

Art Curriculum Statement

'Following Jesus, together we care, inspire and achieve.'

This quote from Thomas Merton summarises why we teach art at Crawford's:

'Art enables us to find ourselves and lose ourselves at the same time.'

Introduction

Art, craft, and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft, and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art. They should also know how art both reflects and shapes our history and contributes to the culture, creativity and wealth of our nation.



Rationale

Art comes in many forms: drama, dance, poetry, craft, painting, sketching, digital art, music, mixed-media and sculpture to name but a few. It has the ability to be woven throughout the curriculum and we do not underestimate its importance. Research suggests that the arts develop creativity, a core prerequisite of innovative mindsets, communicative attitudes and problem-solving; it seems obvious that the skill of 'creating' is fundamental to the development of solutions. Furthermore, the teaching and learning of art are proven to have a positive impact on handwriting, social skills, and overall well-being.



Curriculum Planning

The National Curriculum for Art aims to ensure that all pupils:

- 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.

At Crawford's, in every year group, children will learn about three main organising concepts: **'Develop ideas'**, **'Master techniques'** and **'Communicate as an artist'**. They will learn about a variety of artists and the artist will underpin the style and technique of art the children will study. The three main techniques children will learn are: **'Drawing'**, **'Sculpting'** and **'Painting'**. They will develop their art skills in that area, with a clear progression of skills seen in their sketchbooks. At the end of the unit, children will plan and create a final piece of art in the style of or inspired by the artist and reflect on the skills they have developed throughout the unit. Regular opportunities to share their creations with other members of the school are present.



CARE

INSPIRE

ACHIEVE



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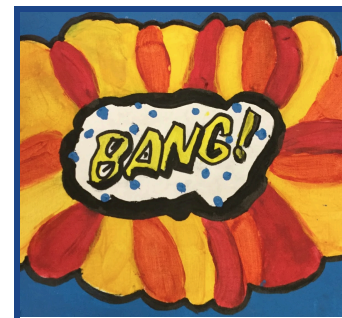
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A [Progression for Art](#) is in place from reception to Year 6.

Assessment and Recording

Art learning is recorded in sketchbooks across the school. We encourage children to treat their sketchbooks like journals and their thoughts and learning are recorded in a format that they would like to use, for example, using thought bubbles.

Each child is unique and each sketchbook should be unique, enabling children to develop their independence and creativity.



Teachers assess children's knowledge, understanding, and skills in art by making observations of the children working during lessons. Feedback given to children by their peers or teachers is in the form of post-it notes or 'What went well' (WWW), and 'Even better if' (EBI) comments over the learning so that their art is not marked in the process. Children are also encouraged to be critical of their own work, highlighting their own next steps.

Inclusion

Lessons and activities are planned to include all children by using a range of approaches. This includes questioning, use of equipment, and mixed-ability grouping to enable children to offer peer support. Lessons are planned to facilitate the best possible outcome for all children within the class.

Spiritual, moral, social and cultural development and British Values

Collaborative work in art develops mutual respect for the differing opinions, beliefs, and abilities of others. In addition, children develop a respect for the environment, for their own health and safety and for that of others. They learn to appreciate the value of similarities and differences and learn to show tolerance. A variety of experiences teaches them to appreciate that all people – and their views – are equally important.

HEALTH AND SAFETY

All children are made aware of Health and Safety issues when undertaking work in art. When working with tools, equipment, and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- About hazards, risks and risk control;
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;
- To use the information to assess the immediate and cumulative risks;
- To manage their environment to ensure the health & safety of themselves and others;
- To explain the steps they take to control risks.

In this subject, the general teaching requirement for health and safety applies.



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