

# St Mary Magdalen's RCVA Primary School

## Art Curriculum Statement

*"All children are born artists; the problem is to remain an artist as we grow up." — Pablo Picasso.*

### **NATIONAL CURRICULUM PURPOSE OF STUDY**

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#### **THE NATIONAL CURRICULUM STATES THAT:**

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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.

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 addition, at St Mary Magdalen's we ensure that our children have the opportunity to visit local galleries and work with local artists. We collaborate on community art projects and provide enrichment opportunities for art.

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#### **NATIONAL CURRICULUM REQUIREMENTS FOR SUBJECT CONTENT AT KS<sub>1</sub>**

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Pupils are taught to:

- 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.

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#### **NATIONAL CURRICULUM REQUIREMENTS FOR SUBJECT CONTENT AT KS<sub>2</sub>**

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Pupils should 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 are taught to:

- 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.

## **CURRICULUM INTENT**

At St Mary Magdalen’s Primary School, we believe that the arts are an integral part of children’s education. We recognise the vital role they play in developing creative and inquisitive individuals and have carefully planned our art curriculum to motivate and challenge all learners in a stimulating, enjoyable and secure environment. We value the uniqueness of all our pupils and actively encourage them to express their individual interests, thoughts and ideas.

Teaching of the arts is delivered through a cross-curricular approach and links strongly with our creative curriculum topics. Children develop a range of skills through drawing, painting and sculpture and build on these throughout their journey in school.

We take full advantage of our local heritage whilst also creating opportunities for children to appreciate and learn about art from different cultures, styles and periods in time. We aim to promote high-levels of self-esteem among all our pupils and celebrate their success and progress by displaying their artwork throughout our school, parish and wider community (e.g. by exhibiting artwork in a local gallery).

## **CURRICULUM IMPLEMENTATION**

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### **SEQUENCE**

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Art is a foundation subject in the National Curriculum. Our school uses the objectives from the curriculum as the basis for the planning in Art. Planning is progressive and begins with basic skills and techniques which are then applied and practised in a range of contexts, with increasing demand and complexity.

In Key Stage 1, children are taught about art and crafts from different cultures. They are taught how to improve and experiment with their drawing, painting and sculpture skills. They acquire knowledge of key vocabulary linked to art and can recognise the work of several significant artists.

In Key Stage 2, children expand in this to further develop their skills and techniques as well as using their vocabulary and knowledge to make their own judgements and give opinions about what they like in art and design. They learn to explore art and experiment in their sketchbooks and they compare artists and designers, thinking about their historical and cultural context.

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### **TEACHING & LEARNING**

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We teach and promote art and design with our children in the reception class as an integral part of their work. We relate this to the objectives set out in the Early Learning Goals, which underpin the

curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, creativity and control in the way they mark make and create physical pieces of art e.g. through access to natural resources for creating pictures, through teaching control of pens and paintbrushes and through having access to drawing and construction materials within the EYFS environment. We give all children the opportunity to undertake art and design activities both indoors and outdoors, using a wide range of resources to support specific skills.

All KS1 and KS2 children (Year 3-6) are taught art each term. We follow a scheme of work, from Kapow Primary, which is closely linked to our curriculum topics and features discreet teaching of the formal elements of art (line, shape, tone, texture, pattern and colour) and art & design skills, as well as offering opportunities to explore a broad range of inspiring arts and craftspeople. Teachers have the flexibility to block sessions or spread them out using their professional discretion to decide how pupils will work best. In order to best retain knowledge acquired, key facts and vocabulary are regularly revisited and outlined on our school knowledge mats.

Pupils are given the opportunity to practise and refine their art skills through activities on their homework grid.

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## **EXTRA CURRICULAR ART OPPORTUNITIES**

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At St Mary Magdalen's, our children are given regularly opportunities to engage in art and craft activities within our after-school provision.

In 2018, we became part of the 'Where did all the animals go?' Project. This provided an opportunity for our children to work alongside local artist, Jane Lee McCracken, to produce some large-scale biro drawings which were exhibited at the Thought Foundation Gallery in Birtley. The children have continued to support the project by submitting their drawings to an online postcard gallery during a period of home learning in 2020 and are looking forward to producing an art mural for The Great North Museum in Newcastle this academic year.

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## **SPECIAL EDUCATIONAL NEEDS | MORE ABLE, GIFTED & TALENTED**

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All lessons are tailored to the needs of the children in the class. Teachers model activities as well as providing different levels of difficulty to support less able pupils and lessons are adapted to be inclusive of physical disabilities. Quality first teaching strategies aim to include all pupils. Any significant concerns are raised in SEND termly meetings and we monitor pupils with recognised gross and fine motor difficulties and visual perception. We extend more able pupils by asking them to self-evaluate and improve aspects of their work with increasing independence and guide them towards clubs in school for enrichment.

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## **SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT**

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The teaching of art offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons in collaborative pieces and in commenting on one another's' work. We celebrate and share our work through displays, local art exhibitions and online.

We recognise our role in challenging race and gender stereotypes within art and our curriculum offers pupils the chance to celebrate the work of artists of different ethnicity, gender and background.

Art and design gives pupils the opportunity to reflect on different cultural influences, styles and explore the ways cultures and periods in history are represented.

## **CURRICULUM IMPACT**

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### **ASSESSMENT & RECORDING**

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Teachers assess children's work in art through discussion and support within the lesson. We recognise that each pupil's work is their own and therefore, teachers do not make any marks on a pupil's work either on paper or in sketchbooks. The exception to this may be a comment or question on a post-it-note to prompt a pupil to think or reflect in an evaluation. Concerns about pupil performance in art may be discussed with the SENCO or Subject Leader. Pupils showing particular strength and skill or who show enjoyment of art are signposted to art clubs in school.

At the end of the year, the class teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

We adhere to the belief that "*All children are born artists*" and as such do not want to instil the idea that some children can do art and others can't. We recognise effort, progress and determination and offer advice on how to improve, highlighting the strengths and weaknesses and encouraging progression for all pupils.

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### **MONITORING & REVIEW**

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The monitoring of the standards of children's work and of the quality of teaching through monitoring planning, lessons and pupil voice in art is the responsibility of the Subject Lead and Head Teacher.

The work of the Subject Lead also involves supporting colleagues in the teaching of art, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Pupils and staff also have opportunities informally and more formally to make suggestions e.g. through questionnaires and in curriculum staff meeting time.

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### **EXTERNAL VERIFICATION**

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Consultation with local schools through "Sea-links" in October 2019 has informed end points in our development of the curriculum for 2019-20. Allowing pupils to choose and explore media with some independence and prioritising observational work using pens, pencils and other drawing media were highlighted as areas of focus.

Links with County Durham Art Coordinators and our local high school have also helped to inform our priorities and areas of development for staff. St Bede's often visit our school to work with our children in the lead up to their transition.

In 2018, our pupils worked with a local artist, Jane Lee McCracken, to exhibit a range of biro drawings to raise awareness for endangered animal species. The drawings were exhibited at Thought Foundation in Birtley and the 'Where did all the animals go?' project is still ongoing. As a co-founder of the project, our school subject lead has been able to make further links with other teachers and subject leaders in the North East, as well as local galleries and museums e.g. The Baltic and The Great North Museum.

