



Art and Design at Mulbarton Primary School

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.*

Intent

The AccessArt Curriculum is broad, rich, contemporary and diverse. The aim is for every child to feel they have found an area of the visual arts that is relevant and engaging to them - that might be through drawing, or making, or designing or talking about art. To achieve this, our curriculum covers lots of different disciplines, techniques, materials and approaches to provide a balanced yet rich offering. Art has relevance in all our lives and the AccessArt scheme of work helps build knowledge and understanding as to some of the ways art is relevant today. We want pupils embrace their own creativity as something which is important to them, and something which is valued by society.

Implementation

The purpose of study and the aims of the national curriculum for art and design (2014) state:

Purpose of study:

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.

At Mulbarton Primary, Art is taught in blocks once a term, alternating with Design and Technology. The AccessArt Primary Art Curriculum is knowledge-rich, and pupils will learn a wide range of skills, developing understanding and showing clear progression. But crucially, the knowledge and understanding pupils will build will go far beyond the technical, factual knowledge many current curriculums focus upon. The curriculum balances declarative knowledge with experiential knowledge, building self-knowledge and nurturing traits in learners which will hold them in good stead whichever direction their learning takes them. We understand that progression in art can look different for different pupils. Therefore, although we do have progression of skills documents, learning is built through a weaving and layering and revisiting of experiences. We use sketchbooks / art folders to evidence this process.

All year groups learn about a wide variety of artists, designers and craftspeople from across the world using 'AccessArt's "Talking Points" resources. These people are studied not to make copies or pastiches of their style, but to help children learn from the way these artists see the world. Three pathways are explored within each year group: drawing & sketchbooks, surface & colour, and working in three dimensions. Class teachers have the flexibility to choose from a range of options within each pathway to suit their children's needs, interests or current topics.

Impact:

Children enjoy art and are proud of their creations. They talk about the skills they have learnt with confidence and can discuss how they build on these skills each year. By creating a safe and nurturing environment, pupils are encouraged to take risks, share ideas and to learn from the journey, rather than head towards a predefined end-result.