

# RYHALL CE ACADEMY



## Art & Design Curriculum Statement

“Creativity takes courage.”

Henri Matisse

### INTENT

At Ryhall CE Academy, we intend to provide opportunities for all pupils that will:

- Inspire personal expression
- Enhance cultural understanding
- Allow for creative and practical responses
- Promote imaginative risk-taking
- Give them the knowledge and skills to participate in, experiment with, invent and create their own works of art, craft and design

We want our pupils to investigate and evaluate a wide range of creative outcomes from the past and present to develop increasing understanding of the many disciplines within art, craft and design and how they shape our history and future.

### IMPLEMENTATION

We have used the NSEAD Parallel curriculum to help shape our decisions in our Art and Design Curriculum. Each unit of work has an on-going skills acquisition and development focus and will usually follow a specific learning sequence (not necessarily in the order shown):

- Generating **Ideas**
- **Making**
- Developing **knowledge** and understanding (of art and artists)
- **Evaluating**

In KS1, pupils will develop a basic level of understanding and technical skill in the processes of drawing and mark making, colour mixing and painting, forming, assembling/constructing and modelling, printing and pattern making, cutting, tearing, sticking and collaging. These will be taught together with developing the knowledge, skills and understanding to be able to engage in a process of self-expression and personal response.

Pupils in KS2 build on the skills acquired in KS1 so that, by the end of Year 6, they use a variety of tools and media with increasing control and self-confidence. They will learn how to develop their skills, knowledge and understanding through the key processes of drawing, painting, collage, printing & pattern making, textiles & sculpture. They will be taught about the formal elements of art including colour, line, tone, form, shape, space, pattern and texture. They will deepen their understanding of Art, Craft & Design in the world and the significance of these disciplines through history. Pupils are encouraged to explore their own artistic styles and discuss these with increasing confidence both through their own personal journeys and sketchbook explorations. Pupils are taught to use and develop their sketchbook as a personal reflection of developing skills, thought processes, ideas, explorations of the work of others – not an exercise book as used in other subjects. The sketchbook is an important part of the assessment process as it documents the thinking and creative actions of the pupils over time, from year to year as it transitions with the child. Teachers determine how and when to teach their designated unit of work, depending on materials and processes being used. For some, these lend themselves to being built up over a number of weeks in short (e.g. 1 hour) sessions. For some, longer blocks of 3-4 hours at a time are required to be able to give pupils the appropriate time to explore the possibilities and limitations/complexities of any given media. Feedback in Art and design is verbal, with a focus on encouraging self-evaluation and developing skills

Inspiring all to live *life in all its fullness\** so that we may look back with pride and move forward with confidence \*(John 10:10)

and knowledge. A clear progression document has been designed to consider all aspects of MIKE (making, ideas, knowledge and evaluation) and a summary of assessment capabilities (the 'look fors') – both of which are used to support decision making in planning for all units of work across a year group. As a trained art specialist (PGCE Art & Design), the subject leader is a member of the NSEAD, subscribes to Access Art and is a champion for the promotion of creativity and personal expression. The subject leader provides specialist training for staff as required and encourages all teachers to develop skills through their own sketchbooks alongside the pupils.

## IMPACT

An assessment framework is designed and used to support moderation of standards across the year group and across the school. Formative assessments help to determine individual attainment and progress over time and against end of year/Key Stage expectations.

Here at Ryhall CE Academy, we cherish opportunities to share our Art as a school. Therefore, we provide pupils with the opportunity to take part in displays, termly assemblies, competitions, cards designs and whole school projects e.g. Making Memories week, Fairtrade Fortnight (linked to other wider areas), Remembrance Week displays for the church and at the end of the school year an exhibition for parents/carers and local residents who will have the opportunity to purchase works of art.

Alongside this we also have our KS2 Arts Council which welcomes all pupils who enjoy any aspect of the visual (and performing) arts. This group of pupils works with the Headteacher (Art Lead) to ensure that the Arts have a high profile across the school (which led us to achieve the Artsmark Gold Award in 2019). Through the processes that Art & Design allows, e.g. opportunity for reflection and self-evaluation, exploration of skills, materials, tools and techniques, and individual expression, pupils develop a range of transferable skills together with what-is-hoped-to-be a wider appreciation for the Arts.

## Our Golden Threads

Subject Name: Art		Subject lead: Ms Katy Walker		Date 2022-23			
How do the following 'Golden Threads' work within this subject?							
CHRISTIAN VALUES		LANGUAGE RICH		KNOWLEDGE RICH		ACTIVE AND ENRICHED	
							
<b>This subject supports our Christian Values by...</b>		<b>This subject supports pupils' language use and acquisition by...</b>		<b>This subject provides pupils with rich knowledge by...</b>		<b>This subject allows for active and engaged learners by...</b>	
Developing <b>Trust</b> (alongside the character value of <b>Resilience</b> ), by giving pupils the opportunity to exhibit their work, on a class and school level – including to a wider audience of family and local residents.		Using subject specific vocabulary to describe Art, Craft & Design and embedding the use of this within lessons, through discussions and art appreciation.		Gaining new knowledge of how media and materials work together and how the use of the different elements can work together to have an impact on an individual.		Participating in their own assessment, so that they know how they are doing.	

Developing <b>Respect and Friendship</b> by teaching pupils how to discuss their ideas in art and evaluate the work of others to support personal development and progress.	Teaching pupils to use the correct terminology when describing tools, media and artists work.	Providing access to different art movements and styles across a child's learning journey – linking these to key dates in other subject areas	Providing pupils with the chance to learn through experimenting, practicing, refining and then exhibiting beyond the classroom and giving pupils time to realise their intentions.
Through the value of <b>Compassion</b> , to understand that art can be a personal reflection of an individual, not always made for the viewer to appreciate.	Giving pupil's the opportunity to link vocabulary acquisition in Art to other subjects – links across contexts, genres e.g. in History, Music.	Exposing pupils to a wide range of artists, movements, styles, processes and media and how art influences and enhances our lives on a daily basis.	Giving a purpose for outcomes e.g. to give enjoyment to others, illustration or exhibition, self-expression.