



# Houghton St. Giles Primary Academy

## Curriculum Statement

### Art and Design



‘Dream to achieve’ captures our belief that children should be guided to work hard, stay focussed and never give up on their dreams allowing each of them to strive to become the very best they can be.

*“Every artist was first an amateur” - Ralph Waldo Emerson*

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p><b>The school’s senior leadership team will:</b></p> <ul style="list-style-type: none"> <li>• Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects.</li> <li>• Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development.</li> <li>• Provide sufficient funding to ensure that implementation is high quality.</li> </ul>	<p><b>Our teaching sequence will:</b></p> <ul style="list-style-type: none"> <li>• Ensure the formal elements of art (colour, form &amp; space, line, pattern, shape, texture and tone) and skills are taught in each key phase and built upon with the techniques being further developed and applied within the other topics</li> <li>• Develop art and design skills through discrete lessons</li> <li>• Study a broad range of inspiring arts and craftspeople.</li> <li>• Allow all children to experiment with different techniques, skills and media.</li> <li>• Enable children to critically evaluate their own art work and improve it.</li> <li>• Give time for reflection and re-cap of knowledge and skills.</li> </ul>	<p><b>Pupil Voice will show:</b></p> <ul style="list-style-type: none"> <li>• A developed understanding of the names, key works, styles and techniques of major artists at an age appropriate level</li> <li>• A secure understanding of the formal elements for each key area of the art curriculum: line, form, shape, tone, texture, pattern and colour</li> <li>• A progression of understanding, with appropriate vocabulary which supports and extends understanding</li> <li>• Confidence in discussing artists, art, their own work and identifying their own strengths and areas for development</li> <li>• Enjoyment of Art and design lessons and enthusiasm for the subject</li> </ul>

<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>• Support teachers and support staff in the delivery of art lessons where necessary.</li> <li>• With the support of knowledge organisers for each unit taught and the progression document, ensure an appropriate progression of artistic knowledge is in place which supports pupils in knowing more and remembering more as artists.</li> <li>• With the support of knowledge organisers, ensure an appropriate progression of artistic skills is in place over time so that pupils are supported to be the best artists they can be,</li> <li>• Work with teachers to support struggling artists and extend more competent artists.</li> <li>• Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.</li> </ul>	<p><b>Our classrooms will:</b></p> <ul style="list-style-type: none"> <li>• Be areas where children feel able to explore their creativity</li> <li>• Provide appropriate equipment for each area of the curriculum.</li> <li>• Be organised so that pupils can work in small groups or whole class as appropriate.</li> </ul>	<p><b>Displays around school and sketchbooks will show:</b></p> <ul style="list-style-type: none"> <li>• The Art Learning Journey will NOT need an LO for each lesson. Children's work should clearly demonstrate the learning intention without the need for an LO – titles for specific lessons will be used instead.</li> <li>• Knowledge organisers will be at the beginning of each new Art and Design unit in the Art Learning Journey.</li> <li>• Pupils have had opportunities for practice and refinement of skills.</li> <li>• A varied and engaging curriculum which develops a range of artistic skills.</li> <li>• Close studies of the work of well-known and highly skilled artists.</li> <li>• Developed and final pieces of work which showcase the skills learned.</li> <li>• Clear progression of skills in line with expectations set out in the progression grids.</li> <li>• That pupils, over time, develop a range of skills and techniques across all of the areas of artistic development.</li> </ul>
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<ul style="list-style-type: none"> <li>Identify artists who underpin specific areas of the curriculum and raise aspirations for pupils.</li> </ul>		
<p><b>The class teacher will, with support from the curriculum leader:</b></p> <ul style="list-style-type: none"> <li>Inspire pupils and develop their confidence to experiment and invent their own works of art.</li> <li>Encourage pupils to develop their individual abilities and express themselves through art.</li> <li>Follow the knowledge organisers and progression planning to ensure full coverage of the National Curriculum.</li> <li>In agreement with the subject leader, adapt planning as appropriate to ensure children make accelerated progress ensuring the key objectives are covered.</li> <li>Personally pursue support for any particular subject knowledge and skills gaps prior to teaching.</li> <li>Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials to achieve.</li> </ul>	<p><b>Our children will be:</b></p> <ul style="list-style-type: none"> <li>Engaged because they are challenged by the curriculum which they are provided with.</li> <li>Resilient learners who overcome barriers and understand their own strengths and areas for development.</li> <li>Able to critique their own work as an artist because they know how to be successful.</li> <li>Safe and happy in art lessons which give them opportunities to explore their own creative development.</li> <li>Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on artistic skills and knowledge.</li> <li>Able to talk about a variety of famous artists over time.</li> </ul>	<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>Celebrate the successes of pupils through planned displays.</li> <li>Collate appropriate evidence over time which evidences that pupils know more and remember more.</li> <li>Monitor the standards in the subject to ensure the outcomes are at expected levels.</li> <li>Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.</li> </ul>