



## **Art at St. Jude's**

### **Introduction to Art and Design**

'Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.' (Purpose of Study, National Curriculum 2014)



### **Curriculum Intent**

At St. Jude's, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. A vocabulary enriched curriculum that is thoroughly planned. Topics are sequenced to help build knowledge, skills and a range of techniques in Art. Progression is built in through topics like 'The Colour Theory', 'Elements of Art: drawing and sketching skills in the use of line, pattern, form, shape, tone, texture, light and space', 'Sculpture', 'Famous Artists and Designers'. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas.

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## **Aims**

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

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

## **Curriculum Implementation**

The teaching and implementation of the Art and Design Curriculum at St. Jude's Catholic Primary School is based on the National Curriculum and supported by a school written long term plan and medium term planning along with an accompanying set of knowledge organisers ensuring a well-structured approach to this creative subject. Knowledge organisers display key vocabulary and meaning, relevant visual information and key facts linked to each unit. They include prior learning and future learning so that links within topics are made and progress is mapped from EYFS to Year 6. Knowledge organisers also include 'Killer Questions' to focus learning for each topic. Our curriculum is designed to allow pupils to build on skills, disciplinary knowledge and a wide range of artistic techniques as they move through school. The children are taught Art in 3 termly units. Areas of study covered include Drawing, Painting, Printmaking, Collage and 3D Sculpture. Different painting and sketching styles such as pointillism, graffiti and the works of the Impressionist artists. The work of famous local, national and international artists are explored to enhance the children's learning.

## **Early Years Foundation Stage**

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary

## **Key stage 1**

Pupils are taught:

1. to use a range of materials creatively to design and make products
2. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
3. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
4. 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.

## **Key stage 2**

Pupils are 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.

Pupils are taught:

1. to create sketch books to record their observations and use them to review and revisit ideas
2. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
3. about great artists, architects and designers in history.

## **Curriculum Impact**

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills, disciplinary knowledge and processes specified in the relevant programme of study.

Each child will develop a sketch book in every year group within KS1 and KS2 to record their art work. Sketch books will be passed onto the following year group so that progression can be mapped. EYFS will collect and collate work samples in children's individual folders.

Mini-tests (Multiple Choice Quizzes) and other assessment activities take place throughout each unit of work in order to measure progress and attainment. These are recorded and evidenced in children's Learning Journal books. Continuous testing is part of the retrieval process for learning. Teachers use this information to inform future lessons, ensuring children are supported and challenged appropriately. This data can be analysed by class teachers to inform and address any trends or gaps in attainment.

Further information is gathered through pupil questionnaires, pupil interviews and work scrutinies to highlight strengths and achievement in Disciplinary Knowledge that still need to be embedded.

Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked using the Tapestry tracker system.

Age related expectation levels for Art are reported to parents at the end of the reception year through to year 6.



