

ST BEDE'S CATHOLIC JUNIOR SCHOOL

celebrates life and learning

Art and Design Curriculum Statement

INTENT

Curriculum Intentions:

The curriculum at St Bede's Catholic Junior School is underpinned by our faith in the Gospel values and Catholic Social Teaching. As such, we agree that artists of every discipline *'are the custodians of beauty, heralds and witnesses of hope for humanity.'* (Pope Francis, 2016).

At St Bede's, we want all children to enjoy studying an engaging, inspiring and challenging Art and Design curriculum that develops their understanding of life, culture and values in the twenty-first century.

Our Art and Design curriculum is **knowledge-rich**.

- We aim to impart **fundamental drawing skills** amongst all pupils and build **proficiency and control** in drawing, painting, sculpture and other art and design mediums.
- We encourage pupils to experiment with different artistic techniques and media as an integral part of the process of creating their own work.
- We encourage children to **think and respond critically** to their own, others' and great works of art **using the language of art, craft and design** and **making links** between works of art, styles and processes.

Our Art and Design curriculum is also **humanity-rich**.

- We want to show children the **relevance, purpose and impact of art and design in the wider world**, using local and world contexts to frame learning.
- We aim for our children to gain **social awareness of local and world issues** by learning about 'great' and current artists, styles and movements, understanding how these shape local, national and world history, and might inspire their own work.
- We aim for children to see Art and Design as an opportunity for **personal expression** and development of their 'own style' through recording of their ideas and experiences within and beyond the classroom.
- We want children to understand how art can be a means by which to participate in change, engage with the community and develop **wisdom** – the coming together of key knowledge, artistic skills and social awareness.

Teaching and Learning Intentions:

- Art and Design is taught rigorously across the school.
- High expectations are set with regards to pupils' attitudes, presentation and outcomes in all parts of the art and design process.
- Teachers demonstrate sufficient subject knowledge to deliver lessons to a high standard, particularly in the modelling of artistic language and providing of feedback.
- Partnerships are built with parents and carers and the wider artistic community to influence and build upon learning in school.
- Achievement and progress in Art and Design is celebrated within and beyond the classroom.
- Differentiation is flexible and not driven by 'perceived ability' or prior attainment in other subjects. Next steps and support are provided based on subject-specific assessment.
- Teachers monitor learning but children can also self and peer assess their own work to promote ownership.

IMPLEMENTATION

The Art and Design curriculum is implemented using five key concepts.

We consider how the curriculum is made **coherent** and **credible**, how it incorporates opportunities to build **compassion** and **creativity**, and how it makes use of and impacts on the **community**.

<p>Coherence <i>How learning is organised into a coherent, logical arc that builds upon prior learning.</i></p>	<p>Compassion <i>How the curriculum develops care and compassion amongst pupils and shows care and compassion to them in its application.</i></p>	<p>Creativity <i>How the curriculum allows scope for applying knowledge in unfamiliar contexts, problem-solving, invention and flexibility.</i></p>	<p>Credibility <i>How learning is made relevant to pupils.</i></p>	<p>Community <i>How the curriculum builds cultural capital amongst staff and pupils, takes advantage of what the community offers and allows children to be of service to the community.</i></p>
<p>Progressive planning and organisation of learning enables pupils to deepen subject knowledge, refine key artistic skills and develop genre- or form-specific skills. Long-term planning demonstrates a sequence of increasingly challenging activities which contribute to pupils’ developing visual literacy - the ability to describe, interpret and make meaning from information presented in works of visual art.</p> <p><u>Organisation of Teaching and Learning</u></p> <ul style="list-style-type: none"> • Art and Design is taught discretely but thematic links may be made to English or topic curriculums. • New topics are delivered termly. • The curriculum is delivered throughout a term or in blocks depending on teacher preference. • Medium-term plans are written by class teachers or year group partners but include the following things: observational work and clear teaching of drawing (or other artistic) skills; critical study of an artist, style or movement; experimentation and design; production of own work. • Clear, focused objectives are set from long term planning. • Key Vocabulary lists are provided to support pupils in responding critically to questioning 	<p>The Art and Design curriculum at St Bede’s makes an important contribution to pupils’ spiritual, moral, social and cultural development.</p> <ul style="list-style-type: none"> • The Art and Design curriculum at St Bede’s is responsive to current affairs and school priorities. • Where appropriate, whole-school themes are planned, spanning a day or a week and linking to world issues or current events (for example Armistice Day, anti-bullying, world art day, conservation and so on). • Topics and themes are organised to allow pupils to be exposed to artwork that poses moral questions (e.g. Y4 graffiti), reflects spiritual themes (e.g. Y5 stained glass – Marc Chagall), demonstrates social/world agendas (e.g. Y3 oceans) and teaches them about cultural and religious similarities and differences (e.g. Y6 Japanese art, Y5 Native American art, Y5 Islamic stained glass). • These carefully-selected topics also contribute to pupils’ understanding of the ‘key concepts’ that guide our school’s curriculum as a whole. • Artwork is displayed regularly within classrooms and around school to celebrate progress and achievement. • Artwork is exhibited for parents, 	<p>Both the curriculum and extra-curricular provision provide opportunities for pupils to pursue interests across a range of art forms, supported by strategies that meet their needs and aspirations. Skills distinct to Art and Design, including drawing skills, are developed explicitly and applied widely.</p> <p><u>Delivery of Teaching and Learning</u></p> <ul style="list-style-type: none"> • New processes, skills and techniques are modelled by the teacher. • Questioning is used to promote critical thinking amongst pupils when looking closely at the work of famous artists or their own work or when experimenting with a new technique or material. • Differentiation and challenge is given by level of support, availability of materials and outcome. • Children use drawing (and other artistic) skills taught explicitly within Art and Design to enhance or demonstrate learning in other subjects (e.g. recording research or observations in history, geography or science lessons; creating annotated designs in DT; responding to a text or illustration in English lessons; or interpreting religious artwork in RE lessons). 	<p>The Art and Design curriculum at St Bede’s ensures that pupils have excellent understanding of the subject’s contribution to the creative and cultural sectors.</p>	<p>Children are given first-hand experience of working directly from the natural and built environment, human experience and imagination. They are provided with opportunities to encounter original work through visits to art galleries and other sites and working with practising artists and designers. Strategies are used to promote understanding of art, craft and design in the locality and further afield. Links with local galleries, practitioners and industries enable pupils to appreciate the uniqueness of their locality.</p> <p><u>Events and Extra-curricular opportunities</u></p> <ul style="list-style-type: none"> • ‘Expert’ visitors, or ‘artists in residence’, are invited to work with pupils on specific projects. • Community and family links are built through organised events (e.g. the Big Art Day, Arts Festival and membership of the Halton Primary Arts Network). • Extra-curricular art clubs are planned and delivered by school staff. • In-school design competitions are held for all pupils. • Some pupils are given opportunities to enter local, national and international competitions outside of school (e.g. Year 5 ‘Dot Art’, Liverpool City Region Design

<p>surrounding the work of artists, their own or others work.</p> <p><u>Sketchbooks</u></p> <ul style="list-style-type: none"> • Sketchbooks are used in recording most artwork, with the exception of some final outcomes or display work. • Sketchbooks are carried through the school every academic year to enable progression and continuation in the development of a personal style. <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Children are assessed using continuous formative assessment, which is recorded at least once a term using a 'learning receipt' and the language of 'Basic', 'Advancing' and 'Deep' (which equate to WTS, EXS and GDS respectively). This is used to inform the subject leader of any 'gaps' in attainment between groups of learners or in particular skills/processes, and to support class teachers in delivering future lessons, particularly when children 'move up' to the next year group. • Moderation of sample assessments and judgements is carried out by the subject leader during work scrutiny. 	<p>carers and members of the community to view during the school's Arts Festival.</p>			<p>Competition, Never Such Innocence).</p> <p><u>Educational Visits</u></p> <ul style="list-style-type: none"> • Educational visits are planned to take advantage of the contributions the local community can make to Art and Design (e.g. visit to the Walker Art Gallery). • Teachers are encouraged to plan for learning outside the classroom; including using the school grounds or other features in the locality (e.g. St Bede's church). • Where appropriate, sketchbooks are used to record or respond to experiences on educational visits. <p><u>Continuous Professional Development</u></p> <ul style="list-style-type: none"> • Individual staff may seek advice or professional development where necessary. (This could be in the form of using the CPD Library, working with a visiting artist, requesting time to observe other staff members, requesting to attend a course etc.) • The subject adviser shares whole school CPD opportunities via email or in staff meeting time.
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IMPACT

Our Art and Design curriculum has an ambition for high achievement amongst all pupils. Children should make progress and attain in line with or better than national expectations for the subject and attainment in other foundation subjects within the school.

At St Bede's, achievement in Art and Design is categorised and measured as follows:

<p><u>Skills</u></p> <p>Children have a good grasp of a range of artistic techniques following experimentation. They can draw effectively and accurately using different media. Older pupils in particular demonstrate an awareness of scale, proportion, perspective and composition. Children produce a range of creative work that showcases specific skills in drawing, painting, sculpture or</p>	<p><u>Knowledge and understanding</u></p> <p>Children can use artistic language that is appropriate for their age to evaluate and analyse work. They can name some great artists, craft makers, designers and movements. Older pupils in particular understand the historical or cultural relevance of some art forms. Most children can articulate how the work of studied artists can inspire their own work.</p>	<p><u>Style</u></p> <p>Children record their own ideas and experiences in a way that 'works' for them. They can work in different styles and develop a personal style of working. They can articulate their preferred methods and materials.</p> <p>Key Performance Indicators</p>
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other techniques. They have a skills base that enables them to invent and problem-solve.

Key Performance Indicators

By the end of Year 4, children should:

- regularly reflect on their own work and use comparisons with the work of others (pupils and artists) to identify how to improve.
- be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.
- use taught drawing skills to show light and dark, perspective, texture, pattern, proportion and shape.
- be able to work on some different scales.
- mix some paint colours effectively.
- use a range of collage techniques to create images and represent textures effectively.

By the end of Year 6, children should:

- independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques.
- independently select and effectively use relevant processes in order to create successful and finished work.
- provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.
- use taught and experimented drawing skills to work from a variety of sources, make close observations and select suitable styles of drawing.
- be able to work on a range of scales and surfaces.
- mix paint confidently and combine or match colours to create atmosphere.
- use collage as a means of recording research and extending work from initial ideas.

Children understand the relevance and purpose of art and design in the wider world.

Key Performance Indicators

By the end of Year 4, children should know:

- about the nature and quality of some different materials.
- about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied.

By the end of Year 4, children should understand:

- how to apply the technical skills they are learning to improve the quality of their work (e.g. in painting, using different brushes for different purposes).
- the vocabulary of colour: hue, tint, tone, shade, primary, secondary, tertiary; and how to discuss their own and others' artwork using some language linked to line, shape, texture and pattern.

By the end of Year 6, children should know:

- about the nature and quality of a range of materials
- how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.

By the end of Year 6, children should understand:

- technical vocabulary and techniques for modifying the qualities of different materials and processes.
- the vocabulary listed above, plus: warm, cool, monochrome, complementary, harmonious, neutral; and use further language linked to line, shape, texture, pattern, composition and style.

By the end of Year 4, children should:

- select and use relevant resources and references to develop their ideas.
- use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome.
- have drawn inspiration from a small range of sources to produce own work.

By the end of Year 6, children should:

- independently develop a range of ideas which show curiosity, imagination and originality
- systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches
- have developed a personal style of working, drawing upon ideas from other artists.

Management and Evaluation of IMPACT:

- Annually, school management plan objectives are set relating to improving outcomes in the subject following data analysis.
- Termly, the subject adviser conducts a work scrutiny to monitor curriculum and pupil progress.
- Teacher assessments are carried out regularly and data is collated once a term.
- Pupils are asked about their learning through pupil conferencing.
- The subject leader meets termly with subject leaders from other schools, who can act as 'critical friends'.