

BEECHWOOD PRIMARY SCHOOL

STATEMENT OF INTENT FOR ART AND DESIGN

Summary statement

At Beechwood, the Art and Design curriculum is rooted in the school's underlying aims, ethos and values. The core content of the curriculum develops over time; ensuring links between each year group are explicitly made and built upon.

Aims

The Beechwood Art curriculum aims to:

- equip pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design;
- develop pupils' proficiency in drawing, painting, sculpture and other art and design techniques;
- develop understanding of particular characteristics and application of different artistic techniques;
- equip pupils with knowledge about some great artists, architects and designers and their role in influencing and shaping world culture;
- share ideas, experiences and imagination, to enable children to embody their creativity and personality through different mediums;
- engage, inspire and challenge pupils throughout the Art curriculum and to give them the opportunity to experiment, invent and create their own works of art, craft and design.

Key concepts and ideas

Key concepts and ideas that are revisited throughout school are:

Purpose of Art: that art can be used for a variety of purposes, including the expression of aspects of self and interpretation of the world

Understanding of different media and techniques;

that artistic expression can be given form through a variety of different media and techniques;

that different artistic techniques have particular characteristics and applications.

History of Art; that great artists, architects and designers, make a distinctive contribution to society and culture, influencing our understanding of ourselves and shaping history

Response and Critical Thinking; that response to art is subjective but that there is a critical vocabulary that can be used to discuss, evaluate and compare different works of art.

Rationale for the order of teaching

Year 1 – Children focus on art connected to themselves through self-portraits, homes and food. They begin to explore a variety of different media to paint and create different scale collages. Observational drawing skills focus on line and shape. Throughout their TSU's they are introduced to work from different artists such as Picasso, Matisse and Van Gogh (abstract and realistic) and they begin to make simple connections between their work and the work they have produced themselves.

Year 2 – Children focus on art connected to South Africa, the seaside and Space. Through these topics they develop their ability to colour mix different shades of the same colour, use different paintbrushes and add detail to finished pieces. They begin to explore and create different types of pattern using objects, collage and printing and develop their drawing skills by looking at light and dark as well as shape, line and texture. The children continue to discuss work from artists and craftspeople and use these as inspiration to express themselves. They learn to explain the connection between their work and the artists.

Year 3 – Children explore a wider choice of media such as water colours, acrylic paint, chalk, charcoal and pastels as they focus on how to use these for different effects, with a greater degree of control and skill. They look at Stone Age cave paintings and imaginative representations of Anglo-Saxon myths, to illustrate the role of Art in all societies. Children focus on foreground and background to begin to understand perspective as they explore different types of art. They are introduced to abstract and realistic sculpture and they investigate Ancient Egyptian Art.

Year 4 – Children carry out more skilful observational drawing; in the community and in the Lake District. They use different types of pencils, pens and ink; identifying and drawing the effect of light, scale and proportion in relation to landscape artists such as Turner. They use clay to build on their ability to manipulate 3D materials and continue to explore colour mixing, use of pattern and the art of Ghana. They are now able to discuss and compare their work in some detail with the work of others.

Year 5 – Children work on a smaller scale, exhibiting greater control and understanding and developing their use of colour to explore and reflect mood. They add detailed patterns and shapes as they analyse the work of William Morris, using it as inspiration for their own clay tile designs. They use Henry Moore's work to inform and create increasingly accurate drawings of humans focusing on scale, perspective and shading. The exploration of Indian designs enables them to compare and contrast different types of art and is used to introduce them to the technique of batik and silk painting.

Year 6 – Children explore impressionism and expressionism through different French artists such as Monet, Matisse and Renoir looking at tint, tone, shades and mood as they explore the use of texture and colour. They use the work of Frida Kahlo and they interpret the texture of a surface using detailed pencil drawings, pastels and paint to exhibit a more sophisticated understanding of scale, perspective, light and dark. Children are able to use what they have learned throughout KS2 to compare the work of different artists; using a wide vocabulary, their own personal connections to the work and an ability to compare it to the pieces they have created.

Relevance to school curriculum aims

An explicit development of pupils' creative skills

Embedded in the teaching of art and design, there is an ethos of questioning that becomes more critical and perceptive as the children experience art through school. A specific progression of skills in creativity ensures children explore different media and techniques in a variety of contexts to enable them to develop their own art connected to their ideas, experiences and talents.

Learning is meaningful, relevant and enjoyable

Through exploration in the Early Years, through to the development of inquisitive, critical minds in KS2, children learn to enjoy works of art, use their own ideas and be inspired by great artists, architects and designers in history. The teaching of art is connected to what the children are learning in their TSU's to ensure that it deepens their understanding of an area, adds to their enjoyment and supports their ability to make connections.

The development of social and emotional literacy.

Art stimulates and develops creative thinking, personal emotion and empathy. The art curriculum seeks to develop pupils understanding, appreciation of and engagement with the wider world.

An extended concept of curriculum provision

Art at Beechwood takes place in a variety of contexts both locally and nationally. Year One take part in portrait workshops at Temple Newsam House, Year Two visit Scarborough as a stimulus for seaside art, Year Three explore sculpture at the Hepworth Gallery and draw in their community, Year Four extend this to drawing in the Lake District, Year Five work with an artist to create tiles and Year Six visit different art galleries in Paris during their residential.