



Yoxall St Peter's CofE Primary

Curriculum



How we teach: Art

Basic principles

1. To learn a range of different artistic skills across both key stages.
2. To nurture and develop pupils' creativity, sense of inspiration, appreciation and enjoyment of art and design.

Curriculum intent model

1. We want children at Yoxall St Peter's to feel the freedom to explore art as a journey and not as a destination. Instead of trying to achieve a particular standard of outcome, we want them to discover, experiment and develop techniques which allow them to reach their own outcomes and thereby express their own ideas, characters and emotions from the guidance they will be given in teaching.
2. We want pupils to feel the freedom to be creative – to adapt, to change, to evaluate, to compare and to investigate – without the fear of 'wrong or right'. We want them to feel and see the value of the art in everything that they do or create.
3. We want to push through the pre-conceived barrier that *some people are good at art and some are not* or that they *can't* do something. This is very important given that learning art involves exploring techniques or ideas and trying again, as much as it does in any other subject. Key skills are very important and we want pupils to build their character and resilience by understanding that skills which seem difficult at first take practise, and that no matter who you are or what your background is, it is possible to achieve and express.
4. We want pupils to see the art and design in life around them – in their beliefs and teachings, in the natural world, in man-made structures and landscapes, in emotions and interactions, in periods of history over time and in landscapes and cultures across the world. Art can be unifying and art can be dividing and, by showing pupils how art can appear in different forms, we want them to respect and appreciate the differences in what art can be and to recognise the significance or emotion behind it as well as the skills that have gone into creating it.

Implementation

5. Art and Design are taught as discrete subjects within the curriculum, rotated with D&T on a termly or half-termly basis.
6. Children are to use sketchbooks as records of developing ideas, practising techniques or making drawings and sketches of things they are looking at.
7. Children are to explore a range of techniques, as laid out in the National Curriculum 2014, which broadly cover the following aims:
 - using materials to make; recording ideas or experiences in sketchbooks; painting, drawing or sculpting using different media; exploring colour, pattern, texture, line, shape, form and space; analysing and evaluating creative works; looking at a range of artists, craft makers and designers from different times in history, both traditional and contemporary.
8. We want pupils to develop their skills and techniques through the course of their school life, in order to better enable them to explore art as a form of expression of themselves and to be freely creative in designing, as they

progress through education into Secondary School. The Art Progression Document for Yoxall shows how these skills might differ between year groups and key stages (taken from statements on Classroom Monitor).

9. We will look into developing a 2-year rolling plan so that there is progression and coverage across the classes and a clearer direction of what may be covered or explored.

10. We will investigate skills and project suggestions offered by websites such as, <https://www.accessart.org.uk/exemplar-primary-art-plan/> as they cover the key skills mentioned in point 7 in a creative and visual way which we believe would be enjoyable, inspiring and instructive to pupils. If adopted, these could then be developed into a series of lessons which build up the techniques to a finished piece and allow some freedom of expression and exploration along the way.

11. Classes could pick one artist or designer, e.g. from the Chris Quigly *Awesome Art* companion folder, with which to study, discuss and replicate using similar techniques, forms or structures. This could link to our Aims and Values by introducing pupils to artists or art-forms from varying cultures, influences or points in history, with which they may previously have not been familiar.

Impact

12. Over time, pupils will develop an enjoyment of art, whatever their perceived ability, and understand that it is a subject which gives them the skills to explore their own ideas and forms of expression, without the constraints of a 'right or wrong' answer. This is important for developing pupils' characters, their self-esteem and for pushing the boundaries of what they think they are or aren't capable of.

13. Pupils explore and develop proficiency in a range of key skills using different media and techniques across the content and aims listed in the National Curriculum.

14. Pupils learn about different artists, both traditional and contemporary, as well as art forms of different cultures so that they understand that unfamiliar or different art is still art and that it may reflect another person or culture's form of expression or background. This is important in making links to the global community, understanding and respecting different ways of doing things and teaching tolerance and appreciation. We want pupils to understand that art is a communal 'language' which can express and share beliefs and meaning beyond the boundary of words.