Gresham Primary School

Art and Design Curriculum Statement

Mission Statement

Inspiring Children to become aware of and passionate about Art, and be given the freedom to create original ideas.

Intent

- Pupils produce creative work, exploring their ideas and recording their experiences.
- Pupils become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Pupils evaluate and analyse creative works using the language of art, craft and design.
- Pupils know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Pupils are encouraged to experiment in a safe environment where there are no 'right' or 'wrong' results thus enhancing both self-esteem and self-expression.
- Pupils will develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
- Pupils develop the processes of creative thinking, problem solving, questioning and research, fine motor skills and evaluative reflection.
- Pupils will develop independent thinking skills, be able to solve their own problems and use their initiative feeling a sense of achievement when they see their finished piece.

Implementation

- The curriculum map ensures teachers know what children have encountered before and can make links to previous learning to support children making connections and building schema.
- Key concepts have been identified and are regularly returned to, gradually developing pupils' understanding of the most important ideas.
- Pupils have the opportunity to explore and evaluate different creative ideas developing skills in drawing, painting, printing, collage, textiles, 3D work and digital art.
- Themed units help children to see how subjects are both independent and interdependent, enabling them to see the big picture of their learning, make connections across different subjects, and talk about a topic from multiple perspectives.
- Children are introduced to great designers and artists and encouraged to understand how they have contributed to our history and culture.
- Our Gresham Learning Super Heroes are integrated into everyday learning, helping children to become skilled, life-long learners.
- Key vocabulary is explicitly taught to children as part of quality-first teaching.
- Retrieval opportunities are planned for by teachers, to ensure children have opportunity to secure new knowledge.

Impact

Sketch books, pupil voice, display and collection of work to show the following:

- Pupils will reflect and evaluate their own and each other's work, thinking about how they can make changes to keep improving with evidence of age-related verbal and written reflection.
- Pupils will have appreciation and enjoyment of the arts enriching their learning experiences.
- Pupils will ultimately know more, remember more and understand more about Art and Design, thus developing their critical thinking and understanding how art and design both reflect and shape our history and contribute to the culture creativity and wealth of our nation.
- In addition to developing important skills, participation in the arts is good for overall well-being.
- Artwork is displayed to motivate and inspire others and to celebrate the artwork in their class.
- The large majority of pupils will achieve age related expectations in Art and Design.
- As artists, pupils will develop skills and attributes they can use beyond school and into adulthood.
- Pupils with SEND will be fully included and will progress well related to their starting points.
- Pupils from disadvantaged backgrounds will benefit from the cultural capital that is offered through our Art curriculum.

Key Concepts Big Ideas Revisited Across Units							
Colour	Form	Shape	Line	Pattern	Texture	Tone	Space
The use of different colours in artwork to represent objects, express ideas and feelings, and create visual effects. Pupils explore mixing colours and using warm, cool and contrasting colours.	The three-dimensional quality of an object, showing its height, width and depth. Pupils explore form through drawing, modelling and sculpture.	A two-dimensional area enclosed by lines or boundaries. Shapes can be geometric, such as circles and squares, or organic, such as leaves and clouds.	A mark made using tools such as pencils, pens or brushes. Lines can vary in thickness, direction and style to create outlines, patterns, movement and detail.	The repetition or arrangement of shapes, lines, colours or other elements to create a design. Pupils explore repeating patterns in drawing, printing, textiles and other art forms.	The surface quality of an object or artwork, such as rough, smooth, bumpy or soft. Pupils explore real textures using materials and create the appearance of texture through drawing and painting.	The lightness or darkness of a colour or mark. Artists use tone, including shading and highlights, to show light, shadow and depth.	The area around, between and within objects in an artwork. Pupils explore how objects are arranged and how space can create a sense of distance, depth and balance.

EYFS & KEY STAGE 1

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

NC Statutory Programme of Study KS1

Pupils should be taught:

- 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, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2

NC Statutory Programme of Study KS2

Pupils should be taught:

- 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 [for example, pencil, charcoal, paint, clay];
- about great artists, architects and designers in history.