

Gillespie Primary School



Curriculum Intent, Implementation & Impact Art & Design

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Curriculum Intent

At Gillespie Primary School we value art and design as an integral and important part of our children's broad and balanced education. We agree with the national curriculum view that *'Art, craft and design embody some of the highest forms of human creativity'*. Through our curriculum we aim to engage, inspire and challenge children, equipping them with the knowledge and skills to participate in, experiment with, invent and create their own works of art, craft and design through developing their understanding of the visual language of art (line, tone, colour, texture, shape, space, pattern and 3D form). Children will be empowered to think creatively and critically through effective teaching and considered sequential lessons which build upon skills and experience in a progressive manner. We want our children to adopt a growth mind set – whereby they realise that they are all able to mark make and be creative, confident & pleased with their art outcomes. They will investigate and evaluate a wide range of creative outcomes and a diverse range of artists from the past and present to begin to develop an understanding of the many disciplines within art, craft and design and how they shape our past and future.

In the early years we want children to fully engage in creative arts and develop & master early skills in mark making, so that they readily take up art activities and apply & refine their skills with greater independence through free flow opportunities.

Implementation

Gillespie's Art and Design curriculum is built around essential knowledge, understanding and key skills. These are mapped out across year groups and show continuity and progression.

A systematic approach to the development of artistic skills allows our pupils to practise, develop, refine and gain confidence in the key processes of art: drawing, painting, printmaking, textiles and sculpture. This is underpinned by an emphasis on knowledge which ensures that the children understand the context of both the artwork itself, and the artists/movements they are learning about and being inspired by.

Much of our art curriculum is built around class topics enabling cross curricular work which further deepen and strengthen children's understanding in other curricular areas and enables vital links in their learning.

Within each year group there are three core art topics a year – one per term, which are further enriched through visits to London galleries, utilising local resources/environments and engagement in Islington's 11 by 11 offer, and some work with art and craft specialists. Each new topic is introduced through a topic page within the children's sketch books which sets out the learning journey for the coming weeks and allows the pupils to think about particular aspects of the learning that they are interested in exploring further. The sketch book allows the children to explore, experiment and develop skills in preparation for the final outcome. Children are encouraged to be bold, take risks and value the sketchbook as a working document of their art journey which is ongoing.

We also engage in whole school approaches, such as 'Take One Picture' – the National Gallery initiative, along with in house art and design projects which raise and value the status of art further within Gillespie and encourages the pupils to work creatively and collaboratively.

In the early years, creative arts are planned and taught through topical approaches which immerse the children in hands on experiences using a wide variety of materials, media and tools for mark making & 3D modelling – including exploration of texture, colour, tool manipulation and technique (incorporating drawing, painting, collage & printing.) There are directed art activities – lead by the teacher/LSA, and daily opportunities for application of the skills through child initiated artwork facilitated through a well organised creative resources area within the setting. Children are encouraged to interpret modelled skills independently, resulting in unique outcomes which values and celebrates the child's individualism

Impact

The impact of our art and design curriculum can be seen not only in our children's sketch books but also through classroom displays and the school environment where individual and collaborative outcomes are celebrated and valued. By their end of their schooling with us pupils have become confident and proficient and creative artists, able to express themselves through drawing, painting, 3D work and crafts and are well prepared to engage with art and design at secondary school.

Through our art curriculum each pupil will:

- Experience a broad, balanced arts curriculum, with an emphasis on the development of understanding and skills in art and design
- Be given a wide range of opportunities to express themselves creatively and to record their skills journey and outcomes in their art books.
- Begin to develop awareness of the emotional impact the arts have on themselves and on an audience
- Deepen & widen their understanding of class topics
- Develop confidence, skills and resilience
- Begin to form and share opinions on likes and dislikes – utilising the visual language of art in their reasoning

We measure the impact through:

- Interviewing pupils about their learning – pupil voice
- Formative assessment within lessons
- Sketchbook scrutiny and monitoring
- Annual reporting of standards in class teacher reports

In the EYFS children are assessed within Expressive Arts and Design and their progress is tracked and recorded against end of year outcomes. This is facilitated through observations, the use of Tapestry & individual art outcomes produced