



### Intent:

At Castlemorton CE Primary School, we believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding. Our Art and Design curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art and design skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape, painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development.

Many areas of art and design link with mathematical ideas of shape and space; for example when printing repeating patterns and designs and thinking about 3D shapes to support structures. It is paramount that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Intended outcomes are made clear to pupils and used as a means to measure their work against. In Art and Design, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

### Implementation:

Our scheme of work is designed with four strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the national curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

Our National curriculum mapping shows which of our units cover each of the National curriculum attainment targets as well as each of the strands. Our Progression of skills and knowledge shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage. It also shows how knowledge builds in the formal elements of Art.

Our units fully scaffold and support age appropriate sequenced learning, and form cross-curricular links with our wider school curriculum. Creativity and independent outcomes are robustly embedded, supporting pupils in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Where necessary, lessons are adapted so that they can be accessed and enjoyed by all pupils and opportunities are also planned to stretch pupils' learning when required. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.

## Impact:

Our curriculum is designed in such a way that children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The impact of our curriculum is monitored through a range of both formative and summative assessment opportunities. Lessons are assessed against the learning objectives. A spreadsheet including the learning outcomes for children with secure understanding and those working at greater depth enables teachers to keep records of formative assessments for each child.

Our curriculum allows pupils to leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 3 and beyond.

The expected impact of following the Art and design scheme of work is that children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the national curriculum for Art and design.