



Curriculum Statement: Art & Design

'Art is a place for children to learn to trust their ideas, themselves and to explore what is possible.' Maryann F Kohl.

The Courtwood Curriculum Intent and Offer

<p>National Curriculum: Pupils learn the knowledge and skills required of them to be academically successful, building on their individual starting points.</p>	<p>Inclusion: Pupils value diversity and demonstrate tolerance, compassion and mutual respect to all members of the school and wider community, whilst developing the life-skills needed to unlock their potential.</p>	<p>Nurture: Pupils build their confidence, self-esteem and resilience, developing strategies which enable them to effectively safeguard their well-being.</p>	<p>Outdoor Learning: Pupils understand and take responsibility for their influence in living healthy lifestyles, and supporting the planet to be sustainable, both now and in the future.</p>	<p>Responsibility: Pupils have an awareness of their own impact on their future and how they can contribute positively to wider society.</p>	<p>Enrichment: Pupils access experiences and opportunities which develop aspirations and broaden the horizons of life-long learning.</p>
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Intent, Implementation and Impact in Art & Design

<p>Intent (What will take place before teaching in the classroom? What do we want our children to know and be able to do?)</p>	<p>Implementation (What will this look like in the classroom?) <i>*school focus – retrieval & vocabulary</i></p>	<p>Impact (How will this be measured?)</p>
<ul style="list-style-type: none"> The Art and Design curriculum is organised so that children engage in learning each term with one of the following strands: Portraiture, The Natural World and World Art. All classes start each year with drawing in the Autumn term and then move into painting and colour skills in the Spring term. This enables us to see clear progression vertically between the year groups and can be tailored to ensure children encounter the best exemplars of these art forms. In the summer term, having developed their technical skills, knowledge and understanding, Key Stage 1 learn about printing, Lower Key Stage 2 about collage and Upper Key Stage 2 about sculpture. This ensures a 	<ul style="list-style-type: none"> National Curriculum Programme of Study is used to deliver learning in line with the National Curriculum expectations for art and design. Teachers will teach lessons themed around each of the core strands – Portraiture; The Natural World and World Art, allowing children opportunity to build incrementally on previously learned knowledge and skills. Children will be taught required foundational knowledge at the start of a unit of work to allow them to be able to understand and access new learning and concepts which are needed to make good progress. These fill gaps in children's cultural capital and ensure children have a broad range of experiences of the world, to be 	<ul style="list-style-type: none"> Pre and Post Learning Challenges (progress from a baseline activity at the start of the unit of learning) will reflect progression of knowledge, skills and understanding. Increasing percentages of children will achieve mastery of the topic and become skilled and articulate young artists. High-quality art outcomes will demonstrate that children can choose and use art tools appropriately. Children's books will evidence progress, through use of key vocabulary, skills development and ability to understand and draw on the work of others to inform and influence their own work.



progressive approach to 3D work between each Key Stage.

- Each year starts with a focus on drawing skills to enable children to practise and embed the basic skills. This incorporates the formal National Curriculum elements of line, tone, shape and in some areas, texture.
- Drawing skills are then built on, with pupils beginning to paint and learn about colour. This enables them to build on their existing drawing skills. This incorporates the formal National Curriculum elements of line, tone, shape and colour.
- In the summer term, children move on to a further art skill: either printing, collage or sculpture. Printing is primarily 2D based, collage both 2D and beginning to introduce 3D; and sculpture 3D. This incorporates the formal National Curriculum elements of shape, form and texture, progressively.
- Tier 3 vocabulary is identified from the Academic Word List (AWL) to best equip pupils to use these words confidently in an art context, in readiness for future academic work. The words are not ordered progressively by year group; they are instead encountered in the strands/units, to which they have authentic links. Words can therefore be encountered several times during a child's art journey at Courtwood, allowing retrieval, consolidation and deepening understanding. Children should use this vocabulary appropriately to support their progress.

able to make sense of new learning and build existing schema (e.g. children understanding how African and British culture differ when studying African art).

- Children will be **taught explicit drawing, painting and colour and sculpture skills**. They are given **time in lessons to practice these** and each skill is revisited annually and is the focus for a half term, enabling children to demonstrate progress each year.
- Children use **sketchbooks** (Y1 upwards) to experiment, plan and evaluate their own artwork.
- Children have the opportunity to work with **different materials and media** and are encouraged to develop their personal style.
- Children **are introduced to work by great artists** and craftspeople and encouraged to respond appropriately and with respect.
- Children's books will show cohesion between taught sessions with **clear end points** reached and children working with independence.
- **Teachers' skilful questioning** allows all children to make progress and reflect on learning.
- **Key vocabulary*** is explicitly taught to children as part of quality-first teaching. Vocabulary is clearly modelled on knowledge organisers.
- **Knowledge Organisers*** are used to support children's understanding and retrieval of key knowledge, skills, artists and craftspeople and vocabulary.
- **Retrieval opportunities** are planned for by teachers, to ensure children have opportunity to secure new knowledge.

- Pupil's will speak enthusiastically about their art and design learning and articulate what they are learning and why it is important.
- Children's artwork will be celebrated and shared widely around the school on displays.
- Children will be excited and passionate about art, keen to participate and speak enthusiastically about their learning.
- Children will be able to use appropriate vocabulary accurately, independently, to demonstrate their understanding.
- Children will be aware of the work and impact of great artists, using them as inspiration for their own work and recognising their historical and cultural importance.
- Children will know that different artists lived at different times in history, and that their art work can help us understand what life was like in different time periods.
- Parents will see their child's confidence, knowledge and skills in art increase.



<ul style="list-style-type: none"> • Children are excited by art, have a passion for all forms of art and design and can explore, experiment and begin to understand and have knowledge about great artists and art works. • Children will be aware of how art transcends different cultures, religions and backgrounds. 	<ul style="list-style-type: none"> • Trips and visits enhance knowledge and deepen connections, as well as enthuse learners. • Virtual tours of galleries linked to the artists studied are planned in every unit of learning. 	
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National Curriculum Objectives

<p>KS1: Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ 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. <p>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. Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ 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.

Key Stage Coverage Summary

	Portraiture Strand	The Natural World Strand	World Art Strand
<p>Strand Intent:</p>	<p><i>This strand provides children with the opportunity to consider the idea of identity (their own and others) as they grow and learn during their time at Courtwood. It links to the curriculum aim of developing responsible, confident young people who demonstrate tolerance and respect for others, and understand how to develop a</i></p>	<p><i>This strand ties into Courtwood’s outdoor learning ethos and curriculum offer, by making links in a cross-curricular way to the great outdoors, ensuring children develop a growing knowledge of the outside world. This will include studying the work of painters, sculptors and craftspeople. It also aims to address local need – providing opportunities for our children to connect with nature,</i></p>	<p><i>This strand aims to support pupil’s cultural, social and geographical understanding, including a countries heritage and arts history. It provides the opportunity to study native art and artists and develop an understanding of art across the world, thereby increasing pupil’s cultural capital. We hope this understanding will ensure children are aware of cultures around the world and</i></p>



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	<i>sense of self, valuing other's ideas, differences and contributions.</i>	<i>understand it better and become informed citizens, leading healthy and active lives. Children will have the opportunity to use the school grounds, including our woods and Edible Playground, in art lessons throughout the key stages.</i>	<i>ensure they can be active, positive citizens in the local and wider community.</i>
Reception			
Year 1	Drawing: Myself - Self-Portraits	Painting and Colour: Seasons	Printing: Africa
Year 2	Drawing: Portraits: Family - COD	Printing: Prints from Nature	Painting and Colour: Japanese Art
Year 3	Collage: Emotions - Colour, Mood and Expression (abstract focus)	Painting and Colour: Watercolours/landscapes	Drawing: European Buildings
Year 4	Painting and Colour: Iconic Figures - Colour, Mood and Expression (realism focus)	Drawing: Still life (Local area)	Collage: Indian Art
Year 5	Painting and Colour: Community - Modern Art	Sculpture: Animals and Plants	Drawing: Athletes from around the World
Year 6	Sculpture: Traditions and Beliefs - 3D Heads/Sculpture	Drawing: Still Life/pattern	Painting and Colour: Aboriginal Art

Links to the PSHE PoS to consolidate learning in the Portraiture Strand

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
'Identity' From the PSHE Education Programme of Study 2020. These themes link the idea of	Personal, social and emotional development Helping children to develop a positive sense of themselves, and others; to form	Core themes in Health and Wellbeing: Core Theme 1: Ourselves, growing and changing. H21. to recognise what makes them special H22. to recognise the ways in which we are all unique		Core themes in Health and Wellbeing: Core theme 1: Ourselves, growing and changing. H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities			



<p>'Identity' within the 'Portraiture' strand in each year group. They will support children in understanding the idea of 'identity' and revisit PSHE curriculum content in another context, deepening learning and remembering.</p>	<p>positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.</p>	<p>H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult</p> <p>CORE THEME 2: RELATIONSHIPS R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others</p> <p>CORE THEME 3: LIVING IN THE WIDER WORLD</p> <p>L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community</p>	<p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>CORE THEME 2: RELATIONSHIPS R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>CORE THEME 3: LIVING IN THE WIDER WORLD</p> <p>L6. About the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p>
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		L6. to recognise the ways they are the same as, and different to, other people	
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