

Curriculum INTENT: Art

Jesus said "I have come so that you might have life –life in all its fullness." John 10:10

Jesus encouraged all his children to live life in all its' fullness. Through our core values of **love, courage and fellowship**, and with an enquiry approach to our inter-disciplinary curriculum, our children enjoy learning about themselves, about others and the world which we are guardians of. We nurture a love of learning; celebrate courage to persevere in learning and fellowship through collaboration and recognising each other's strengths and special qualities.

'Be kind, never give up and work together.'



Love: To love ourselves and one another alongside developing a deep-rooted love for learning.



Courage: Perseverance. To ask questions; to take measured risks; to have the courage and confidence to stand up for what you believe is right and to have the voice to say it.



Fellowship: In fellowship with our entire community, we value strengths and uniqueness so that everyone has a strong sense of belonging. We celebrate the progress towards being independent life-long learners so that our children achieve happiness and success.

At Chawton CE Primary School, we aim to inspire a great love of art, craft and design in our children. We want them to harbour an understanding of how art enriches the lives of people past and present; from all cultures and walks of life. We aim for children to enjoy creating works of art and to have a thorough knowledge of the artistic traditions which have shaped the world we live in. We want children to turn to art in their leisure time as a source of pleasure and mindfulness. We aim for all children to be competent artists in a range of media in 2 and 3 dimensions. Our teaching will enable pupils to make links between art and all other areas of our curriculum, equipping them with an excellent general knowledge. We aim for children to appreciate that art, craft and design embody some of the highest forms of human creativity.

Love 'Let all that you do be done in love.' 1 Corinthians 16:14		Courage 'Be strong and courageous for the Lord your God is with you wherever you go' Joshua 1:9		Fellowship 'If we walk in the light as he is in the light, we have fellowship with one another...' 1 John 1:7	
Creativity	Reflection	Perseverance	Enquiry	Collaboration	Connection
Thinking outside of the box and responding to thinking and learning in different ways.	Thinking about and looking back on learning to decide how it went and where to go next.	The ability to stick at a challenge or a task when you feel like giving up. The desire and determination to self-improve and succeed.	A way of finding out. Asking questions and wanting to find out answers.	Working together to get a job done. Working together, co-operation and communication are essential when collaborating.	Linking the building blocks of knowledge and skills together to create new understanding.

Curriculum IMPLEMENTATION

The overarching aim for art in the National Curriculum is to provide a high-quality art education which will help pupils will become proficient in drawing, painting, sculpture and other art, craft and design techniques. They will also develop the use of art specific language to discuss, describe and evaluate the seven visual elements of art (shape, space, pattern, colour, line, texture and form). They will use this knowledge to develop their own artistic ideas and opinions.

A Chawton artist will have:

- The ability to draw confidently and adventurously from observation, memory, first-hand experience and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- Develop a wide knowledge and understanding of great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- The ability to select and use a wide range of materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others using specific art language.

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

<p style="text-align: center;">Planning</p> <p>In EYFS, the development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Therefore, aspirations for the children are planned for and created as per the children’s interests and needs.</p> <p>In Key Stage 1 and 2, planning is in the form of Learning Quests, where art is interweaved with the wider theme of learning and forms part of a response to a variety of stimuli.</p>	<p style="text-align: center;">Skills and techniques</p> <p>In Key Stage 1, pupils should be taught to:</p> <ul style="list-style-type: none"> 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 <p>In Key Stage 2, pupils should be taught to:</p> <ul style="list-style-type: none"> to create sketches to record their observations to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p style="text-align: center;">Knowledge about artists</p> <p>In Key Stage 1, pupils should be taught:</p> <ul style="list-style-type: none"> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>In Key Stage 2, pupils should be taught:</p> <ul style="list-style-type: none"> about great artists, architects and designers in history
<p style="text-align: center;">Evaluate and analyse</p> <p>In Key Stage 1, pupils should be taught to:</p> <ul style="list-style-type: none"> use a range of materials creatively to design and make products say what they like about their own work and others and suggest ways to improve this. <p>In Key Stage 2, pupils should be taught to:</p> <ul style="list-style-type: none"> use sketches to review and revisit ideas experiment with techniques and use them with increased creativity increasingly use the language of art, craft and design when analysing works 	<p style="text-align: center;">Outdoor Learning</p> <p>When out and about, children will gain first-hand visual experience of landscapes, buildings and natural resources which they can draw on for inspiration in art lessons. They will use natural resources to make artwork, both large and small in scale and in 2 and 3 dimensions. They will make sketches when outdoors of views: large and small, and experience techniques particular to the outdoors such as: rubbings, mud painting, snow sculpture and clay faces.</p>	<p style="text-align: center;">Cross Curricular Links</p> <p>Through our Learning Quest approach, children will learn to understand the strong links between art and all other aspects of their learning – especially geography, history, RE, DT, maths and English. They will refer to their artistic knowledge in other areas and build up a rich general knowledge as a result. Each term, classes will have an artist focus. It will give an added opportunity for pupils to become familiar with famous works of art from a range of artistic traditions.</p> <p>Children will experience the therapeutic use of art during mindfulness sessions, as well as through specific interventions including ELSA.</p>

Curriculum IMPACT

As a result, we will have a community of enthusiastic artists and art lovers who have a thorough knowledge of the artistic themes taught and will be able to link this to other learning. Art will form an important part in children’s lives outside school and in their future lives as a source of pleasure and expression.

Governors, through the Governor Monitoring Plan and Subject Leader Reports, evaluate the work of subject leaders in ensuring that the quality of teaching and learning across the school is at least good. They ensure that pupils are ready for transition to secondary school and are equipped with the skills to flourish and succeed as caring individuals.