

Curriculum Statement for Art and Design

INTENT - What do we aspire for our children?

'Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. 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, creativity and wealth of our nation.'

National Curriculum 2014

What is our Rationale for Art and Design?:

At Hotwells we follow the [National Curriculum for Art](#) and, alongside this, we aim to ensure that all learners:

- Regularly practise skills and record their ideas in their sketchbooks, which progress with them through their school journey. They develop their proficiency in drawing, painting, sculpture and printing.
- Develop their art vocabulary year by year based on the elements of line, colour, pattern, form and texture and we encourage them to apply this language when evaluating and analysing their own creative work and the work of others.
- Increase their knowledge of great artists, craft-makers and designers.
- Research and appreciate artists from a variety of historical periods and also from different cultures.
- Enjoy making links between Art and other curriculum areas in order to create meaningful links.
- Use our local area as a resource, for example, when visiting the local Bristol Docks and Underfall Yard for observational art or during visits to the Bristol Museum and Art Gallery.

What are our aims for Art and Design at Hotwells?:

Art has a very important place at Hotwells and is celebrated in every possible way. We aim to harness and develop each child's creativity through an inspiring and challenging art curriculum. Art is contextualised across other subjects and through the study of significant artists. Children are encouraged to learn new skills, experiment with new ways of expressing themselves and take risks with their artwork. It allows children of all abilities to participate and express themselves in a safe, stimulating environment. Art is also

recognised at Hotwells as a therapeutic experience for many promoting physical co-ordination, self-esteem and wellbeing.

At Hotwells, our overarching aims are:

We are Ambitious:

- Children are able to talk about their progress and achievements as artists.
- Children produce high quality artwork: this is valued and celebrated and children are proud of the artwork they produce.
- The curriculum is designed to build complexity and challenge through a spiral model, where competencies are built upon each other to ensure children make progress in the five disciplines (drawing, painting, print-making, 3D and textiles and collages) as well as thinking like an artist.
- Children will think critically and evaluate and analyse artists and their work kindly.

We are Creative:

- Children can work collaboratively listening to others' viewpoints and ideas.
- Children understand that art can be used to see and interpret the world through different perspectives.
- Children are inspired by art and feel confident to express themselves artistically.
- Children are taught the core knowledge and disciplinary skills to express their ideas, views and experiences in a visual or tactile form.
- Children will enjoy exploring new techniques and media through Art lessons.

We are Local and Global Citizens:

- Children will share their artwork with the wider school community: This can be as part of the annual West Bristol Arts Trail, in displays or through social media including our art-focused Instagram account.
- Where possible, Bristol may be used as a stimulus for artwork. Children will continue to use the local area as an inspiration in their artwork.
- Children will demonstrate an appreciation of art and different artists. They will explore artwork created by a range of artists from across the world.
- Children will feel empowered by exploring a range of artists who look like them and have similar experiences to them.
- Children will understand that art is relevant in the wider world, and not just a hobby.

What will our children learn at Hotwells?

The CUSP Art curriculum we follow at Hotwells Primary is organised into blocks with each block covering a particular set of artistic disciplines. These include drawing, painting, printmaking, textiles, 3D and collage.

Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils have opportunities to revisit key disciplines throughout their Primary journey at increasing degrees of both challenge and complexity.

Long Term Sequence:

CUSP Long Term Art Sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles and Collage	3D	
Year 3	Drawing and Painting	Printmaking	Textiles and Collage	3D		
Year 4	Drawing	Painting	Printmaking and Textiles	3D and Collage		
Year 5	Drawing and Painting	Printmaking	Textiles and Collage	3D		
Year 6	Drawing	Painting and Collage	Printmaking and Textiles	3D		

[Click here](#) to view a more detailed version of the long term sequence, which outlines objectives covered in each year. In addition to the core knowledge required to be successful within each discipline, the curriculum outlines key aspects of artistic development. This is known as *Working Artistically* and each module will focus on developing different aspects of these competencies:

Shape	Line	Colour	Value	Space	Texture	Form
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Space in artwork makes a flat image look like it has form.	Texture is the look and feel of a surface.	Artists use form when they create sculptures. These are 3D shapes.

Diversity:

At Hotwells, we are working towards removing biases, stereotypes and false narratives in Art Education. Alongside the artists that are set out in CUSP, teachers seek to teach a diverse range of artists to further broaden children's experiences of art. We believe that engaging children with artists who look like them, have similar experiences, and come from similar backgrounds is a great source of inspiration and empowerment.

What will Art and Design look like in EYFS?

At Hotwells in the EYFS, we follow a child led curriculum based around children's interests and needs. In expressive art and design children are taught the key artistic concepts (thinking artistically, drawing, painting, printmaking, 3-D, Textiles/Collage) throughout the year depending on the topic drawing upon the observe, assess, plan model. Click here to see our [EYFS Progression Table](#).

What will Art and Design look like in Key Stage 1 and Key Stage 2?

In Key Stage 1 and Key Stage 2, Art and Design is taught in afternoon blocks. In an Art and Design lesson:

- Prior knowledge is drawn upon.
- New content is taught and modelled.
- Vocabulary is explicitly taught and modelled by the teacher.
- Children are given the opportunity to practise and develop the skills.
- Children are given high-quality materials to use.
- Knowledge notes are used to scaffold for our EAL, SEND and our lower attainers. The knowledge note is dual coded which includes both written and visual prompts for the children. This supports the learning of all children in the class and enables everyone to feel successful.

Our lessons are underpinned by evidence research and cognitive science. The whole curriculum is 'Connected', 'Cumulative' and 'Coherent' and the progression is carefully sequenced.

Children will produce work in their sketchbooks which will travel with them throughout their primary school journey. We encourage children to take pride in these and encourage them to explore and experiment with materials and techniques as we value this as part of the Art process.

How will we support our learners with SEND in Art and Design?:

First and foremost, we support our pupils with SEND through **Universal Quality First Teaching**. High quality teaching is the first step in responding to pupils who have special educational needs ([SEND Code of Practice](#), 2015: 6.36-6.37). We aim to ensure that *all* pupils access a broad and balanced curriculum and that this curriculum is not narrowed in any way for our pupils with SEND.

Some pupils will need support that is **additional to** high quality teaching. For this, we focus our support using the strategies from the [Education Endowment Fund SEND guidance](#) (EEF, 2021). This includes the following:

Explicit Instruction	Cognitive and Metacognitive Strategies	Scaffolding	Flexible Grouping	Using Technology
<p>Provide clear instructions through using the CEEAAC approach.</p> <p>Allow children to spend longer on the 'attempt' part of the lesson.</p> <p>Use a range of visual aids to support with their understanding including teacher demonstration videos and exemplars of work.</p> <p>Teachers will give guided practice to those children who need it to support with remodelling, re-explaining and re-phrasing.</p>	<p>Children will use retrieval practice to connect to the prior learning.</p> <p>Core content from the lesson sequences will be chosen.</p> <p>Core vocabulary will be carefully considered and used.</p> <p>Children may be given a small task at a time so as not to overload their working memory.</p> <p>Worked examples will be provided to support with their independent learning.</p> <p>Pre-teaching and pre-reading can be used as a technique.</p>	<p>Scaffolding will be temporary support that is removed when no longer required.</p> <p>Scaffolding can be verbal, visual or written.</p> <p>The dual-coded knowledge note provides a focus for the working memory</p> <p>The knowledge note can be adapted as necessary.</p> <p>Differentiated tasks may be provided which are accessible for the child.</p> <p>Careful consideration and adaptation of tools and resources used.</p>	<p>Groups are allocated temporarily and are not predetermined.</p> <p>Pre-teaching can be used as a technique here to support</p>	<p>Technology can assist in the teacher modelling through demonstrating worked examples</p> <p>Quizzes, apps and websites support the learning</p>

Furthermore, a very small number of pupils will require **Specialist** provision whereby they will have a high level of support, and carefully considered targets, in order for them to be able to access the curriculum alongside their peers.

How will we use Assessment?:

Formative Assessment:

Pupils will be assessed formatively as each lesson progresses. Pupils will be given tasks, the teachers will collect evidence, from which they will draw conclusions and then adaptations will be made as a result of that evidence. Strategies that might be used are:

- Making explicit the learning intention and success criteria
- Eliciting evidence of pupils' prior knowledge
- Feeding back at the point of learning
- Inclusive Questioning i.e. cold call, mini whiteboards
- Retrieval practice i.e. cumulative quizzing

Summative Assessment:

The curriculum is a progression model; we will know whether students are making progress if they are learning more of the curriculum. The CUSP curriculum is designed to ensure sequencing of core knowledge, vocabulary, substantive concepts and disciplinary knowledge. They will know more, and remember more with the taught curriculum content. Essentially they will be able to do more with this knowledge in carefully designed learning tasks.

This will be assessed using the Book Study approach; talking with pupils and looking at their books systematically to reveal:

- Content and knowledge
- Vocabulary
- How the pedagogy and taught curriculum helps/hinders their learning.

IMPACT - How do we know our curriculum is effective?

Pupil Voice:

We understand that pupils are the best way to show how effective our curriculum is. Pupil voice will demonstrate:

- A positive attitude and engagement with Art.
- That children are able to articulate what artistic skills they have used in a sequence.
- A secure use of artistic vocabulary.

High Quality Outcomes:

We will monitor our curriculum through book studies and discussions with pupils. These will:

- Demonstrate pride and effort.
- Demonstrate a clear sequence of learning.
- Include vocabulary that is clearly seen and used correctly.

In addition to this monitoring, Art will continue to be high profile at Hotwells. This will include high-quality displays in classrooms and communal areas, a celebration of artwork on our art-related [Instagram account](#), and by taking part in the annual Hotwells Art Exhibition.