



## Art and Design Curriculum Statement

### How is Art a Sacred Subject?

*Art is a spiritual encounter exposing the learner to a profound level of communication and expression which transcends the spoken word. It offers the artist and the observer the opportunity to transcend the here and now. Through artistic expression, the learner is enabled to comment on profound social issues and spiritual experiences offering a window into God's divine creation. Art, incorporating a wide variety of craft and design, embodies some of the highest forms of human creativity.*

### Intent

At St Mary's Catholic Primary School, we pride ourselves on giving our children the opportunity to have a rich, broad and balanced curriculum. We provide a high-quality Art and Design education to foster children's creativity and curiosity. It sets challenges and gives opportunities for the children to explore and investigate, create and evaluate artwork as set out in the National Curriculum. The Kapow scheme of work allows us to inspire pupils and develop their confidence to experiment and invent their own works of art recognising that all children are artists. Our Art curriculum is designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world and learn about art and artists across cultures and through history.

### Implementation

Our children will have access to a high-quality curriculum. The Kapow scheme of work is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern and colour)
- Knowledge of artists
- Evaluating and analyzing.

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed media
- Sculpture and 3D
- Craft and design.

All units fully scaffold and support essential and age appropriate, sequenced learning, and are flexible enough to be adapted to form cross-curricular links with our wider curriculum. Creativity and independent outcomes are robustly embedded, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.

All children from Year 1 to Year 6 have a sketch book to record their skills, practice and develop their ideas. Each term, every class takes part in at least one Art unit and studies at least one Artist as this provides our pupils with positive role models that they can aspire to emulate, as well as developing their understanding of their own and others' cultural heritages.

Children are given the opportunity to showcase and critic each other's artwork by setting up a class art gallery. To raise the profile of Art and Design, we also offer an extracurricular club which is run by the Creation Station team to support and develop each and every child's artistic talent.

Within this subject, we introduce, build upon and review the disciplinary skills which require the children to think like an artist as outlined below:





### Oracy within Art and Design

Through our Art and design curriculum, pupils have opportunities to develop their oracy skills by:

- Explaining and justifying their choices of materials, methods, and techniques
- Engaging in paired and group discussions
- Presenting and explaining their artwork and ideas to peers and the class
- Analysing and critiquing the work of others as well as established artists
- Collaborating on group artwork
- Responding to high-level questions such as 'What is art?' by articulating and defending their ideas.

### Impact

The curriculum is designed in such a way that children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The impact of Kapow Primary's scheme will be monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet, including the learning outcomes for children with secure understanding and those working at greater depth, enables teachers to keep records of summative assessments for each child.

Following implementation of Kapow Primary's Art and design scheme, pupils should leave our school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning.

The expected impact of following the Kapow Primary Art and design scheme of work is that children will:

- Produce creative work, exploring and recording their ideas and experiences
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using subject-specific language
- Know about great artists and the historical and cultural development of their art
- Meet the end of key stage expectations outlined in the National curriculum for Art and Design.