



## **Art & Design Curriculum Statement** **Raleigh Hub July 2020.**



In the Raleigh Hub, we believe that the arts are vital in developing the child as a whole. The Arts support the delivery of an inspiring and enriching environment which gives children the best early education possible. As such, Art & Design has a significant and valuable role in the taught curriculum to create opportunities for sustained greater depth learning through the progressive mastery of skills and as a vehicle for the development of ideas and processes. The mindful practice of Art & Design brings important potential for lifelong learning and well being for all.

### **Intent**

Through the teaching of Art & Design we aim to develop the children's ability to learn with confidence in two and three dimensions and on a variety of sizes and scales. During Art sessions we concentrate on developing children's ability to create images, experiment with a wide range of different media to understand their potential and use art as a medium to give expression of their world. Our art curriculum will develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse global range of artwork by men and women from around the world and from a variety of historical times.

The National Curriculum for art and design aims to ensure that all children:

- 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.

### **Implementation**

Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to reach their full potential.

The Raleigh Hub is in the process of developing a spiral curriculum which is skills based and where children will have the opportunity to return to a range of mediums in order to develop and progress their skills.

The use of sketchbooks will begin in year 2 where children will be taught to use these as a tool to record new skills and learn about great art and artists, to develop techniques, capture ideas and begin to create their own visual language. The sketchbooks will accompany them as a visual journey as they move through the school. In addition to the creative value of sketchbooks as a tool for learning Art & Design, they can be invaluable when auditing current provision and can provide a record of the children's learning and progression of art in school.

### Art and Design in the Early Years:

From an early age, children are encouraged to represent their own ideas, thoughts and feelings through art. They will do this by safely using and exploring a range of materials, tools and techniques, experimenting with colour, design, texture, form and function in a range of scales. Encouraging attitudes of curiosity and questioning as well as skills and techniques is important when supporting the progression of the children's creativity and confidence in their ideas and skills.

The Raleigh Hub intends to work towards the Artsmark and Arts Award. This will involve the development of existing well-planned arts activities, trips and visits from practicing artists. Opportunities to experiment with a wide range of medium such as clay, batik, collage, printmaking, painting and drawing.

Upon entry into the school, children's art can be seen on display, giving them ownership of their educational environment and celebrating their art achievements. Staff are encouraged to share their own skills informally with colleagues and can provide INSET opportunities to colleagues. If required they can 'act as the expert' to demonstrate specific techniques such as batik, lino print making, textiles and painting for the children. All staff take responsibility for developing arts and culture within the school and are held accountable for this through regular audits and sketchbook scrutiny, in the celebration of children's learning during arts week and at the annual exhibition.

### Impact

Art contributes to children's personal development in creativity, independence, judgement and self-reflection. It encourages children to develop a sense of ownership over their work and reflect on their experiences through evaluating their progress and development.

We share sketchbooks on open days and Parent/Carer evenings and children are excited to share their artwork with their families. Children show willingness to participate in a range of artistic opportunities and respond well to this. We ensure that art is included across each year group within every topic of learning, with a level of progression that supports and challenges our children so that they develop lively, creative, enquiring minds. We aim to provide our children with the skills and knowledge that will prepare them for successful, healthy lives in the ever-changing world that we live in.

As a school community we like to celebrate the children's successes both within and outside the curriculum. Annually we curate an Art Exhibition at the Salem Chapel in East Budleigh. This event coincides with the village's annual Scarecrow event, which has become very popular with the general public. Each child collaborates on a group piece and submits at least two pieces of individual work. Class teachers often choose to display sketchbooks to offer a context for the learning and to show the development of ideas and design of final pieces. This is an excellent opportunity to showcase their abilities in the arts. It is wonderful to see our pupils and their families have a sense of achievement and pride in what they are doing.

Children are taught the practical skills they need to allow their creativity to flourish. They use Art & Design as a tool to convey their ideas and emotions and as a social voice, for example when supporting charities and raising awareness of local issues. They begin to understand the power of art to aid observation and to bring opportunities for resilience, perseverance, idea generation and mindfulness.

The Curriculum Leader for Art & Design is: Mrs Karen Somerfield

