



## Art and Design at St Wilfrid's CE Primary School

### Curriculum Rationale

At St Wilfrid's we aspire to allow all children to experience an art curriculum that develops not only skills and knowledge but a love and appreciation for the rich depth of cultural heritage that art promotes. Children will experience a curriculum that values each child as an artist where they are not judged but become self-reflective learners free of the constraints of failure whilst learning the key skills to become confident, creative, proficient and analytical artists.

### Curriculum Content and Sequencing

In EYFS, the children are exposed to a wide range of art and design techniques through the continuous provision learning environment as well as cross-curricular activities. They are taught how to cut, hold a paintbrush, blend colours and join materials as well as manipulate malleable materials such as salt dough. In Years 1 - 6 specific skills to ensure there is full coverage of a range of areas of art, have been identified. These include: drawing (pencil, pen and ink), paint, sculpture, printing, collage (paper and fabric) as well as architecture and design. Each area of art is repeated several times as they move through the school to build up and reinforce the skills and knowledge they have acquired. This enables pupils greater freedom to generate ideas and use their sketchbooks to develop their own artistic identity.

### Cross Curricular Links inc. SMSC

History – great artists who inspired others and responded to changes in history. Timelines, dates.  
Maths – pattern and form.  
Computing – using ICT to create artwork and research movements and artists.  
Literacy – as a starting point for writing  
Drama and Speaking and Listening – opportunities to reflect, discuss and personify figures in artwork  
Awe and wonder – an appreciation for the arts and challenges overcome by well-known artists .

### Big Ideas

To know about a range of artists, including classic, female, contemporary and global majority artists and sculptors.  
To recognise the impact and voice of art in communicating views, opinions and messages through analysis of artist's work, and their own.  
To recognise art as more than painting and drawing, and be able to use the skills learnt to experiment and create personal responses to given stimuli.

### Progress and Assessment

Every child has their own sketchbook which shows the progression of skills which have been built upon during a component of learning.

Children participate in self and peer reflection of their final pieces and teachers also offer constructive feedback. Teacher assessment is made against the key knowledge for the component of learning studied, recording this information on a class sheet indicating the percentage of pupils working towards, at or above the expectation for their age. Teachers identify why a judgement below or above the expectation has been made and identify areas for whole class development which can be feedback to pupils.

Planning has been crafted by the Art and Design lead to ensure progression of skills from Foundation to Year 6. Sketchbooks are monitored by the Art and Design lead.

### Support and Training

Opportunities for shared planning and teaching across school.  
Components of learning planned by Art and Design Lead, offering a starting point for lesson delivery.  
CPD available through subscription to Access Art.  
Well-stocked resource cupboard containing quality materials and as well as resources for specific techniques e.g. screen printing.  
Whole-school display space to celebrate achievements.  
Sessions lead by external providers.

### Culture of Opportunity

Visits by artists.  
Visit to museums and galleries (Nottingham Castle, Mansfield Museum, Yorkshire Sculpture Park).  
Participation in competition: Spirited Arts  
Work displayed in public places and social media e.g. Instagram, facebook, local church.