

St Luke's Halsall – Art Curriculum



INTENT

At St Luke's C.E. Halsall Primary School we offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. 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 also develop their knowledge of famous 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 personal, social and emotional development. This progression grid can support any subject leader or teacher of art to ensure progression of skills and knowledge.

Art and Design contributes to the development of the whole child emotionally, aesthetically, physically, socially and cognitively. It provides all children with the opportunity to express themselves imaginatively, creatively and develop their understanding of, and respond to the world around them. Pupils are exposed to many visual, tactile and sensory experiences. St Luke's Halsall CE Primary School enables pupils to become involved in, enjoy and appreciate the visual arts and how it can enrich their personal lives. They learn the part that art and design plays in their own and others' lives, in contemporary life and in different times and cultures. Their own art is celebrated through display and exhibitions.

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.

In Key stage 1 pupils will be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- 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.

In Key stage 2 Pupils will be 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 will be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects, and designers in history.

EARLY YEARS

The EYFS learning and development requirements comprises of the seven areas of learning and development, the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year, and the assessment requirements, is available to support providers in their delivery of the EYFS learning and development requirements

At St Luke's, we use the non-statutory Development Matters to support our delivery of our curriculum.

There are seven areas of learning and development that shape the early years curriculum. All areas of learning and development are important and inter-connected. Art in the Early Years will be taught via Expressive Arts and Design.

Throughout their time in the Early Year's, we aim for the children to develop their imaginations, creativity, and their ability to use media and materials. The curriculum is designed to allow for the progression of pupil's skills. Activities will be provided which enable an open-ended, playful exploration of materials, processes, and ideas, which in turn nurture dexterity skills, promote an early understanding of visual literacy skills, and begin to build the child's confidence in their ability to make a personal, creative response to a stimulus.

Three and Four-Year-Olds

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Children in Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

ELGs

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Implementation

The teaching and implementation of the Art and Design Curriculum at St Luke's Primary School is based on the National Curriculum in KS1 and KS2 and Development Matters in EYFS and are both linked to topics to ensure a well-structured approach to this creative subject. We teach a skills-based art curriculum, which allows the children to express their creative imagination as well as providing them with the opportunities to practice and develop mastery in the key processes of art. This is supported through the studying of key artists and the development of a knowledge of their work. Also, in our curriculum, important links have carefully been made to help the children see the integral role art plays in our everyday lives, our community, in history and the wider world. Art is taught through an effective sequence of lessons. We ensure that progression is being made in children's skills and knowledge of drawing, printing, painting, colour, sculpture, texture, and pattern, by following a skills progression document. In EYFS the children have daily access to a variety of media and materials which they can explore to produce their own creative work. Provision is carefully planned to suit the interests of the children, whilst developing the necessary skills they are working on. Through on-going observations of the children, the adults have an in-depth knowledge about each child's development. This ensures that the adults facilitating learning know each child's next steps and can give the children the learning opportunity and experience they need to develop their skills in art. We place high importance on EYFS, as we know this provides the fundamental base for all learning. It is then in KS1, where the fundamental skills are developed and we look for any gaps in the children's skills, so that we can close any gaps at an earlier stage. By upper KS2, we aim for the children to use all the skills and knowledge that has been built upon year after year, to apply it to a variety of media and materials. KS1 and KS2 both use sketchbooks to document their art learning journey, they are given time with their sketch books to practise new skills before applying them to create a new piece of artwork. We also take pride in displaying the children's artwork as well as great artists and architects, around the school and hope to encourage the children to develop a language for art through discussing the artwork we expose them to.

ASSESSMENT

To ensure consistency, all year groups will be assessed based on the curriculum statements made available on Sonar. All teachers ensure that the information is regularly updated on the system to ensure that pupils' progress is charted on a termly basis. This is monitored by the Art lead. Pupils work is evidence either in their sketch books, photographs or in EYFS, the children's Learning Journeys.