

## Art Curriculum Statement:

### Balshaw Lane Primary School

#### INTENT

At Balshaw Lane Primary School, we want our children to love art, craft and design! We want them to have no limits to what their ambitions are and to grow up wanting to be illustrators, graphic designers, fashion designers, curators, architects or printmakers. we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas.

Art, craft and design embody some of the highest forms of human creativity. We believe 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 our pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the creativity, culture and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils:

1. Produce creative work, exploring their ideas and recording their experiences
2. Become proficient in drawing, painting, sculpture and other art, craft and design techniques
3. Evaluate and analyse creative works using the language of art, craft and design
4. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

#### IMPLEMENTATION

Our art curriculum follows the national curriculum and provides a clear and comprehensive scheme of work that shows progression of skills across all key stages within the strands of Art. The children are given opportunities to develop not only their skills, knowledge and language but their experiences too. We find opportunities for children to practise their artistic skill throughout other subjects. We have led art projects with other Euxton schools, for example, our recent faith

arts week and have had an enterprise week which led to children displaying and selling their artwork in a pop up gallery.

## EYFS

In our reception classes, children explore and use a variety of different materials through both child and adult led activities. Children are given daily access to a range of creative opportunities and enjoy our carefully planned and well-resourced creative areas both indoors and out. Children are encouraged to create on both small and large scales and our outdoor environment supports this well. Teachers use 'in the moment planning' where they can easily adapt and follow children's interests. This prepares children for Art in Key Stage 1 by building upon their natural desire to learn, question and explore. Our children have the opportunity to:

- Draw with increasing complexity and detail.
- Experiment with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Develop small motor skills so that they can use a range of tools competently.

## KS1 and KS2

- The National Curriculum provides our basic framework for teaching and learning in Art and Design.
- We use Lancashire KLIPs to help us teach the relevant skills and objectives needed for each unit of work. This allows us to ensure progression between year groups.
- Our long term planning links to our connected curriculum themes or specific circumstances of our school. We ensure that the children work in a range of relevant contexts (for example home, school, leisure, culture, enterprise, industry and the wider environment).
- We use floor books which the children are encouraged to take ownership of creating. This is a portfolio of pictures and quotes. Floor books are passed up with each year group and provide children opportunities to revisit and retain prior learning.

- Every child has a knowledge organiser at the front of their sketchbooks. These knowledge organisers allow children to refer back to key vocabulary when needed. They also give children an insight towards what each unit of learning will be about.
- Each child has a sketchbook. The use of Sketchbooks was introduced last year to all children in KS1. This allows the children to work on their techniques whilst reflecting on their knowledge.
- We give the child ownership of their sketchbook in order to foster their sense of creativity. Children use their sketchbooks to make initial sketches, develop skills, record ideas and develop opinions.
- Throughout the Balshaw Lane journey, every child is given the opportunity to learn the skills of drawing, painting, printing, sculpture and digital art through the exploration of an initial key artist, craft maker or designer and their work
- Through in-depth discussion, the pupils explore how their art can share commonalities with famous art and use subject-specific vocabulary to discuss key artworks and their own work.
- In the development of confident art critics, the pupils share their opinions and make informed observations about what will improve their own practical work.
- Cross-curricular links are promoted to allow all children to deepen their understanding across the curriculum, including the use of technology, and artworks from year group specific historical, geographical and scientific contexts.
- Teachers follow a clear progression of skills which ensures all pupils are challenged in line with their year group expectations and are given the opportunity to build on their prior knowledge.
- Opportunities to reflect and develop, including through the use of sketchbooks, and chances for self and peer-assessment are planned into each unit of study in KS1 and KS2.
- Effective CPD and standardisation opportunities are available to staff to ensure high levels of confidence and knowledge are maintained.
- To support teaching, staff access a range of resources.

## **IMPACT**

Assessment of children's learning in Art and Design takes the form of continuous monitoring of understanding, knowledge and skills by the class teacher. This could be through questioning or observation. Child-led assessment such as success criteria are used to differentiate and challenge. Summative assessment is conducted against the skills and knowledge taught at the end of each term. This

is displayed on our cover sheets that we complete before our unit. Art and Design is also monitored by the subject leader throughout the year. This is in the form of book moderation, learning walks and staff and pupil surveys. This helps the subject leader to gather evidence and create next steps for their subject.

Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum.