EXE VALLEY FEDERATION
Cheriton Fitzpaine Primary School
Art and Design Curriculum Statement

Subject Vision: ***"Every child is an artist. The problem is how to remain an artist once he grows up." - Pablo Picasso***

The vision for our Art and Design curriculum is to encourage and enable our children to develop their creativity and skills by exploring a range of media and materials. As they progress through the school, children learn the skills of drawing, painting, collage, sculpture, textiles, printmaking, photography and graphic design and are given the opportunities to explore and evaluate their ideas. Children will be introduced to a range of different artists and will have opportunities to broaden their knowledge and understanding about the differences and similarities of these artists and make links to their own work.

Statement of Intent:

Our principal aim is to develop the children's knowledge, skills and understanding and to weave a creative thread through everything the children do. We aim to ensure that the act of being creative includes exploring and developing ideas and evaluating and developing work. Using art in the 'real world' such as making Christmas cards and having a public exhibition will bring the children's art outside their schools and into their communities, providing meaning to what they are doing in school and feedback from their local community.

Art and Design is fundamental to the personal development of children. Within the Federation, we encourage children to create, enjoy and value different forms of art. We aim to teach and develop art in a meaningful way allowing children to explore a range of skills, artists, styles and genres. Our aim is for children to understand that art is made by all sorts of people, in a variety of ways. We encourage children to not only experience the arts but to explore and create; to learn about themselves as individuals and learn from meaningful experiences linked to their own lives.

Art and Design provides children with opportunities to use their creativity and imagination, whilst also contributing to the development of the child emotionally, spiritually, intellectually, and socially. A child exploring their environment through art develops confidence and skills that are transferable to other subjects to use in group working, as well as developing and extending skills to express their individual interests and ideas.

Art and Design promotes diversity and respect by showing that making mistakes can open up new opportunities, journeys and challenges and it encourages children to develop a sense of ownership of their work and reflect on their experiences. This in turn, encourages children to explore these opportunities in detail, critically evaluate their work and that of others. Studying work by well-known artists can increase their skills and show how creative people see and have seen their landscape, culture and history.

The EVF has chosen a knowledge-engaged curriculum. This means following a skills-progression curriculum model with knowledge underpinning the application of skills. The 2002 Education Act requires schools to provide a 'balanced and broadly based curriculum' which promotes the spiritual, moral, cultural, mental and physical development of children at our schools and prepares them for the opportunities, responsibilities and experiences of later life. We intend to deliver **the 2014 National Curriculum in a purposeful, engaging and creative** way by providing a **broad** curriculum that ensures that there are enough subjects on the timetable and a **balanced** curriculum that ensures that each subject is given sufficient space on the timetable to deliver its distinct contribution. The school curriculum is broader than the National Curriculum and our intention is to give children a richer and deeper experience that is not limited by the National Curriculum.

Statement of Implementation:

The vision for our Art and Design curriculum is to encourage and enable our children to develop their creativity and skills by exploring a range of media and materials. Learning in Art and Design begins in the EYFS, where children are encouraged to explore and use a variety of media and materials through a combination of child initiated and adult directed activities. As they progress through the school, children learn the skills of drawing, painting, collage, sculpture, textiles, printmaking, photography and graphic design and are given the opportunity to explore and evaluate their ideas. At Cheriton Fitzpaine, art and design is taught in half termly blocks, alternating with Design and Technology. Each class focus on linked skill-sets, such as collage, at the same time. Skills are revisited and built upon as the children progress through the school. Where appropriate and beneficial to learning, links are made to other curricular areas and topics. Sketch books are utilised in each class to collect ideas and explore and develop skills. These demonstrate the process and progression of skills, resulting in a final piece of work.

Children will be introduced to a diverse range of different artists and will have opportunities to broaden their knowledge and understanding about the differences and similarities of these artists and make links to their own work. The skills they acquire are then applied to their cross-curricular topics, allowing children to use their art skills to explore topics at greater depth. Through this exploration, children will develop a wide range of art and design techniques in using colour, pattern, line, shape, form, texture and space. Children at Cheriton Fitzpaine share their final pieces in a variety of formats, including sharing with the local community in school-based art galleries. Where appropriate, local artists and invited into school to share their expertise.

Statement of Impact:

Through discussion we will develop questions to ask children about their understanding of taught vocabulary, their reasoning behind their choices. As well as children reflecting on the success of their work, they will be asked about how they may choose to do things differently in future. Progression from each year group should be clear. This is assessed through skills progression rather than formal assessment, as comparative benchmarking does not work within art and design and skills progression can be seen in each individual child.

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the subject leader, working closely the Head of School. The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the Federation. The subject lead will monitor the teaching of art and design through learning walks, child conferencing and collecting examples of artwork from each school. Each teacher responsible for the provision of art and design within the Federation will be encouraged to undertake workshops with local artists and CPD run by national organisations.

This Curriculum Statement and Skills Progression should be read in conjunction with the school's Curriculum Vision and Pedagogy and the Project Plans for each class.

NC objectives	
Key Stage One	**Key Stage Two**
Pupils should be taught to: - use a range of materials creatively to design and make products - use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - 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.	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. - create sketch books to record their observations and use them to review and revisit ideas - 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.