



## **Stretton CE Academy**

### **Art Curriculum Statement**

#### Intent

Let your light shine' Our vision for our community is for everyone, children and adults, to flourish and shine brightly as the best and fullest version of their unique selves. We aim high and do not let circumstances limit us. 'I will shine. We will shine as, together, we grow in wisdom, learning from the teachings of Jesus, to serve our community.' Our curriculum has been designed to allow children to let their light shine in different ways.

Studying Art provides children with a wealth of opportunities to notice, imagine, create, and communicate. When we produce a piece of artwork, we experiment with ideas, representing our thoughts in images, sculptures, sounds, etc. that provoke an emotional response in others.

In Art we learn to interpret images and installations, noticing and questioning details in design and building connections between them. To create our own work, we must observe carefully, taking time to identify line, shape and form, colour, light and shadow, and texture. We select materials with which to represent our ideas and experiment with different techniques, evaluating outcomes critically so that we can develop our ideas further. Revisiting and practising skills provide opportunities to evaluate and refine ideas. This process of repeated reflection and revision builds resilience and, with it, the confidence to take risks and innovate.

*'It is only when we are no longer fearful that we begin to create'.*- J. M. W. Turner

Our vision is that all children will develop:

- the observation and critical skills to appreciate and evaluate famous and unfamiliar artworks from around the world;
- the practical skills to be able to select and apply techniques using a variety of visual media to represent their ideas;
- the confidence to explore, express and share their unique creativity freely.

Our aim is that children will be introduced to a diverse range of artists' work to help them understand how creativity can be expressed in different ways. Art History also allows us to explore how ideas and techniques have developed over time, and to understand and compare the influences on, and motivations of, different artists. Children will be offered opportunities to view art in public galleries and installations, via virtual collections, as well as develop their own exhibitions. They will learn to reflect critically on the impact artworks have on the viewer and to articulate their own preferences.

## Implementation

The art curriculum is a knowledge rich curriculum. Knowledge, in the realm of art means knowledge not only of artists, designers, architects and their work, but of the artistic concepts that relate to their work shown in different types and styles of art, how these relate to each other in a historical context and how this affects the children's own use of materials and development of skills. The curriculum is designed to enable children to learn by making connections between the work of artists, architects and designers (which they study critically) and their own work, which they evaluate and relate back to the works they have studied. This process is cyclical. For children following the curriculum, becoming informed about the subject discipline of art is a process that takes place alongside a growing love for the subject. Meaningful opportunities for self-expression and individual response are woven through the curriculum, giving children space to learn who they are as an artist.

Units of work in the curriculum focus on the different concepts in art and different types of art. In this context concepts in art means the different elements of art (line, shape, colour, tone, form, space, visual texture and tone), how an artist combines these elements and produces art in different styles, for example realistic or abstract art. Different types of art means the different media used to make art (e.g. sculpture, architecture or painting), different subject matter (e.g. portraits, landscapes or history painting) and different artistic movements, historical periods or geographical cultures (e.g. impressionism, Anglo-Saxon art and Chinese painting).

Our art curriculum provides a gradual progression in terms of skills (split into painting, drawing, 3D form, collage, textiles, printmaking, photography and mixed media), introducing the children to as diverse a range of materials as possible. It also provides for progression in terms of knowledge of different concepts and types of art (for example Style in Art and Narrative Painting are studied in year 1, and then revisited in year 2 in History Painting and in year 5 in Style in Art). The structure of the planning also provides for progression in terms of process in art, both in terms of critical analysis of others' art and the necessary observation, exploration and evaluation needed for the children to create their own art. Activities children are directed to undertake in lessons are designed with an eye to the importance of learning and practicing process. These activities include verbal and written observations and observational, analytical and imaginative drawing activities in key stage 1, leading to the process of independent investigation, observation, annotation, sketching, design and planning (allowing the children to experiment and invent) by the end of key stage 2. Independent and investigative study and the understanding of process is particularly provided for in the units which conclude the year for years 5 and 6.

At the beginning of each unit of work taught we start with a vocabulary lesson using the knowledge organiser. During this lesson, children are taught the vocabulary explicitly so that when they are taught each lesson that have had the opportunity to experience the vocabulary before. The learning journey approach on the learning walls in classrooms ensure that children can make links between lessons and key knowledge alongside vocabulary is displayed.

## Impact

Assessment of art takes place through assessing children's skills and knowledge through predominantly the work in their sketchbook and their 'final pieces'.

Following a unit of work a multiple - choice quiz is undertaken so that children are able to demonstrate their ability to know more and remember more.

Monitoring is carried out with staff as a collaborative and developmental approach. A variety of methods are used to quality assure the quality of provision in geography and information is triangulated to provide a well-developed evaluation.

- Learning walks/pop ins.
- Pupil voice
- Book look
- Pupil progress meetings.
- Learning environment checks.