

Art & Design

*“An essential aspect of creativity is not being afraid to fail.”
Edwin Land*

Intent

At Bradfield Primary School, we recognise art and culture as a starting point for children to develop language and communication skills. We set out to ensure that all children reach their full potential, develop lively and enquiring minds, and have opportunities to experience the world through creative experiences. We aspire for pupils to have the confidence, resilience and drive that will enable them to grow into happy, articulate, successful young people who are inspired to create, experience and participate in arts and culture.

We have identified how Arts Council England’s seven Quality Principles will strengthen and develop our approach and underpin our work as a school in creating high-quality arts and cultural provision. These seven Quality Principles are:

- Striving for excellence and innovation
- Being authentic
- Being exciting, inspiring and engaging
- Ensuring a positive and inclusive experience
- Actively involving children and young people
- Enabling personal progression
- Developing belonging and ownership

Our art and design curriculum gives pupils every opportunity to develop their ability, nurture their talents and interests, express their ideas and thoughts about the world, as well as learning about the rich heritage and culture of the British Isles and beyond. We want all children to access high quality art lessons that enable them to develop and explore their creativity so that they can reach and exceed their potential.

We aim for our children to meet the aims of the National Curriculum by:

- Producing creative work, exploring their ideas and recording their experiences.
- Becoming proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluating and analysing creative works using the language of art, craft and design.
- Knowing about great artists, craft makers and designers, and understanding the historical and cultural development of their art forms.

Implementation

The curriculum develops children's skills by exploring a range of media and materials. Children are taught the skills of drawing, painting, collage and sculpture and are given opportunities to explore and evaluate their ideas. Children are introduced to a range of different artists to develop their own styles and vocabulary. They are offered experiences which broaden their knowledge and understanding about the differences and similarities of these artists. They are encouraged to make links to their own work. The curriculum incorporates the statutory requirements of the National Curriculum and other experiences and opportunities which best meet the learning and developmental needs of the children in our school.

What art and design looks like at Bradfield

- Art and design projects are sequenced to provide a coherent subject scheme that develops children's skills and knowledge of visual elements, art forms, artists and art movements.
- Projects are placed alongside other subject areas to ensure that there are opportunities for making meaningful connections and links.
- Each art project offers opportunities for children to learn and practice skills discretely.
- Key skills are revisited with increasing complexity in a spiral curriculum model. This allows pupils to revise and retrieve previously taught skills and knowledge and build on their previous learning.
- Our progression documents detail the skills and knowledge that are taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage.
- Lessons are always practical in nature and encourage experimental and exploratory learning with children using sketchbooks to document their ideas.
- We enrich our curriculum with a wide range of opportunities in collaboration with our cultural partners.
- The work of famous local, national and international artists are used to enhance the children's learning. They have the opportunity for collaborative working and explore the different styles and techniques of a range of artists.
- Enrichment activities are utilised in all year groups to enable all children to gain 'real-life', hands-on art, and cultural experiences. These enrichment activities include visitors into school, educational visits, partnership work with the Tendring Creative Arts Network and the Royal Opera House Bridge, working with a local University and other cultural partners.
- Effective CPD opportunities through a range of bodies including Tendring Creative Arts Network, Royal Opera House Bridge and the local university are available to staff to ensure high levels of confidence and knowledge.
- Summative assessments take place throughout the year. Teachers use this information to inform future teaching and learning; ensuring children are supported and/or challenged appropriately.
- Termly Standards Meetings with Governors and staff ensure that areas of strength and priorities for development within art and design are shared.

How does this look in EYFS

Using the Expressive Arts and Design and Physical Development areas of learning from the EYFS curriculum, children are encouraged to explore different media, explore how media can be combined to create different effects and develop a range of skills and techniques experimenting with colour, design, texture, form and function. Children have daily access to a range of carefully planned creative opportunities and well-resourced creative areas both indoors and out. Children are encouraged to create on both small and large scales and our outdoor environment supports this well. Children are encouraged to develop their communication and language skills through talking about their creations and sharing these with others to build confidence and raise self-esteem.

Impact

Our curriculum leads children to be enthusiastic and creative learners, evidenced in a range of ways, including pupil voice, their final pieces and sketchbooks. We ensure that children who are achieving well, as well as those who need additional support, are identified with additional provision and timely strategies discussed and put into place. We aim that all children will make at least expected progress, relative to their individual starting point and their progression of skills. By building in connections with local cultural partners, we aim to develop our future artists and their appreciation of art in the world around them.