



Art and Design Curriculum Statement

Our Curriculum Drivers:

Our C.L.E.A.R curriculum drivers are:

- CARE We treat each other and property with respect
We keep ourselves physically and emotionally safe and healthy
- LEARN We know learning helps us grow by doing and knowing more
We learn and challenge ourselves in different ways to reach our goals
- ENGAGE We value and enjoy all learning opportunities and experiences
We are proactive members of our learning communities
- ACHIEVE We set high expectations of ourselves and always give our best
We take pride in all we do and celebrate all our efforts
- REFLECT We embrace our next-steps in learning
We find ways and seek to do things better next time

Our curriculum is implemented through;

An **EPIC** approach to learning;

- Enquiry-led - children are active partners in their learning.
- Purposeful - learning is meaningful and there is an end goal.
- Innovative - learning is personalised to meet children's needs.
- Challenging - the pitch, pace and standards of learning are right for each individual child.

Curriculum Intentions:

At Foxhills we aim for our children to become proficient artists, designers and craftspeople who are able to explore and experiment creatively in the world around them. Being equipped with a range of artistic knowledge will help the children to understand Art from the past, present and future. When learning about the media, techniques and elements of Art, we encourage the children to develop their creativity alongside the acquisition of powerful knowledge. Powerful knowledge refers to the knowledge the school has identified as being the most crucial content that all children must learn in Year R, 1 and 2 to ensure they meet the milestones at end of Early Years Foundation Stage and Key Stage One. Teachers of Art will consistently promote self-expression and experimentation.

Our Art and Design concepts are:

- Inspiration
- Exploration
- Creativity

At Foxhills, the characteristics of an effective artist, designer and craftsperson include:

- An ability to explore ideas and experiences in the world around them
- An ability to ask questions and make links between different types of Art
- An ability to plan and reflect on their own work
- Demonstrate mastery in the use of tools and techniques
- An ability to produce creative work as a result of inspiration and exploration

Curriculum Implementation

How is the art and design curriculum organised?

The art curriculum begins with the concept of Inspiration for children in our Early Years Foundation Stage (EYFS). This is because children of this age and developmental stage are naturally curious, and starting school for the first time, exposes them to a new environment, new people, new experiences and opportunities to discover. Whilst absorbing new surroundings, exploring and investigating, children will naturally gather inspiration for art and use the skill of drawing to express themselves. Adults support children to interpret this information and encourage them to talk about what they have created, what they have learnt, and what they have understood. As the Autumn term progresses, the children engage in the concept of exploration while learning about colours and how they can be changed. Opportunities to learn in these ways prepare children to think like an artist, and as the year progresses, adults draw on this knowledge and support children to use it as a skill in lessons about expressive arts and design. During the spring term, children learn the concept of creativity. This includes becoming purposeful in the placement of their art within a page, focusing on pattern, shape and space through the skill of printing. Throughout the summer term, children have the opportunity to revisit these concepts further, practising and developing their understanding, and are supported to make connections in preparation for year one.

As children move to Year One, they continue to learn the concept of Inspiration focussing on drawing for the duration of the autumn term one. This builds on from what they have learnt in EYFS as they use a range of tools to create drawings. Year One children build on their prior knowledge and learn what line and tone are. The children learn what an Illustrator is and focus on the work of Quentin Blake. This knowledge is then used as a skill – the children practise their drawing skills developing their use of line,

tone and space. Through the learning journey the children are encouraged and supported to use their imagination and share their ideas through drawing. Starting the Year One curriculum this way allows children to use drawing in other areas of the curriculum empowering the children with choices in how they present their learning. For example drawing diagrams of animals to show their understanding of physical features. In the Spring term the children revisit the Year R concept of creativity. All concepts that are encountered in KS1 are revisited from Year R. New learning introduced for year one is changing colour tone by making it lighter or darker. The children use this skill to create their own prints inspired by the work of Andy Warhol. Finally in the Summer term children go back to exploration, this time the learning is imbedded within textiles and children use their knowledge of colour, patterns, and texture to produce a product using weaving.

Task design in year two supports children to apply their knowledge as skills; tasks focus on children deepening their understanding of concepts that they have already learned. In the Autumn term Year 2 revisit Quentin Blake and the critical knowledge of different drawing tools. The children then build upon that knowledge by learning a range of techniques in using colour as well as being introduced to a range of artists. This knowledge has been used as a skill by practising using lines that are fit for purpose and be able to use tone purposefully. The children begin to gain an appreciation for how different artists use line, tone and space and compare illustrators' styles.

From the beginning of the EYFS, our art curriculum begins with the concepts of exploring and using media and materials as well as being imaginative. Children need to understand art is all around them in order to be able to answer questions and talk about what they have seen. Once they begin to show they are more confident with using tools and materials, they will be asked to demonstrate their skills in a variety of application tasks. This continues through KS1; fundamental skills and concepts are revisited as we aspire every child to get better at art and design during their time at Foxhills. Getting better comes from regularly revisiting knowledge and applying it in new or different contexts because it aids children in connecting new information to an existing schema. This strengthens children's memory. Acquiring the characteristics of effective learning also supports our children at getting better at art and design.

Our curriculum's for art is organised to ensure children have the opportunity to repeat, practise, recall and retrieve key knowledge in different ways. Concepts are taught in a progressive sequence; with each concept building on what has been taught before. The curriculum has matched media and techniques with elements of Art:

- Drawing: LINE & TONE
- Painting: COLOUR
- Printing: SHAPE & PATTERN
- Collage: SHAPE, SPACE & TEXTURE
- Sculpture: SHAPE & FORM
- Textiles: TEXTURE

How are art tasks designed?

Proficiency in Art and design comes from acquiring knowledge, conceptual vocabulary and the characteristics of effective learning. Knowledge, vocabulary and the characteristics of effective learning inform all task design. Within each lesson, knowledge and associated vocabulary are selected for emphasis and thoroughness. Lessons are never in isolation. Learning journeys are used to ensure all lessons fit within a sequence so teachers know what has gone before and what comes next. Learning journeys enable teachers to purposefully position knowledge to build on previous and subsequent teaching.

Which skills of knowledge can children not access the rest of the curriculum without?

Knowledge needs to be transferable and for that to happen, children need to be curious about creativity and expression around them. Therefore, children need good communication skills, broad and varied vocabulary, the ability to make sense of what they have seen, be able to critically analyse art and use their retrieval skills in order to access the rest of the curriculum.

Teaching for Progression

Systematic repetition of the most crucial content is the rationale for learning journey planning. Our research has supported us in understanding that repetition and retrieval are very effective in getting information into children's long term memories. Our learning journeys support children in acquiring, consolidating and using knowledge in different ways. *Learn, practice and apply* facilitates this. These approaches enable children to repeat crucial content across a sequence of lessons at their own pace. Retrieval tasks are used to develop and strengthen children's memory. Rocket challenges ask children to recall previously learned concepts and reconstruct information every time it is revisited.

What does Art and Design look like across the curriculum?

At Foxhills, we feel passionately about improving children's drawing skills. Each year, children are explicitly taught drawing skills during one half-term's unit of work. Opportunities to use drawing in order to plan, design and experiment, is encouraged alongside other art domains including: painting, collage and printing. We recognise drawing is easily accessible and can be used in cross-curricular ways too. Teachers plan to use drawing in a range of other subjects including: Literacy, Maths, Science, RE, History, Geography and RSHE. Wide drawing opportunities allows pupils with SEND to share their ideas and verbally explain their knowledge and thinking.

Our recognition that knowledge precedes and facilitates creativity means that in all subjects, children are provided with crucial knowledge, often through the use of first-hand practical experiences, as well as using appropriate secondary resources, such as books, photographs and videos to support children's learning. Through our learn, practise and apply approach to lesson delivery children have opportunities to develop their understanding of different art skills.

Provision for SEND

All children receive quality first teaching of Art and Design. Teachers and assistants are responsive to pupils in lessons who are not showing an understanding of techniques and concepts. Cutaway and re-teaching methods are used to target students accordingly. Children who are on SEND plans may require additional support in some Art and design lessons. Tasks are designed to support children with barriers to learning for example the needs of pupils with poor fine motor skills or language and communication difficulties. Some children may require adult support during tasks or be given extra time to complete tasks.

What are the typical barriers for children in Art? How can these be overcome?

- Literacy/language skills – being able to access resources and record own ideas
- Numeracy skills – being able to use measuring tools accurately (e.g. rulers)
- Preconceived notions
- Religious beliefs that oppose creative arts
- Conceptual misunderstandings
- Vernacular misconceptions (artistic words having different meanings to those used in everyday life)
- Factual misconceptions
- Preferred learning styles

Provision for Greater Depth

Pupils who demonstrate mastery of the milestones will be tracked carefully to ensure they continue to make progress. Teachers working in EYFS are familiar with the expectations of Art and DT at Key Stage One and can adjust their classrooms accordingly. Through continuous provision, activities can be designed to support greater depth learners by providing them with learning experiences that meet KS1 milestones and national curriculum expectations. These children can be challenged through the use of further art tools and exposure to techniques used by famous artists, designers and craftspeople. Children can imitate and innovate artists' styles and show understanding of the subject with appropriate vocabulary. Key Stage One pupils will be encouraged to demonstrate mastery of artistic techniques for a variety of purposes. They will be encouraged to use innovative artistic practises in class and show creative approaches to the use of tools and materials. Expectations of drawing skills will be consistently high across other subjects.

Curriculum Impact

The effectiveness of our Art and design curriculum is measured by children remembering crucial knowledge and developing the skill of deploying this knowledge in different ways; this is how we define knowing more and doing more at Foxhills. Therefore, a typical child will be able to make use of the knowledge and skills acquired in Art to offer explanations, follow instructions, observe and reflect on outcomes.