

A Curriculum with HEART....

Our forest/rural surroundings encourage curiosity and wonder and therefore our curriculum is an adventure that allows our children to explore new things, discover more about themselves and the world around them and create a toolkit of knowledge and skills that mean they are well equipped to face the next stage of their adventure. Our values run through everything we do and mean we face adventures with HEART.

Art and Design Subject Statement 2024 -2025

Art has the role in education of helping children to become like themselves instead of more like everyone else.

Sydney Gurewitz Clemens

At the Federation of Burley and Sopley Primary Schools, we believe that through art, craft and design we want to engage, inspire and challenge pupils by introducing them to a broad range of techniques, materials and artists, craftspeople and designers. We want to equip them with the knowledge and skills to experiment, explore, take risks, invent and create. It will enable them to be authentic and explore their own identity as well as being curious about respecting and connecting with others. Most importantly, we want them to foster a positive, life-long relationship with the subject and have fun.

In line with the national curriculum for art and design, we aim to ensure that all pupils:

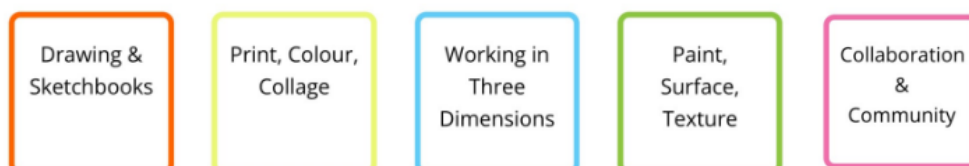
- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Learn the rules like a pro, so you can break them like an artist.

Pablo Picasso

We use Accessart to support the planning of our art projects. We appreciate and understand the ethos they foster through the pathways created which offer children experiences based on clear and detailed plans. Substantive and implicit knowledge / skills are carefully mapped and sequenced giving the children opportunities to; revisit and refine skills, think deeply about the work of artists and artistic movements, make their own choices and take risks, have time and space to experiment and change their mind and have the opportunity to enjoy the creativity of the journey alongside their teachers. Through our newly planned projects, we hope our children will appreciate the purpose of art and the voice it carries. We have planned visits to art galleries and seek to develop connections with artists.

Growth in art has been planned for within drawing, sketchbooks, printmaking, painting, collage and making and these sit within the five key pathways below. We believe that these technical skills combined with conceptual and contextual understanding helps ensure every pupil feels entitled to embrace their own creativity as something which is important to them. Within our art curriculum, skills are layered and woven and opportunities given to use and reapply skills which have been introduced. The Accessart approach describes this as a spiral.



Through our termly projects, we aim for children to understand the purpose of art. The pathways have created opportunities for pupils to explore many different aspects of making, helping pupils and teachers understand the ways art connects us with our past, helps us embrace the present, and empowers us to shape our future. By exploring why art is relevant to all our lives, we aim to make certain that pupils feel entitled to develop their creativity, and understand their place in the world as creative, confident beings. We wish to develop a culture where pupils bring their own experiences to their work. Art is all around us; illustrations in texts, building design, online, in messaging, doodles, diaries, thoughts, propaganda, packaging, film, clothing, cultures...the capacity for creativity is endless.

Each pathway offers 'Talking Points' opportunities. These allow teachers and children to explore and talk about different aspects of visual arts. We explore the work of both contemporary and more traditional artists. We do this, not so that our children can make copies and pastiches of their style but so that our children can begin to learn from the way the artists see the world.

Sketchbooks

We encourage our staff to go on the journey with the children through the development of their own sketchbook work and growth as artists. As a school and staff team, we are always learning and our current pedagogical shift of understanding is from the use of an art exercise book to the personalisation and creation of sketchbooks which reflect choices and ownership and demonstrate strong skill development.

Assessment

We assess to ensure that all our children work towards their creative potential. This is an ongoing, gentle assessment process based upon conversations with each child, to discover intention and understanding, as well as looking at outcomes of the journey and end result. Creativity can be fragile – so we must tread with care whilst maintaining a culture of high challenge and low threat.

Each pathway has clear 'I can' statements which are used by staff to support children within the journey. Children are encouraged to evaluate their work as part of an ongoing process..

