

Aims of the Art Curriculum:

We aim to deliver a high-quality art and design education which engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We hope pupils will be able to think critically and develop a more rigorous understanding of art and design. Pupils should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

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

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

How is the Art programme of study implemented?

The teaching of Art and Design across the school is based on the National Curriculum ensuring a well-structured approach to this creative subject. Across key stage 1 and 2, Art is taught through four specific areas of making:

- Drawing
- Painting
- Printing
- Sculpture

These areas are revisited through the school and across key stages to allow for progression and mastery. Each year group undertakes two topics over the academic year, but not necessarily as weekly lessons. By spending a term and a half on each topic, children are able to gain a deeper knowledge of how art is formed as well as practising and refining their artistic skills. Lessons consist of starter activities which focuses on an element of art: line, shape, texture, form, space, colour and value (tone).

Art and Design teaching and learning can be divided into three main areas:

- being introduced to, discussing and interpreting art forms
- becoming proficient in artistic elements and techniques linked to areas of making
- replicating and being inspired by artists to create their own art work

Year group	Topic 1	Topic 2
Year 1	<ul style="list-style-type: none"> ▪ Topic: Introduction to sculptures ▪ Area of art making: sculpture ▪ Artist(s) studied: Michelle Reader, Barbara Hepworth, Marc Quinn 	<ul style="list-style-type: none"> ▪ Topic: Exploring printing ▪ Area of art making: printing ▪ Artist(s) studied: William Morris
Year 2	<ul style="list-style-type: none"> ▪ Topic: Imagination through colour ▪ Area of art making: painting ▪ Artist(s) studied: Wassily Kandinsky, Claude Monet 	<ul style="list-style-type: none"> ▪ Topic: Portraits ▪ Area of art making: drawing ▪ Artist(s) studied: Pablo Picasso, Paul Klee
Year 3	<ul style="list-style-type: none"> ▪ Topic: The Rainforest ▪ Area of art making: painting ▪ Artist(s) studied: Henri Rousseau 	<ul style="list-style-type: none"> ▪ Topic: Cave art ▪ Area of art making: printing ▪ Artist(s) studied: N/A
Year 4	<ul style="list-style-type: none"> ▪ Topic: Greek theatre masks ▪ Area of art making: sculpture ▪ Artist(s) studied: N/A 	<ul style="list-style-type: none"> ▪ Topic: Desert and Tundra landscapes ▪ Area of art making: painting ▪ Artist(s) studied: Jonathan Harris, Paul Klee
Year 5	<ul style="list-style-type: none"> ▪ Topic: Portraits ▪ Area of art making: drawing ▪ Artist(s) studied: Frida Kahlo 	<ul style="list-style-type: none"> ▪ Topic: pottery ▪ Area of art making: sculpture and printing ▪ Artist(s) studied: N /A ▪
Year 6	<ul style="list-style-type: none"> ▪ Topic: Figures ▪ Area of art making: drawing ▪ Artist(s) studied: Keith Haring 	<ul style="list-style-type: none"> ▪ Topic: Landscapes and cityscapes ▪ Area of art making: painting ▪ Artist(s) studied: John Lowry, Georgia O'Keeffe, John Constable, Steven Wiltshire

In the Early years, Art and Design forms part of the specific area 'Expressive Arts and Design'. A combination of child initiated and adult led activities provide children with opportunities to use different media and materials to express their own ideas, explore colour mixing and the effect of colour, share their creations and explain the processes they have used.

How is Art assessed focusing on prior knowledge and progression?

The assessment process used within Art and Design enables the school to evaluate the progress that pupils are making, which then inform future planning. Children's knowledge and understanding of key artistic skills are tracked throughout school using the schools' formative and summative assessment systems.

Teachers use vertical plans that detail the progression of skills shown year-by-year within each topic. This ensures that teaching is not repeated and allows for children to build on artistic skills and knowledge acquired in previous years, thus deepening and embedding their understanding.

In years 1 – 6, every child has their own sketchbook which includes collections, ideas, experiments and the process involved in producing the final piece of work for each topic. These are passed up with children to

the following year group. We encourage children to treat their sketchbooks like journals so that their thoughts and learning are recorded in a format that they would like to use. This enables children to develop their independence and creativity. Children are given regular opportunities to comment on their own work, self-assessing their skills and style.

At Canterbury, we follow 'the Art journey' of a selection of children. This is achieved through keeping sketchbooks for these pupils from year 1 to the end of their primary education. Also, at the start of every academic year, every child creates an observational drawing of the same object so that progression can be tracked.

How do we ensure the Art curriculum is for everyone?

At Canterbury Cross, we strongly believe that Art and Design helps to develop a pupil's imagination, confidence and their ability to express their thoughts and feelings. Lessons are planned to facilitate the best possible outcome for all children within the class. We do not make the assumption that a child with Special Educational Needs in other curriculum areas will necessarily have particular difficulties with, or a talent for art, nor do we assume that children without any identified needs will not have any additional needs in Art. Lessons and activities are planned to include all children by using a range of approaches. This includes targeted questioning by teachers, use of equipment and resources and vocabulary banks to support verbal discussions.

How do we ensure key content is remembered as pupils move through school?

Due to the way the curriculum has been designed, vertical plans ensure key skills and knowledge are revisited and built upon across school. All lessons focus on the art elements (line, shape, texture, form, space, colour and value) along with the key areas (drawing, painting, printing and sculpture). This continued cycle provides opportunities for children to recap, refine and embed learning year on year.

Children's sketchbooks are a journey of their art experiences at school. Sketchbooks are carried over to the following year group and this also allows children the chance to remember previous learning by looking back at their own work.

How will the Art curriculum prepare children for the future and allow children to apply the key skills learnt?

The schools' Art and Design curriculum is rooted in providing our pupils with opportunities to be confident, expressive and imaginative. We hope that upon leaving Canterbury, our children continue to create art that helps them express themselves, whether it be through drawing, painting or any other form. By equipping our learners with the appropriate vocabulary from this age, they should be able to evaluate pieces of art by demonstrating a good understanding of how and why art is created. Children leave us with a deep understanding of key art skills and principles, and we believe that this will be advantageous for them in their future studies.

