



Clutton Church of England Primary School



Art Statement

Intent

Art, craft and design embody many 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. At Clutton Church of England Primary School, we aim to create lifelong learners with a passion to learn and achieve.

Implementation

Art is taught through a combination of practical and theory lessons, encouraging children to plan and discuss their work before 'having a go' themselves. Key skills such as evaluation, reflection and investigation are developed across our curriculum. Lessons are planned in such a way that children can apply their knowledge in thinking/problem solving contexts, aligned with the national curriculum. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified skill. Progression maps are followed for each subject; showing how each curriculum area will be covered alongside links to other curriculum areas, topics and skills.

Impact

At Clutton Church of England Primary School, we strive to provide our children with the skills to equip them for life. We encourage all pupils to 'REACH' by developing their resilience, engagement, ambition, creativity and encouraging them to make healthy life choices. An inclusive and exciting Art and Design curriculum will equip our children with the skills to use materials and techniques to experiment, invent and create their own works of art, craft and design. Independent and engaged learners will be well prepared for the next stage of their education, building on skills already learned. Children will leave Clutton Church of England Primary School with high aspirations for their own future, and a desire and curiosity to learn more.

Art in the Early Years

As part of the Early Years Foundation Stage curriculum, pupils should be taught to:

- safely use and explore a variety of materials, tools and techniques;
- experiment with colour, design, texture, form and function;
- learn about the work of artists, making links to their own work;
- learn about media and materials in original ways, thinking about uses and purposes;
- represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Art in Key Stage One

Key Stage One pupils should be taught to:

- use a range of materials creatively to design and make products;
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- learn 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.

Art in Key Stage Two

Key Stage Two 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;
- create sketch books to record their observations and use them to review and revisit ideas;
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay);
- learn about great artists, architects and designers in history.

Equal Opportunities and Inclusion

Through the school's REACH acronym, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for and all pupils are entitled to access the art and design curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility and reasonable adjustments are made when needed, as well as to provide appropriate challenge to different group of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- observing children at work, individually, in pairs, in a group and in class during whole class;
- teaching using differentiated, open-ended questions that require children to explain and unpick their understanding of ideas and techniques;
- providing effective verbal feedback;

British Values and Christian Distinctiveness

As a Church of England School, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and follow our three school rules: 'Be kind, be safe, be respectful'. As a friendly and welcoming primary school in Clutton, our children learn about British Values like respect, tolerance, democracy, liberty and law. We appreciate and celebrate diversity through the teaching of stories, values and celebrations from a variety of faiths and cultures.