



## Stowford School

### Curriculum Statement for Art and Design



#### Intent:

The Stowford Curriculum for art and design aims to ensure that all children:



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.



#### Implementation:

Our Art curriculum is organised into blocks with each block covering a particular set of artistic disciplines, including drawing, painting, printmaking, textiles, 3D and collage. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their Primary journey at increasing degrees of challenge and complexity.

Children are taught:



to use a range of materials creatively to design and make products



to use drawing, painting, textiles, print making and 3D 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.



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 and designers in history.

Central to the learning modules are activities designed to develop pupils' oracy and vocabulary skills to enable them to use artistic language meaningfully when talking about their work and the work of others.

### **Assessment:**

The assessment of pupils is formative based on pupil outcomes and questioning from each lesson. The best form of assessment in art is in-action, while pupils are working. This helps us to understand pupils' development as artists, rather than their ability to produce a prescribed end outcome. By encouraging pupils to articulate their thinking and reflections, we can understand which aspects of artistic development they may require additional teaching in and reshape teaching to support this.



### **Impact:**

The art and design curriculum engages, inspires and challenges children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As children progress, they develop the ability to think critically and develop a more rigorous understanding of art and design. They will have learnt how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.