Askam Village School – Everybody Matters, Every Moment Counts

Curriculum statement for the teaching and learning of Art and Design 2023-2025

Intent

At Askam Village 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	The teaching of knowledge	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.	At Askam Village School children are given regular opportunities to apply the skills that they have been taught to support their learning in our other curriculum subjects.	In line with the National Curriculum and EYFS Framework, the curriculum is carefully planned to reinforce knowledge from previous year groups and build on this. Areas are revisited in each year. To ensure that a broad knowledge of artists is covered, an overview for different year groups forms part of the skills/knowledge progression document.	Children will be taught, understand and use a range of appropriate vocabulary associated with Art and Design. They will understand the vocabulary. Key vocabulary for different age ranges can be found in the Vocabulary document.

Implementation

Curriculum Approach

At Askam 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/knowledge 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 linked to the year group topic and typically works towards an end product to demonstrate the progress made. Skills established in Art lessons are used throughout the curriculum to support and enhance the learning throughout school. In 2024 we adopted Kapow Scheme of work to best meet the aims and needs of our school.

Local Context

At Askam Village School, we provide a variety of opportunities for art and design learning to take place inside and outside the classroom. We use the local buildings, the local landscapes and local artists (John Duffin) to inspire our artwork throughout the school and 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. The children have many opportunities to experience art and design on educational visits. The teachers make use of our grounds and outdoor learning areas when planning for their students. For example our nature area as an external stimulus for producing Art works. We also try to work with local artists on projects and to inspire our artwork (when the opportunities arise).

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, corridors and other communal areas.

Wider Opportunities

Alongside our curriculum provision for art and design, we also provide pupils with the opportunity to participate in art based clubs. Run by members of staff.

Sharing work

Children each have a sketchbook for recording ideas and finished pieces of work, which can be shared with other children and teachers. Teachers may also film, take pictures and discuss work in progress. When a finished piece of work is produced, it is used or photocopied to create displays. Artwork can be shown in assemblies, as part of competitions and is celebrated in our school environment.

Questioning

Questions woven through the planning for the units of work allow children to think deeply and logically. Children working towards the learning expectation are supported through careful questioning and peer support. Children are also encouraged to ask their own thought provoking questions and challenge each other in a respectful manner.

Assessment

Evidence for making judgments will be gathered through discussion and observation of the pupil during the lesson and by the child's recording of the activities, e.g. planning, designing, and photographing practical activities. Children's work is monitored on a regular basis to check progress. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

Impact

By the end of Key Stage 2, children 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 enjoy 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.