



St. Merryn Art and Design Curriculum Overview

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1. Rationale for the curriculum, including the purpose and the key ideas

Our school motto is 'Bright Futures Built on Firm Foundations'. We strongly believe that Art contributes to the quality of life both within and beyond school. It encourages children's personal development in creativity, independence, judgement, and self-reflection. Moreover, it enables pupils to develop a natural sense of wonder and curiosity about the world around them. Our aim is to teach Art in a way that stimulates pupil creativity, imagination, and enjoyment.

Art at our school means providing our pupils not only with the opportunity to learn about and experiment with a wide range of art and design techniques, but also to discover and explore art from different cultures both ancient and modern around the world. We also want to introduce them to a range of artists and artistic movements and to encourage enquiry, empathy and questioning. 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.

We support students in learning to co-operate and negotiate and be able to share good practice and learn from others. We actively promote looking at the work of others, celebrating other cultures and encouraging diversity. We also believe it is essential to provide them with a platform from which to be creative, to express themselves, find success and share these experiences, talents and abilities.

Through the arts curriculum, we want the children to have the confidence to communicate their feelings and learn about the world. We want them to value and respect their work and that of others. Artistic experience fires the imagination and in turn imagination powers creativity. At St Merryn school our intention is to deliver a curriculum which is accessible to all and ensures that our children enjoy, thrive, succeed and achieve their potential in the Arts.

2. Subject planning, delivery and assessment

Planning

The planning and implementation of the Art and Design Curriculum has reference to the National Curriculum and is, where possible, linked to topics to ensure a well-structured approach to this

creative subject. Art and Design is taught either in blocks or as weekly lessons throughout the year so that children can achieve depth in their learning.

The National Curriculum

The National Curriculum prescribes that at Key Stage 1 pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop their imagination and share their ideas and experiences.
- To develop a wide range of art and design techniques 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.

The National Curriculum prescribes that at Key Stage 2 pupils should be taught:

- To develop their techniques, including their control and use of material, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 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.
- About great artists, architects and designers in history.

EYFS

In the EYFS (Early Years Foundation Stage) pupils are given the opportunity to explore texture, colour, shape, form and space.

- They develop their imagination and creativity and begin to investigate the qualities of materials and processes.
- They begin to use colour and shape to express themselves.
- They investigate the use of pattern and texture to represent ideas or emotions.

Key Stage 1

At Key Stage 1 pupils develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences.

At this stage pupils use colour, shape, pattern and texture to express their emotions and ideas.

They begin to ask questions and learn about other artists and art from a variety of cultures. They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.

Key Stage 2

At Key Stage 2 pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes.

Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world.

Pupils learn to improve their use of tools and become confident in using a variety of techniques.

Pupils increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of art works.

Delivery

We have a topic-based curriculum, but also focus on the acquisition of skills which allows children to express their creative imagination as well as providing them with opportunities to practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture. This is supported through the studying of key artists and the development of a knowledge of their work. A wide range of visual, auditory and kinaesthetic resources are used throughout lessons i.e. PowerPoints, handouts, visual teacher/student practical examples, video clips, practical demonstrations etc.

Art activities may be carried out individually, as a small or large group, or as a whole class activity.

Additionally, whole school art activities, challenges and competitions run through the school year. Our annual summer arts night is a chance to share our work - the hall becomes a gallery space and we celebrate all of the arts - dance, drama and music in a performance for parents and the wider community.

Planning for art and design is provided for in medium and long-term plans.

Assessment

Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons. Children will be given constructive feedback and next steps in order to improve their work to ensure skills are being developed.

The children use sketchbooks that they take through KS2 to show development of skills and progression

At Key Stage 2, pupils are required to show their progression in their sketchbook. Progression and achievement are tracked against learning objectives. Photographic records and some work may be kept until the end of the year

3. A clear rationale for the curriculum, including the purpose and the key ideas

[See point 1 for curriculum rationale](#)

- Find enjoyment in art and creativity.
- Hold a positive self-image and confidence.
- Discover a sense of purpose and fulfilment in artistic expression.
- Appreciate a wide range of artists and art works.
- Experiment with a range of media.
- Use a range of materials and techniques competently.
- Develop their observation and description skills.

- Express ideas and feelings through creative work and in both two and three dimensions.
- Value and respect their work and the work of others.
- Discuss their work using appropriate vocabulary

We encourage active participation in a range of events in school and within the wider community some examples are: our annual Summer Arts Night, the school gallery, our Christmas production, community projects and partnerships with organisations outside school both local and global. We see dance, drama, music and visual arts as fundamental to cultural engagement and personal development.

4. Monitoring and evaluation of intent, implementation and impact of lesson

Monitoring implementation and impact of lessons

Subject leadership time is allocated to allow for the subject leader to carry out learning walks and planning scrutiny to ensure that the above curriculum delivery is followed as per this document and the subject policy.

Impact of lessons will be monitored by teachers formatively throughout an art project. Teachers can be supported by the subject leader.

5. Action plans related to whole school SIP

See the [Action plan](#)

6. Connectivity: a statement on how the subject works alongside other subjects

Our cross curricular, topic led approach at St.Merryn lends itself to weaving art and design through the curriculum allowing children to make connections and learn about different countries, cultures and belief systems

The Arts can enrich learning across the curriculum. They can enable children to develop:

- thinking skills (exploring, developing and refining their work)
- problem solving (experimenting and adapting)
- working with others (collaborating on projects)
- ICT skills (developing and recording ideas, the use of the internet as a research tool) including ipads and chrome books
- application of number (positioning, patterns, working to scale).
- Improving pupils' own learning and performance (reflecting on and evaluating their own and others work)
- enterprise and entrepreneurial skills (developing risk-taking, perseverance, creativity and innovation)
- work-related learning, (helping pupils recognise the range of possibilities for employment in the creative and cultural industries)
- education for sustainable development (developing pupils' knowledge and understanding of the role of art and design in shaping sustainable environments)
- promoting pupils' spiritual, moral, social and cultural development

Literacy - Drawing can be a fantastic tool for storytelling and is an excellent way to develop fine motor skills. We use story maps with pictures in our 'Talk for writing' approach in Literacy lessons. Art encourages children to ask questions about the starting points for their work. They learn to compare ideas and approaches and to express feelings.

Maths - Art allows children opportunities to develop their understanding of shape, pattern, space and dimensions. Geometry is needed to create perspective and develop three dimensional effects

Science - using materials and the properties of materials - dying / wax resist/ batik/ salt painting invisible ink with lemon juice. Observational drawing. Field trips to different habitats

Geography - maps and map making, photography. Identifying painting/ art techniques from different countries. Human geography - immigration mixing of cultures expressed through art.

History - Learning about ancient civilisations through study of their artefacts and art techniques, studying paintings to find clues about the past.

Computing I.T - is used to support art and design teaching. Children use I.T software to explore shape, colour and pattern and it allows older children to develop their ideas using iPads and the internet.

PSHE- In art lessons children are taught to discuss how they feel about their own work and the work of others. Working in groups allows children to learn from each other and to share ideas and feelings. Art helps them to develop a respect for the abilities of other children and encourages collaboration.

RE – Design and decoration of different religious buildings e.g. Islamic architecture, pattern and design the important connections between geometry and Islamic beliefs. The significance of colour in different religions, and religious relics and iconography.

7. Budget

Art has a maintenance budget and an allocation in relation to special events, projects and training.

8. Governance

At St.Merryn, LAB members work together and share time between subject areas.

During subject area discussions, the subject leader will compile a presentation to update the LAB members on the position and direction of the subject area.

9. Risk assessments

Certain health and safety concerns are inherent with art, including the storage of materials and tools and the use of equipment within lessons. Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources. Children are supervised at all times during activities.

A risk assessment covering the use of craft knives, saws and other sharp tools has been conducted and is updated as needed.

Off-site visits and peripatetic staffing

For off-site visits such as galleries, museums, field trips or residential trips, risk assessments will always be sought, reviewed and approved by Exec. Head, Head of School and Subject leader before any trips can go ahead.

Relevant risk assessments will be kept in a folder on the Staff shared drive and also a paper copy will be taken on the relevant trip with the off-site trip leader.

10. Peripatetic staffing and non-teaching staff

Peripatetic staff are permitted to work within the school setting again following the outbreak of COVID-19.

Internal non-teaching staff

Other non-teaching staff are encouraged to come forward with their skill sets within a particular area of the national curriculum.

11. Examples of pupils' work

Curriculum leads monitor sketch books and displays. They also collect photographs of work and share on the website and social media.

12. Extra-curricular activities.

Here at St Merryn we ensure there are plenty of opportunities for the children to explore and experiment with art and design through extra-curricular activities.

After-school clubs are a regular and permanent fixture (outside of COVID restrictions). The clubs are offered to whole key stages and led by teachers with a particular interest in an area. There have been a range of activities for the children covering all aspects of art and design encouraging acquisition of skills and use of varied media. From photography and animation clubs to embroidery and textile. We also make full use of our extensive outdoor areas; the woodland, meadow and outside classroom to explore art in nature, practise observational drawing and learn about environmental art.

13. EYFS: how the subject is working to the standards set out in the EYFS framework

EYFS

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14. EYFS – information on outdoor play facilities

The children at St Merryn are very fortunate to have many resources readily available to them to encourage and enhance their play and discovery through artistic creativity and design.

Examples of fine motor skill resources:

Building blocks, chalks, pebbles, sand, conkers, stacking blocks, abacus, insect hotels, paints, pencils, pegs, tweezers, magnets, ribbon, marbles run, cars and other toys, magnifying equipment, binoculars

Examples of gross motor skill resources:

Sand pit, spade, rake, brushes, scooters, tyres, balance beams, ride on toys, tuff tray, balls, logs to balance, water pipe/hose, guttering, crates, wheelbarrows, mud kitchen, oversized abacus and other toys.

Further to the resources and equipment available, the children also have use of generous sized outdoor spaces that are entirely focussed around moving, playing and discovering. The children have their decking area under the canopy where children can get outside in poor weather as well as the outdoor area where there is space for water play and sand play. The EYFS children do also have the chance to go to the outdoor areas to make use of the garden allotment, outdoor classroom, stage and woodland areas.