

Art and Design

Curriculum Intent

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they will be able to think critically and develop a more rigorous understanding of art and design. They will also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

At Clifford Road Primary the development and progression of skills and knowledge is organised as follows:

Ongoing:

- Exploring and developing ideas
- Breadth and study

Specific skills:

- Drawing
- Printing
- Painting
- Textiles and collage, including mixed media work
- 3D form
- Digital art

Vocabulary:

- linked to each of the above skills

The topics are arranged so that previously acquired skills and knowledge are used and developed further.

Curriculum Implementation

Inspiration is drawn from music, artists, designers, stories, historical and cultural references, and from trips. The long term plan details the following for each unit:

- Learning objectives
- Ongoing skills
- Learning questions
- Key Text/s
- Retrieval
- People, places and events

Full teaching sequences are detailed within medium term plans and are saved on the Teacher Network in the Art and Design folder.

Art and design is taught as a series of lessons, usually weekly, but sometimes blocked. Within every unit, the children will study specific artists and crafts people and/or their work. The older children will look at the development of a specific aspect of art and design, e.g., portraits or glassware. The language of art is developed in every year group (see art vocabulary progression).

Enriching the art and design curriculum:

Within the programme of study, children will visit local galleries. Whenever the opportunity arises, local artists will also work with the children, for example Lisa Temple Cox. Children are able to use their artistic skills within the wider curriculum and special weeks, e.g., during Wellbeing week, year one children make clay tears inspired by the work of Maurice Mikkers and year 3 produce wax resist paintings to illustrate an imagined passage of a story.

The children's artwork, including preparatory sketches and commentary, are displayed in the school's art gallery. Teachers are responsible for displaying the art work in the gallery, which is changed at the beginning of each time. It is important that children complete full evaluations using the learning questions within the planning as a guide. There should also be chances during the making process for children to look at each other's work and reflect, and make changes to their own work.

The school is registered for the Artsmark and is working towards Platinum level.

Curriculum Impact

The School's Art and Design curriculum is ambitious, well thought out and is planned to demonstrate progression and build on and embed skills. Progress is defined by the children knowing more and remembering more. We measure this through the following methods:

- What we observe – learning walks and drop ins
- What the pupils say - Pupil discussions/interviews with pupils about their learning
- What the children produce - pupil outcomes, including the art gallery

The process will also include:

- Reflective discussions with staff and feedback;
- A reflection on standards achieved against the planned outcomes.