

# Caton St Paul's C of E Primary School Art and Design Curriculum Statement

INTENT	<p>"Art has a role in education of helping children become more like themselves instead of more like everyone else." Sydney Gurewitz Clemens</p> <p>"Art has the power to transform to illuminate to educate inspire and motivate." Harvey Fierstein</p> <p>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. <b>We intend that all pupils:</b> ● 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.</p>																											
	<p><b><u>Vocabulary:</u></b> Our intentions for vocabulary in Art is to expose all pupils to year group specific artistic language taking from our school's knowledge and skills progression document. Teachers will share with the pupils the vocabulary that will be required to be within the lesson. Pupils will be expected to use the vocabulary both verbally and in written form to discuss, reason and communicate about Art. For example; Sketch, hue, tone and shade.</p>	<p><b><u>Knowledge/Skills:</u></b> The intentions of Art in school is to create a knowledge and skill led Art Curriculum. Throughout their time at CSP, pupils will be given regular opportunities to practice and apply their Art skills. Pupils at CSP will be able to draw upon their Art knowledge, both in Art and across subjects in our curriculum (Knowledge led and engagement) through a range of practical, collaborative and written work.</p>	<p><b><u>Progression:</u></b> Teachers will plan lessons that cover the knowledge and skills that are expected for each year group. Teachers planning and teaching will ensure they are covering the NC POS for each year group plus the ELGs, knowing what has been taught the previous year and what are the next steps in K&amp;S for the next year group. Teachers will use Art progression documents to plan lessons that build upon K&amp;S and ensure there is a deep understanding so that all children master the learning.</p>	<p><b><u>Concepts:</u></b> The intention of our Art Curriculum is to help pupils gain a coherent knowledge and understanding of Art. Our high-quality art and design curriculum will engage, inspire and challenge pupils, preparing them with the knowledge and skills to investigate, invent and create their own works of art, craft and design. Pupils 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.</p>																								
IMPLEMENTATION	<p><b><u>Inclusive teaching and learning:</u></b> In Art all teachers will implement adapted and personalised teaching approaches, materials and resources that accommodate the learning needs of all pupils.</p> <ul style="list-style-type: none"> <li>- Personalised work (adult support, challenge, resources)</li> <li>- Pre-tutoring to teach pupils key vocabulary, knowledge and skills</li> <li>- Access to resources and equipment to support their acquisition of Art knowledge and skills</li> </ul>	<p><b><u>Subject coverage/curriculum:</u></b> 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.</p>	<p><b><u>Resources:</u></b> The implementation of HQTL in Art is supported by all teachers having access to online tools to support their teaching of the Art Curriculum.</p> <p><i>Kapow is our main online our Art teaching resource.</i> <i>Other useful resources include – AccessArt, Twinkl, Classroom Secrets, Grammasaurus, Hamilton Trust, PlanBee, Primary Resources, Art KS2 (this is not an exhausted list) – teachers share quality resources with each other when discovered and implement</i></p>	<p><b><u>SMSC:</u></b> The moral development of our pupils is an important thread running through the Art Curriculum. Students are provided with opportunities to use their Art skills in real life contexts, applying and exploring the skills required in solve problems and investigations. Research skills and teamwork are fundamental to Art through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to explain ideas and knowledge to each other and support each other in their learning. In this manner, students realise their own strengths and feel a sense of achievement which often boosts confidence. Over time they become more independent and resilient learners.</p>																								
	<p><b><u>Local context:</u></b> Pupils are taught about the local environment and are given opportunities to investigate and make links to the wider world. Children are encouraged to discover art through different external stimuli (trips, visitors and strong links to our locality). 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.</p>	<p><b><u>Adaptations and Prioritisation:</u></b> 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.</p>	<p><b><u>Evidencing teaching and learning:</u></b> 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.</p>	<p style="text-align: center;"><b><u>Primary and Early Years overview</u></b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td colspan="3"><b>EYFS</b></td> </tr> <tr> <td colspan="3"><b>Expressive Art &amp; Design</b></td> </tr> <tr> <td style="width: 33%;">Creating with materials</td> <td colspan="2">Being Imaginative and Expressive</td> </tr> <tr> <td colspan="3"><b>Primary National Curriculum</b></td> </tr> <tr> <td colspan="3">Exploring ideas, Developing ideas, evaluating ideas.</td> </tr> <tr> <td>Drawing</td> <td>Painting</td> <td>Printing</td> </tr> <tr> <td>Textiles</td> <td>3-D</td> <td>Collage</td> </tr> <tr> <td>Digital</td> <td></td> <td></td> </tr> </table>	<b>EYFS</b>			<b>Expressive Art &amp; Design</b>			Creating with materials	Being Imaginative and Expressive		<b>Primary National Curriculum</b>			Exploring ideas, Developing ideas, evaluating ideas.			Drawing	Painting	Printing	Textiles	3-D	Collage	Digital		
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<p><b><u>IMP</u></b></p>	<p>By the end of the Early Foundation Stage and each Key Stage, pupils are expected to know, apply and understand the knowledge and skills specified in the subject of Art (ELGs and National Curriculum)</p>			<p>By the end of the Early Foundation</p>																								

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	<p><b><u>Pupil voice:</u></b> Our whole-school curriculum approach means listening to the voices of everyone in the school community. This includes children and young people as well as parents and carers, and school staff. Our children and young can offer unique perspectives on what it is like to be part of an Art lesson; involving them in decision-making creates a meaningful change and better academic outcomes, as well as facilitating a sense of empowerment and inclusion.</p>	<p><b><u>Knowledge:</u></b> Art knowledge has been mastered when a child can confidently and securely talk about their artistic knowledge using the artistic language to explain their ideas and can independently apply the knowledge to new learning in unfamiliar situations. All children will be able to retrieve historical knowledge and be able to reason by following a line of enquiry and develop and present a justification, argument or proof using art and design language and knowledge.</p>	<p><b><u>Skills:</u></b> All children will have the skills and the resilience to solve problems by applying skills linked to Art to a variety of situations with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.</p>	<p><b><u>Cultural capital:</u></b> Our children face unique economic, environmental, and humanitarian challenges. The problem solving required to address these challenges requires solutions that have never been thought of before. In order to tackle these problems, our teachers must challenge the traditional problem-solving methodologies used in Art lessons and encourage new problem-solving strategies through incorporation of facilitating of creative problem solving/puzzles and real-world investigations.</p>	