



THE FEDERATION OF ST. EDMUND'S AND ST. PATRICK'S



Art & Design Curriculum Statement

Intent

Our Art and Design curriculum has been specifically tailored to meet the unique context of our schools. It is designed to be broad and balanced, providing all pupils with the opportunity to master their learning and deepen their knowledge, making sense and giving purpose as to why we learn about Art and Design. Teachers will provide pupils with challenging big questions about Art and Design, which will help them change and transform our society, putting their faith into action.

At St Patrick's and St Edmund's we follow a broad and balanced Art and Design curriculum. We believe that art, craft and design should engage, inspire and challenge pupils. We aim to give our children the tools and skills they need to invent and create their own masterpieces.

We aim to build high levels of competence in the subject specific skills of:

- Inspiration from artists
- Ideas and techniques
- Art skills (selecting appropriate tools, using tools to create different forms of art)

Implementation

Art and Design is taught through the framework of the 2014 National curriculum. The principles and content of its requirements have been carefully placed at the heart of the schools programmes of study in art and design. We follow a curriculum overview based on a two yearly cycle of topics. Teachers from EYFS, Key Stage 1, Lower Key stage 2, and Upper Key stage 2, plan topics together. This enables colleagues to share ideas, their curriculum strengths and resources. These plans are closely linked to the school's Age Related Expectations (ARE's) in art and design for each year group which allows a consistent application of the curriculum throughout the Key stages.

A curriculum coverage file is kept for each cohort. This enables both class teachers and the subject leader to monitor coverage and identify progress made throughout the lifetime of a cohort in the school.

Art and design is taught in blocks and is led by an external artist. Prior to the session the class teacher and artist look at the ARE's that will be covered and link the art to their current topic. The children plan, create and evaluate their work. During the afternoon session parents and carers are invited to come and join in with the session and help their children to create a masterpiece. This gives the children the opportunity to showcase their skills and parents are actively involved in the process.

Resources

Resources are located in an Art and DT storage area, with additional resources ordered throughout the year. Art and design days with the external artist are well resourced and this is evident in the finished product.

Assessments are carried out in various forms:

- Final pieces of work can be assessed by class teacher.

- Whole-class assessment based on AREs.

Outcomes from these are used to inform teachers which areas have been covered and to what extent the year-group achieved the AREs. This combined with other forms of monitoring help to inform the subject leader's position statement and action plan in art and design for the following school year and to inform aspects of learning that need to be strengthened to improve the quality of provision and to enhance pupil progress.

Impact

A high quality of art and design education aims to develop a range of skills that are transferable to other curriculum areas, particularly Science, Mathematics, Science and Design. Children will:

- produce creative work using the skills they have learnt.
- explore their ideas and recording their experiences.
- become skilled in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative work.
- know about great artists, craft makers and designers.