Temple Herdewyke Primary School and Nursery

Art and Design Curriculum

Intent

All learners at Temple Herdewyke Primary School and Nursery, regardless of age, nationality or background, have entitlement and access to visual art education. Our Art Curriculum inspires creativity, builds knowledge of art and crafts and develops appreciation and creation of culture. Our art curriculum:

- connects pupils to their world and their cultural history
- creates openings for them to new ways of seeing, thinking, doing and being
- develop their creative verbal and non-verbal communication skills
- opens possibilities and opportunities for learners to discover themselves, their creativity, values, ethics, societies and cultures
- develops visual literacy and the ability to think critically and imaginatively and these transferable skills enhance learning in other areas.

Our Art curriculum provides pupils with the building blocks to be successful in these subject areas:

- **Generating Ideas** (the skills of designing and developing ideas)
- **Making** (the skills of making in art, craft and design)
- **Evaluating** (the skills of judgement and evaluation)
- **Knowledge** (the knowledge of process and context)

Our art topics are designed to help pupils understand art within the history of human development, to understand design and innovation and to develop an awareness of the creative and cultural industries.

Implementation

Our long-term plan has been developed using the 'Kapow' Art progression and, where possible, it is linked to cross-curricular subjects, when the link allows art, craft and design skills to remain strong and relevant. Stand-alone units are also planned to allow pupils to focus on specific art skills.

Drawing is a key skill which runs throughout all activities, and pupils learn to draw for a purpose, being able to communicate ideas visually (a mind map, a plan, a diagram, an expression of thought). The formal elements are taught from Year 1 and are revisited each year. They are:

- Line
- Shape
- Form
- Tone
- Texture
- Pattern
- Colour
- Composition

The formal elements are balanced with art, craft and design.

Visual literacy is a key skill. Pupils learn to record using individual sketchbooks throughout KS1 and KS2. Artwork is also created and stored digitally. Artwork is produced individually, in pairs, groups and as a whole class. Children work on a variety of scales creating individual pieces and large-scale group pieces. Finished artwork is kept in sketchbooks, displayed throughout the school, with large pieces of artwork being photographed (some large pieces are sent home for ease of storage).

A portfolio of artwork through the school is maintained to demonstrate progression of knowledge and skills.

Art is taught by a dedicated art teacher throughout KS1 and KS2 using a wide variety of resources. A CPD programme to support the teacher is on-going and she has planning support from the SLT.

The Stowe Valley Multi Academy Trust provide opportunities for Art Subject Leaders to meet termly to develop art in each school and to agree what progress and attainment standards should be.

Impact

Pupils at Temple Herdewyke Primary School and Nursery are proud to be artists and designers. They enjoy and value art. They know **why** they are creating artwork and they have developed a range of skills to know **how** to develop artwork.

They understand and appreciate the value of art and design in the context of history, of personal wellbeing and of the creative and cultural industries and its many career possibilities. The art curriculum contributes to children's personal development in creativity, independence, judgement and self-reflection. Pupils can talk confidently about their work, sharing their work through sketchbooks and displays.

Evidence for assessment will be from:

- Assessing what pupils make.

- Observing how they perform.
- Talking to them about what they know.

Progress will be shown through outcomes and progression will be tracked using the Progression and Knowledge Map, which embed the four interrelated aims (Generating Ideas, Making, Evaluating and Knowledge) across the school.