

Buckfastleigh Primary School

Art and Design Curriculum Statement

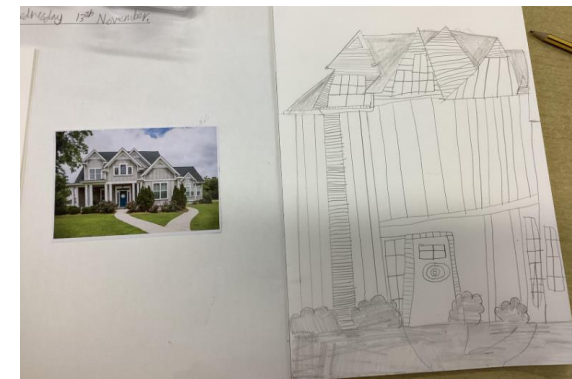
INTENT

Artists and makers from Buckfastleigh Primary School are engaged through enquiry and questioning of the world they live in. They learn through an inspiring, practical and, where purposeful, cross-curricular approach allowing them to experience and hone techniques whilst using their imagination to communicate what they see and feel.

Learners develop their confidence to experiment and invent their own works of art. They are explorative, questioning, risk-taking, critical, reflective, practical, thoughtful, challenging, independent, observational, analytical, creative, imaginative and expressive.

Skills, techniques, vocabulary and questioning are taught progressively as they move through the school to ensure all learners develop their ability, interests and express their ideas and thoughts about the world all whilst learning about art and artists across cultures and through history.

Learners access the curriculum through a wide range of media, tools and materials allowing children of all abilities to explore and choose for themselves to make their work personal and reflective. Our curriculum supports pupils to meet the National curriculum end of key stage attainment targets.



IMPLEMENTATION

National curriculum taught through the Kapow Art and design planning structure – tailored to suit our curriculum and learners. Class teacher delivery of planning which is shaped and overseen by subject lead. Sketchbook approach for individual planning, designing, experimentation and evaluative work. Focus on discussion, debate, questioning, awe, wonder and creativity. Our implementation is shaped by our belief that all children are artists and makers regardless of background, ability or additional needs and it allows learners to flourish.

There are five strands that run throughout the curriculum:

- 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 learners 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 repeatedly with increasing complexity in a spiral curriculum model. This allows learners to revise and build on their previous learning. Units are organised into four core areas:

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

Creativity and independent outcomes are robustly embedded into our units, supporting children in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

Lessons are always practical in nature and encourage experimental and exploratory learning with children using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all learners and opportunities to stretch pupils' learning are available when required.

Knowledge organisers for each unit support learners by providing a visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.

Adaptations for SEND learners:

- Art communication symbols
- a flexible approach to recording and communicating ideas
- 'one to one' support for physical making (if necessary)
- key vocabulary sheets (Widget symbols with words)
- flow charts and visual instruction sheets which explain a process in a step-by-step manner (if necessary)
- understanding of possible sensory issues

Oracy in Art and Design:

Through our Art and design curriculum, pupils have opportunities to develop their oracy skills by:

- Explaining and justifying their choices of materials, methods and techniques.
- Engaging in paired and group discussions.



- Presenting and explaining their artwork and ideas to peers and the class.
- Analysing and critiquing the work of others as well as established artists.
- Collaborating on group artwork.
- Responding to high-level questions such as 'What is art?' by articulating and defending their ideas.

Pupils will learn to:

EYFS	By the end of Key Stage 1, children will be able to:	By the end of Key Stage 2, children will be able to:
<p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> ➤ Safely use and explore a variety of materials, tools and techniques. ➤ Experiment with colour, design, texture, form and function. <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> ➤ Use what they have learned about media and materials in original ways, thinking about uses and purposes. ➤ Represent their own thoughts and feelings through design and technology and art. 	<p>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.</p> <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> · To use a range of materials creatively to design and make products. · To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. · To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. · About the work of a range of artists, craft makers and designers. · To describe the differences and similarities between different practices and disciplines and making links to their own work. 	<p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> · To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. · To create sketch books to record their observations and use them to review and revisit ideas. · To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. · About great artists, architects and designers in history.

The impact of following our Art and design curriculum 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.

This will be evidenced through:

- End of unit assessment- quiz
- Sketchbooks
- Critical assessment of own and others work
- Progression of skills specific to Art, vocabulary, questioning and critical thinking
- Display
- Lesson observations and discussions with pupils
- Annual pupil questionnaire



Units of work

Year 1/ Year 2	Year 3/ Year 4	Year 4/ Year 5	Year 9
<p>SCULPTURE & 3D PAPER PLAY (term 2)</p> <p>Louise Bourgeois</p> <p>(3D, form, French American, sculpture, Spider 1996)</p>	<p>PREHISTORIC PAINTING</p> <p>Stone Age art</p>	<p>CRAFT & DESIGN/ ARCHITECTURE</p> <p>Zaha Hadid</p> <p>Futuristic architect</p>	<p>DRAWING- MAKE MY VOICE HEARD</p> <p>Street art</p> <p>Da Vinci</p> <p>Caravaggio</p> <p>Vermeer</p>
<p>PAINTING AND MIXED MEDIA (term 4)</p> <p>Renata Bernal</p> <p>(contemporary, American artist)</p>	<p>DRAWING- SPACE\</p> <p>Teis Albers</p>	<p>PAINTING & MIXED ARTIST STUDY</p> <p>David Hockney/ Richard Brakenburg</p> <p>Paula Rego</p> <p>Fiona Rae</p> <p>Lubaina Himid</p> <p>Research artists for creative outcomes</p>	<p>CRAFT AND DESIGN – PHOTO OPPORTUNITY</p> <p>Edvard Munch 'The Scream'</p>
<p>SCULPTURE AND 3D CLAY HOUSES</p> <p>(term 6)</p> <p>Jasper Johns</p> <p>(American painter and sculptor)</p>	<p>CRAFT & DESIGN- FABRIC OF NATURE</p> <p>William Morris</p> <p>(Textile designer, patterns).</p>	<p>SCULPTURE & 3D MEGA MATERIALS</p> <p>Sokari Douglas Camp</p> <p>Sculptor</p>	<p>SCULPTURE AND 3D</p> <p>Joseph Cornell - sculpture</p>