

# ART AND DESIGN CURRICULUM

*'Art is not what you see, but what you make others see.'*

*Edgar Degas*

# Art and Design: Intent

At our school we believe that art and design is an integral part of a child's development, and that creativity is an important aspect of learning that develops reflective, mindful and confident individuals.

We are proud of our high quality art curriculum, which is an integral part of the whole school curriculum, and has both historical and practical components. It enables pupils to explore the components of Art and Design, as well as relate it to other core and foundation subjects. Our Art and Design curriculum inspires pupils to develop a creative understanding which informs their thinking, and which they can share with others.

We want every child to leave Nascot Wood Junior School with an appreciation and lifelong love of the Arts.

Our steps to achieve this vision are:



## What do we want the children to know and be able to do (Knowledge and skills)?

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

We build on the prior learning of the children Key Stage 1 curriculum:

## Key Stage 1 National Curriculum Expectations

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 National Curriculum Expectations

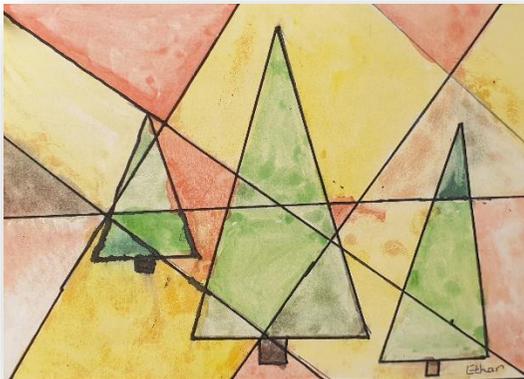
Pupils should be taught:

- 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.

# What we teach across the Key Stage

Year 3			Year 4			Year 5			Year 6		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Study of portraiture	Discovering cave paintings	Exploring an artist: Picasso	Key aspects of observational drawing	Exploring an artist: Romero Britto (linked to art exhibition)	Looking at perspective, understanding its importance and how to use it correctly	Study of more complex portraiture	Exploring an artist: Lowry (linked to Art exhibition)	Exploring an artist: Gaudi	What is Pop Art?	Exploring and Artist: Chuck close. (Linked to art exhibition)	Developing the skills for intricate drawing
Understanding of Colour	Exploring Egyptian art	Developing techniques to draw from imagination	Working with a new medium: clay	Exploring Roman art: Working with a new medium: Chalk		Exploring tessellation		Trecadis mosaic	What are its key components?		
Exploring an artist: Klimt	Exploring Islamic art	Expressions	Learning to work with mixed media (oil pastels and paint)	Working with a new medium: Chalk		Developing techniques to paint and cut silhouettes		Clay models	Who is associated with its inception?		
Celebrations? ?	Submitting artwork to an Art exhibition	Developing techniques to draw from memory		Mosaics and pottery		Product design: Understanding aesthetic and practical purpose (phone cases/ making wrapping paper with repeated patterns)		Exploring an artist: Georgia O'Keefe – flower observational sketch (still life)			
Developing fine moto skills: designing and making jewellery from clay		Exploring natural art??									

# Implementation



Art and Design is recognised by the school as an important and beneficial part of the children's learning and development.

The Art and Design curriculum helps children develop their observational skills, their understanding of how Art has developed through History, hone their fine motor skills and express their feelings, thoughts and opinions through Art.

The understanding and development of spatial awareness, form, perspective and technical and observational drawing, is a key part of the children's development and understanding of the world.

Art and Design is taught discreetly in class and differentiated so that all children, including those with SEND, can access and benefit from it.

The school benefits from having a subject specialist to coordinate the Art and Design curriculum.

# School trips/activities linked to the year group curriculum

We have arranged school trips/activities across the key stage which are designed to be relevant to and enhance the children's experience in the classroom.

Year Group	Activity
Year 3	Egyptian day: the children explore/design and create some different Egyptian art
Year 4	Verulamium visit: the children explore the Roman mosaics and draw them.
Years 3-6	All pupils have completed a piece of art work for the school art exhibition.

# Impact

- Our children are confident and are curious to explore Art and Design
- Our children are respectful of other people's talent and have highly developed or developing observational skills
- KS2 results are consistently above national and Hertfordshire measures
- The school is consistently graded as outstanding by our Hertfordshire Improvement Partner
- Anecdotal evidence suggests that our past pupils do well at GCSE and A level, and are highly valued by secondary colleagues
- There is a large percentage of children each year who gain places at high performing secondary schools, both in the state and private sector

## We evaluate the impact of what we teach by...

- Carefully monitoring and reporting on the progress and attainment of individual children and groups of children, and ensuring that staff have access to this information to inform their planning
- Identifying gaps between disadvantaged children and other children, and ways to address gaps if they occur
- Regularly consulting with children
- Working in partnership with parents

This process of evaluation results in a continuous and relentless striving for marginal gains improvement.