



Intent

At the federation of Boskenwyn and Germoe Schools, we aim to cultivate creative children who are inspired through our delivery of the creative arts. Our high-quality art curriculum and multi-disciplinary, inquiry-based links provide a real purpose to our children's creative projects, linking them to real life problems, concepts, and experiences. This is designed to develop individuality in their creations, spark curiosity, and follow their passions using a variety of media and tools and resources, including digital whilst bringing art alive and making it meaningful within the world around them. We intend for children to learn how to look at natural and man-made objects, indoors and outdoors, from different perspectives, following the Reggio Emilia principles of "children learn in over a hundred languages so why limit them to reading and writing."

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

- 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

To ensure high standards of teaching and learning in Art and Design, our progressive curriculum is delivered through a variety of methods: skills-based learning and multi-disciplinary learning. Skills-based learning is where skills are taught discreetly in order to evidence a progression of skills;. Inquiry-based learning is where art and design is linked to the "Big Idea" or concept. Art and design is taught as part of a termly concept to ensure that art and design is given the same importance as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. There are three concepts per year:

Autumn Term – We Need Systems to Survive

Spring Term – We Have Different Perspectives on Technology

Summer Term – Growing Your Own Resilience



A Journey into the Arts



The art and design curriculum is based on the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and is taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills 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. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching art and design, teachers follow the children's interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher's judgement. This provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces.

We provide a variety of opportunities for learning inside and outside the classroom. Every year half term we focus upon one of our family values where the class teachers plan together fun, engaging activities linked to the "Value" for the children to participate in and build upon with their own inquiry skills. These activities are be guided by the children's interests and we also offers an opportunity for parents to engage with the school and join in with their children's learning by inviting them in to watch the presentations and look at what the children have been learning.

Educational visits are another opportunity for the teachers to plan for additional learning opportunities outside the classroom. Our children have had many opportunities to experience art on educational visits. The children have explored local museums and had visitors into school to share learning and have hands on experiences. We also take children to the Minack Theatre in Porthcurno once a year to watch a play, which fills them not only with inspiration, but gratitude for the arts and recognition of their importance.

Our most recent school play, produced in December and called 'Sailing Home for Christmas', involved plenty of artistic opportunities for a variety of age groups. Children were involved in making props for the play, including painting two large wooden boats—one pirate ship, and one lifeboat—that were lifted on and off stage. This allowed children who did not act or perform to engage with the play and feel part of the team, despite having no speaking lines. It is important to include such options for children, especially those that are not as confident or outspoken, to allow them to engage in their own way and flourish their talents.

Impact

We strive to create a supportive and collaborative ethos for learning by providing investigative and inquiry-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge and understanding of each unit of work covered throughout the school.

Our art curriculum is high quality, well-thought-out, and is planned to demonstrate progression. We focus on progression of knowledge and skills, and discrete vocabulary progression also forms part of the units of work.

We measure the impact of our curriculum through the following methods:

- Children's understanding of topic linked vocabulary before and after the unit is taught.
- Children's knowledge of artists before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's sketch books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards to parents and governors.
- Children's confidence in using a variety of media to express their thoughts, observations, and feelings.
- Marking of artwork in books.

Pupil Voice

An Example Progression of Skills - DRAWING

By the end of Reception, children should:

- Begin to use a variety of drawing tools.
- Use drawings to tell a story Investigate different lines.
- Explore different textures.
- Encourage accurate drawings of people.

By the end of Y2, children should:

- Extend the variety of drawing tools.
- Explore different textures.
- Observe and draw landscapes.
- Observe patterns.
- Observe anatomy (faces, limbs).
- Experiment with tools and surfaces.
- Draw a way of recording experiences and feelings.

By the end of Y4, children should:

- Experiment with the potential of various pencils.
- Close observation.
- Draw both the positive and negative shapes.
- Initial sketches as a preparation for painting.
- Accurate drawings of people – particularly faces.
- Use computer aided resources.
- Identify and draw the effect of light.
- Scale and proportion.

By the end of Y6, children should:

- Understand the effect of light on objects and people and how it changes with perspectives.
- Interpret the texture of a surface.
- Produce increasingly accurate drawings.

Examples of Learning Outcomes



Our FAMILY Values

FAMILY values are important throughout the curriculum. We have incorporated these values into our art:

Fairness – Children learn to share with limited resources; for example, using a variety of paint brushes, but having to wait for someone to finish with one paintbrush before they can use a different one.

Attitudes to Learning – This has been most prominent in the learning we have been doing from home during COVID-19; children have been actively engaging in art activities despite being at home without the resources they might have had at school.

Making Healthy Choices – Through art, children have looked at environmental issues such as recycling and upcycling and how this affects the planet.

International Citizenship – Children in Y3/4 looked at global issues, comparing their school life to the lives of different children around the world; with the school's connection to China, displayed around the classrooms there are symbols of numbers and words written in Chinese, to educate and teach the children about different languages

Living and Learning Safely – Our 2019 summer play, called *This Is Me*, was themed around anti-bullying, using the songs from *The Greatest Showman* to rebuild a story about friendship

Yearning for Success – Learning was supported in the autumn term through an art after-school club, which allowed the children to build a portfolio of work and work with a variety of tools, such as charcoal, pencils, pens, and mixed media.

Cultural Capital

Chinese calligraphy

Chinese New Year dragons



A Journey into the Arts



Drawing of school and family (e.g. self-portraits)

Our Multi-Disciplinary Approach

Camouflage

Drawing to music (e.g. Gustav Holst's *The Planets*)

Upcycling plastic bottles and recycled materials to create money boxes

Y5/6 collaborative Remembrance Day artwork (displayed in Tesco Helston)

This Year's Successes

Props for the winter play, *Sailing Home for Christmas*

Children participating in art activities whilst in lockdown via Seesaw and Tapestry

NHS rainbow art project shared with EYFS and KS1 Via Tapestry

Priorities for This Year

Blended learning:

Due to COVID-19 affecting attendance at school, we have been engaging in online learning activities. To engage the pupils in art, weekly art videos have been created and uploaded by our art subject leader. They focus on a different area of the curriculum, such as drawing, painting, or collage. These videos are accompanied by a voice-over that explains what is being done, explaining artistic terms, vocabulary and tricks whilst also keeping it to an understanding for the child. Each video focuses on a resilient and hard-working animal, to keep with the 'Growing Your Own Resilience' theme of the Summer term, and in the voice-over, facts about the animals and questions are asked to the children watching. These animals have ranged from emperor penguins to the commonly-known Jersey cow. This allows children to work alongside the video, or pause and give themselves the time they need to complete a drawing. It also incorporates art in an easy-to-follow way; even if they don't actively draw alongside the video, they are engaging in the questions being asked on the voice-over, or listening to the steps and educating themselves, whilst learning new skills and techniques.

Transforming art through digital media – training for 2 teachers in Finland, fully funded by Erasmus+ KA1 staff development

Building Classroom ateliers

Audit of resources

Reggio Emilia training, Reggio Children, Louis Malaguzzi Centre, Reggio Emilia, Italy -3 places available fully funded from Erasmus+ KA1 staff development