'Learning, Growing, Achieving – Together'

Curriculum statement for the teaching and learning of Art and Design

Intent	At Kingmoor Junior School, we believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding. Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture and creativity. We aim to stimulate creativity, develop a love of art through self-expression which is particularly appropriate for pupils who find it difficult to access other areas of the curriculum, broadening their opportunities for success.		
Underpinned by	**The teaching of skills**	**The application of skills**	**Vocabulary**
	Children will produce creative work, exploring their ideas and recording their experiences. The children will be taught to become proficient in drawing, painting, sculpture and other art, craft and design techniques.	Kingmoor pupils are given regular opportunities to apply the skills that they have been taught to support their learning in our other curriculum subjects.	Kingmoor pupils will understand and use appropriate topic vocabulary, including that associated with Art and Design. For example: sketch, hue, tone and shade.

Implementation	**Curriculum Approach** To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. The curriculum provides a broad framework and outlines the knowledge and skills taught in each year group. Teachers should then plan lessons for their class using our progression of skills document. Teachers can use this document to plan their art and design lessons suitable to their class's interests and what they want to learn about. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group. Each unit is best linked to the year group topic and typically works towards an end product to demonstrate the progress made within the unit. Skills established in Art lessons are used throughout the curriculum to support and enhance the learning throughout school.	**Local Context** At Kingmoor Junior school, we provide a variety of opportunities for art and design learning to take place inside and outside the classroom. Throughout the year groups, we take part in a Christmas bauble competition where children use printing to create a design of their own. This is judged by the head of Art at local secondary school. Year 5 sketch the local buildings and the local landscapes. They investigate art inspired by the lake district. Educational visits are another opportunity for the teachers to plan for additional art and design learning outside the classroom. At Kingmoor, the children have many opportunities to experience art and design on educational visits. The teachers make use of the extensive grounds and outdoor learning area when planning for their students. For example using Kingmoor Woods as an external stimuli for producing Art work when the school completed the Children in Need Ramble.	**SMSC** Children will develop their knowledge and understanding of artist's ideas and concepts and begin to identify how meanings and emotions are conveyed through art. In each year group, children will be exposed to a wide variety of cultures, beliefs and religions. Students work is celebrated throughout the school and is to be displayed in many areas across classrooms, art galleries and corridors.
	Sharing work Pupils work in Art is recorded in sketch books that follow them through school which can be shared with other children and teachers. An end product for each topic is produced separately or photocopied to create displays. Art work is shown in assemblies, as part of competitions and is celebrated in our Art gallery. At Kingmoor, we also celebrate an Artist of the Month where a teacher nominates a child from their class.		
	Resources Pupils at Kingmoor are incredibly fortunate to benefit from a selection of Art and Design materials. Each class has a selection of materials to use as well as access to a central store.	**Thoughtful Questioning** Questions woven through the planning for the units of work allow pupils to think deeply and logically about their work at hand. Pupils working towards the learning expectation are supported through careful questioning and peer support.	**Wider Opportunities** Alongside our curriculum provision for art and design, we also provide all pupils with the opportunity to participate in art based lunch time clubs. These clubs have been run by staff and children.

Impact	By the end of the key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the subject of art programme of study.			
	PUPIL VOICE	**EVIDENCE IN KNOWLEDGE**	**EVIDENCE IN SKILLS**	**BREADTH AND DEPTH**
	Talking to pupils throughout the year groups show pupils art across the curriculum. They take pride in creating their pieces and discussing the artists they have been learning about. When asked, pupils can talk about the artist and the skills they have used to create a piece of art.	Pupils understand where their knowledge fits into the outside world and why it is important to learn about artists and different techniques. Pupils are able to articulate themselves using acquired vocabulary from the art topics.	Pupils are able to apply their skills to produce final pieces of work and research different artists. Pupils are confident when explaining their work to people and their work is at an expected or greater standard.	Pupils have developed their ideas beyond the expected example for the end of unit product. Pupils are confident in explaining their thoughts and feelings about their work and are reflective about their working process.