



Art and Design at St Jude's Church of England Schools Federation



Excellence in education, kindness in the community, courage through faith.

Intent:

At St Jude's C of E Schools Federation, our Art and Design curriculum is designed to engage and inspire all children while developing and fostering creativity. Through enriching and purposeful lessons, our pupils are equipped with the knowledge and skills necessary to experiment and develop their own artistic skills. While at St Jude's children use a range of different mediums to become proficient in: drawing, painting, sculpting, collage and printing. Our art and design curriculum teaches the children about great artists, architects and designers through history giving the children a better understanding of how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. At our school, art is accessible for all children; they are challenged and given the support to reach and succeed their full potential enabling them to become creative thinkers and learners.

Implementation:

Our classes are taught in mixed age year groups on a two-year rolling cycle (A and B). Our projects are carefully planned and this ensures that all areas of the art and design curriculum are taught.

The teaching of our Art and Design curriculum follows the aims and subject content set out in the National Curriculum. Across Key Stage 1 and 2, we use Cornerstones Maestro as a tool to support the implementation of Art and Design. Cornerstones Maestro is an aspirational project-based approach and supports our delivery of a progressive curriculum.

Our curriculum develops children's skills and knowledge of visual elements, art forms, artists and art movements. Projects are placed alongside other subject projects where there are opportunities for making meaningful connections. For example, Beautiful Botanicals has been placed in the same teaching sequence as the Science project Plant Nutrition and Reproduction. Where possible, projects with similar materials are spaced out to have as little strain on resources as possible. For example, in Key Stage 1, clay work is taught in different terms. Seasons are also a consideration for the placement of art and design projects. For example, if children are required to work outdoors, these projects have been placed in either the latter part of the spring or summer term.

Across Key Stage 1 and 2, each autumn term always begins with essential skills and knowledge projects. In Key Stage 1, these projects enable children to be introduced to and then revisit colour mixing and the colour wheel with plentiful opportunities for the children to explore primary and secondary colours and hues. In Lower Key Stage 2, children build on their previous understanding of colour and further develop their expertise by studying tertiary, analogous and complementary colours with many opportunities for the children to explore warm and cool colours. With Upper Key Stage 2 building on their previous understanding of colour theory and develop further expertise with colour by studying tints, shades and tones and more complex colour palettes. The benefit of having these at the start of the school year, means children can refer to this learning throughout other projects.

Lessons are taught following the Cornerstones Maestro 'Engage, Develop, Innovate and Express' structure which helps to:

- Hook the children into the new topic
- Teach core knowledge, skills and vocabulary
- Make meaningful links
- Express their own creativity
- Evaluate their work and the work of others
- Evaluate their knowledge
- Develop a sense of pride as they showcase their work

Aims of the National Curriculum

- ♣ 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.

Key Stage 1

Pupils should 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.

Key Stage 2

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 should 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.

Impact:

By the end of their St Jude's school journey, we want pupils to have learnt, improved and embedded a range of artistic skills and developed a rich and deep subject knowledge. We want children to have fun, be proud of their work and discover things in art that they wouldn't have otherwise; opening up opportunities as they head into KS3.

Through ongoing formative assessments teachers are able to adapt teaching and learning to meet the needs of their class. Summative assessments after each project provide a final evaluation of the children's skills and knowledge.