
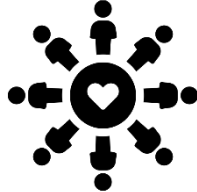
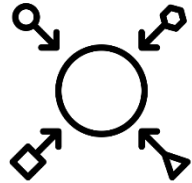




Curriculum Statement for Art and Design at Alder Grove CofE Primary School



Alder Grove
Church of England Primary School

		
Community Centred	Proactive Citizenship	Inclusive Education

Intent

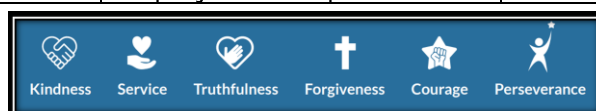
Alder Grove CofE Primary School aims to enrich, inspire and challenge pupils and their creativity. We, as a school, strive to ensure that children are equipped with the knowledge and skills they need to experiment and create with confidence. Children will be introduced to a range of artists who help to develop an understanding of their own and different cultures. Pupils will evaluate and analyse creations using the language of art and will learn how to be expressive and imaginative in their own work. Our curriculum will build upon children's prior experiences, developing deep roots, through a sequence of lessons which develop from EYFS to the end of KS2. These lessons will involve the use of high-quality equipment which offer a range of opportunities to learn and master artistic skills.

Implementation

To ensure that we offer high standards of teaching and learning, our curriculum in Art and Design is progressive from EYFS to the end of KS2. We follow the National Curriculum and ensure that creativity flourishes at Alder Grove. We provide opportunities to inspire, engage and challenge our pupils. Our curriculum is knowledge and skills based and is taught in all year groups. In EYFS, art is explored through adult led sessions and child-initiated play. Children are introduced to new equipment and are taught the foundations of creativity and experimentation. This is then built upon throughout KS1 and KS2, where children learn to refine skills, processes, and techniques. All children are provided with a high-quality sketchbook which will move up with them through the school.

Below is a table which outlines the Art and Design statements from Development Matters and the National Curriculum:

EYFS	KS1	KS2
Explore, use and refine a variety of artistic effects to express their ideas and feelings.	To use a range of materials creatively to design and make products	To create sketch books to record their observations and use them to review and revisit ideas
Return to and build on their previous learning, refining ideas and developing their ability to represent them.	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	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]
Create collaboratively, sharing ideas, resources and skills	To 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.	To learn about great artists, architects and designers in history.
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The children are introduced to a breadth of different artists who contribute to the exposure of history and different cultures. They are chosen to support the teaching of new skills, to experience different types of art and to see change in art through time.

Intended Impact

The structure of the art curriculum ensures that children are able to develop their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work. The consistent use of children's sketchbooks means that children are able to review, modify and develop their initial ideas in order to achieve high quality outcomes. Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective. The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing and progression between year groups. This also supports children in achieving age related expectations at the end of their cohort year.

Assessment

Assessments of the children's knowledge and understanding will be ongoing throughout the year. Assessment will include observations, discussions and written outcomes. A summative assessment of whether a child is working at age related expectations plus their attitude to learning Art will be reported to parents/carers in a written annual report.

