



Raeburn Primary School Curriculum Statement

Art and Design

Intent

At Raeburn Primary School we believe that art is a vital part of children's education and has a significant and valuable role in the curriculum, as well as the enrichment opportunities it offers to pupils. Children have the opportunities to study the work of a range of artists and to critically evaluate their own work and that of others.

Children will develop their understanding of the language of art with effective teaching of varied lessons and a wide range of 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 be free to experiment and reach their full potential.

What Art Looks like at Raeburn:

- The skills that children will develop throughout each area of art are mapped across each year group and throughout the school to ensure progression.
- Artwork is linked to theme planning within year groups. This enables pupils to see a purpose to their learning. This also enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists as well as individual works and art movements.
- A similar focus on skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture.
- Coordinated whole-school project work will ensure that art is given high status in the curriculum and the school will take part in the 'The Zoo Project' and 'Wonders of Wirral'.
- Evidence of planning, observation, experimentation and skills practise can be seen in sketchbooks in key stage 2.
- We feel that it is important to encourage the children to feel confident enough to experiment with a range of techniques and media.
- Progression of skills in art and design follows the statements set out in the National Curriculum for key stages 1 and 2.