



## CURRICULUM STATEMENT FOR ART CURRICULUM.

### AIMS:

At Lytham C of E Primary School we 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.

In line with the National Curriculum, we give pupils opportunities to be creative through a variety of media, including paint, pencils, pastels, clay and chalks. Pupils explore colour and texture within artists' work to support their understanding and are given opportunities to express their feelings and emotions through art, for example by painting and drawing to music. Pupils explore artists' choices around expression and technique, gaining an understanding of the related narratives, forming their own opinions about the work of specific artists.

We believe that high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works in this subject. As pupils progress, they become more independent in thinking critically and creatively and develop a more rigorous understanding of the subject. They also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Many of the artistic skills are taught through four main objectives:

**Develop** - develop ideas through artist exploration

**Refine** - refine work by exploring ideas and experimenting with different materials.

**Record** - record ideas, observations and insights.

**Present** - present and produce a meaningful response that demonstrates that the children have an understanding of visual language.

Our aims for The Creative Curriculum are all underpinned by our Christian values: Service, Friendship, Determination, Love, Faith, Forgiveness, Honesty, Respect and Thankfulness.

The Creative lead is Penny Barras.

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| <b>Intent</b> | <p>At Lytham C of E Primary School, art should be fully inclusive to everychild. Our aims are to:</p> <ul style="list-style-type: none"><li>• fulfil the requirements of the National Curriculum for Art</li><li>• provide a broad and balanced curriculum</li><li>• ensure the progressive development of knowledge and skills</li><li>• enable children to observe and record from first-hand experience and from their imagination</li></ul><br><ul style="list-style-type: none"><li>• Develop the children's competence in controlling materials and tools acquire knowledge and become proficient in various art and design techniques and processes.</li><li>• Begin to develop an awareness of the visual and tactile elements including; colour, pattern and texture, line and tone, shape, form and space.</li><li>• Foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, crafts people and designers.</li><li>• Increase critical awareness of the roles and purposes of art and design in different times and cultures.</li><li>• Analyse works using the language of art and design.</li><li>• Develop a cross-curricular approach to the use of art and design in all subjects.</li></ul> <p>Art teaching at Lytham C of E Primary instils an appreciation and enjoyment of the visual arts. Art stimulates imagination and creativity; involving children in a range of visual, tactile and sensory experiences, which enable them to communicate what they see, think and feel through the use of the elements of colour, texture, form and pattern.</p> <p>Art and design promotes careful observation and an appreciation of the world around us. Children explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has on contemporary life and on different periods and cultures.</p> |
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## Implementation

The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the children in our school.

The teaching, learning and sequencing of the curriculum follows;

- All children follow a program of progressive skills in art and design, creative dance, music and drama. These take place indiscrete and specialist Art lessons and also as a means of communication in other wider curriculum subjects.
- Wherever possible, first hand experiences are used to stimulate art activities. Teaching is implemented in whole class sessions, groups and individually. New techniques and skills are modelled and examples of work are shown to the children.
- Within group and individual work, pupils have the opportunity to investigate, explore and develop ideas and techniques. They are also involved in evaluating their work, celebrating success and identifying areas for improvement.
- Art activities are differentiated to ensure that all pupils can access the tasks and have an appropriate level of challenge.  
Pupils with particular talents are given opportunities to extend them. Opportunities for using and extending art skills are built into lessons in other subjects.
- At Lytham C of E Primary School, we ensure that children also have access to contemporary (20th and 21st century) artists as well as more traditional ones, that are perhaps more relevant to children today.
- Cross curricular opportunities for further learning and development in the arts are built into planning of all subjects as a means of enhancing the children's learning opportunities. These may be in the form of visiting performing arts groups, museums, galleries and other venues.
- In EYFS there is continuous provision of creative opportunities: these activities make important contributions to children's development. They are also important in children's Personal, Social and Emotional development. Art is covered specialised lessons, continuous provision and as a means of communication and learning in other curriculum areas.

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| Impact                   | <p>The structure of the Art Curriculum ensures that children are able to develop their knowledge and understanding of the work of artists, crafts people and designers from a range of times and cultures and apply this knowledge to their own work.</p> <p>Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective. The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing and progression between year groups.</p> <p>Classroom and whole school displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment also celebrates children's achievements in art and demonstrates the subject's high status in the school, with outcomes, enhancing the outdoor, as well as indoor environment.</p> <p>The Art curriculum at Lytham C of E Primary contributes to children's personal development in creativity, independence, judgement and self-reflection.</p> <p>The art curriculum provides the children with the opportunity to develop a deeper understanding of past and contemporary issues by exploring this through theoretical and practical activities. They are taught to recognize how images and artefacts influence the way people think and feel and understand the ideas, beliefs and values behind their making, relating art to its cultural context.</p> |
| Coverage and Progression | <p>Clear progression has been mapped out for Art and Design in the National Curriculum.</p> <p>For each unit of work samples are collected as a reference tool for teachers, pupils and parents to show clear expectations for what each year group should learn by the end of the unit of work. Sketch books are used and passed up to the next class in order that children may reflect on their own development and progression. As professional artists develop their own styles, it is important for children to recognise this process and to learn through experimentation.</p>   |
| Assessment               | <p>Final end of year assessments are made using teacher judgements and assessment criteria that has been developed in line with the National Curriculum and Kapow. This identifies the level in which the child is working. Class teachers record assessment outcomes using the tracking grid and the subject leader analyses gaps in knowledge and skills. Actions are identified and followed up</p> <p>This is monitored through: -</p>   |

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|  | <ul style="list-style-type: none"><li>• Planning/evidencing through written notation</li><li>• Displays of relevant work</li><li>• Baseline assessment of art theory knowledge and understanding at the beginning/end of the unit</li><li>• Drop-ins</li><li>• Pupil interviews</li><li>• Curriculum overviews</li><li>• Curriculum maps</li><li>• Coaching and mentoring, as appropriate</li></ul> |
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Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly. Age related expectation levels are reported to parents at the end of the reception year.

By the end of KS2 we aim to have produced pupils who feel able to express themselves artistically and feel assured in their own abilities, skills and knowledge. We aim to provide our children with the ability to appreciate, appraise and discuss the works of art of a wide range of artists, crafts people, sculptors and designers using technical language, and feel confident in their own opinions and views.