



Art Curriculum Statement

“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.”

Quentin Blake, Children’s Laureate

Intent

At Woolhampton we value art as a subject, as well as a way of developing creative thinking and expressing thoughts and feelings in a safe and appropriate way. Our intent is to ensure all pupils produce creative, imaginative work whilst learning the knowledge and skills embedded in the Art Curriculum. Children will have the opportunity to explore their ideas, record their experiences and evaluate them. Each child will take ownership of a sketchbook in which the motto ‘Making mistakes is how we learn’ will be embedded. Children will use these sketchbooks to explore, experiment and take risks without the fear of getting it wrong.

Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will explore the work of others and develop their knowledge of artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their wellbeing.

Implementation

At Woolhampton, the Art Curriculum consists of:

- Dedicated art lessons taught over a period of time that allow the children to progressively develop their art knowledge and skills. We aim to teach art as a distinct subject in a skills-based manner with a clear sequence of lessons taught regularly throughout the year.
- Inspiring lessons that can be stand-alone skills-based or linked to topics and other curriculum areas. Whilst lessons will mostly be taught in a skills-based regular/weekly manner, lessons may also be ‘blocked’ and taught in more intensive units so that links to themes or projects can be made, ensuring opportunities for cross-curricular links and flexibility for wherever the children’s interests may lead us.
- A specific series of lessons for each year group, provided by the subject leader, which offers structure and suggested activities/resources to enable teachers to feel confident in progression of skills and knowledge and ensure that outcomes have been met. The lessons suggested build on the knowledge and skills developed in previous years. They aim to develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. These lessons are by no means to be used exclusively but can be used to support planning or adapted to suit the needs and interests of the children.
- Exposure to a wide variety of media that allows opportunity to experiment, make mistakes and develop a range of skills.
- Inclusive lessons that ensure a broad range of artists from a range of genders, socio-economic backgrounds, nationality and races are studied.
- Activities that are appropriately differentiated to enable all children, including those with SEND, to make progress.
- Regular revisiting and recapping of key knowledge, skills and vocabulary throughout each year group to ensure that learning is embedded and further developed.



Impact

Success in art is attainable for all. Children will make and embrace mistakes as a way of learning. They will be able to look back through their artwork and sketchbooks and clearly be able to see their progress from varied starting points and feel proud of what they have achieved. Children will begin to use technical vocabulary accurately and be able to demonstrate the skills and processes they have learned. They will become confident in analysing their work and giving their opinion on their own and other works of art. They will show resilience and perseverance by continually evaluating and improving their work, and they will show respect towards other people's work and differing opinions. All children will be able to speak confidently and positively about their art and design learning.