents.

Curriculum Impact

Summative assessments take place throughout the year and teachers record the progress and attainment against the National Curriculum and key skills, expectations of attainment. Teachers use this information to inform future lessons, ensuring children are supported and challenged appropriately. This data is evaluated on a termly basis to inform and address any trends or gaps in attainment. Further information is gathered through discussion with teaching staff and pupils; highlighting strengths and achievement and any improvements, knowledge and skills that still need to be developed. Progression is also measured through individual art sketch books and a whole school Art and design floor book. Final end of year assessments are made using assessment criteria that has been developed in line with the national curriculum and Key Skills. Therefore, identifying the level in which the child is working. Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly for their individual pupil profiles. Age related expectation levels are reported to parents at the end of the reception year.