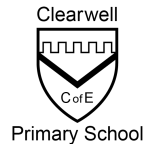


Art

Curriculum Intent



Art enables children to develop their creative imagination, enabling them to communicate what they see, feel and think through a range of tools, media and materials. During their time at Clearwell C of E School, children are given regular opportunities to experiment, invent and create their own works of art, craft and design. Skills and techniques are taught progressively to ensure that all children are able to learn and practice in order to develop as they move through the school.

Throughout the key stages, children's experience of art is enriched by finding out about famous artists (past and present), working with local artists on project and exploring our local environment for inspiration. We aim to ensure that all children are given high quality experiences, including those who may not have these opportunities outside of school.

Today we are being **artists**.

We are leaning **art**.

Good artists...

- Produce creative works of art
- Practice to get better at drawing, painting, sculpture and other art and craft techniques
- Use vocabulary for exports
- Know about and learn from great artists and their art
- Collect ideas for their art

Whole School Intent

The curriculum intends to promote Christian values:

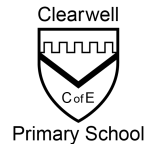
Clearwell CofE Primary school is a church school that prides itself on teaching Christian values throughout its curriculum and the wider life of school. As a church school, the children learn about Christian values, as well as those of other faiths, in order to prepare them as caring and considerate members of society. All values are nurtured and highlighted throughout all teaching and are fundamental to the children's attitudes towards learning. They help support a growth mindset and also help build relationships and attitudes beyond the curriculum. Periods of reflection and worship support learning attitudes and the ability for children to understand how Christian Values can aid learning new skills; acquiring new knowledge and supporting others to do the same.

As part of our worship programme, we develop understanding of the Wows, Ows and Nows of spirituality. We consider artwork which reflects different aspects of Christian teaching and, also, extend this notion of awe and wonder when appreciating and critiquing works of art by others.

When reflecting upon, critiquing and evaluating art work, pupils are expected to demonstrate respect and friendship.

Art

Curriculum Intent



The curriculum intends to be experience based:

It is recognised that children start school with a wide range of different experiences. The curriculum is planned to extend and enhance these experiences. An in-depth knowledge of each child allows staff to plan individual programmes and experiences to fill in any gaps in developmental progress. Staff ensure children's learning, where possible, is based on hands-on experiences; meeting visitors who can inspire children and visiting places of interest which ensure children have first-hand experiences.

Art is in itself often a practical subject; pupils are given opportunities to investigate and experiment with media before completing their own projects. Pupils may see original artwork while on educational visits.

The curriculum intends to use technology to enhance learning:

We recognise that in a society that relies so heavily on technology, we have a duty to prepare our pupils to operate effectively and safely in the modern world. We aim to provide opportunities for pupils to learn about how technology can be used to enhance learning and awaken interest in the possibilities that exist now and those that might follow in the future.

Technology is used to promote learning and the acquisition of skills and knowledge in all subjects. The use of online images and virtual art gallery visits is a key part of our art provision which enables pupils to access a wide range of examples of different artwork. Devices are also used to create art digitally.

The curriculum intends to raise self-esteem and self-confidence:

Throughout all aspects of school life staff promote a can-do attitude and celebrate the successes, resilience, perseverance and progress of all children. This is particularly apparent at Clearwell as, due to our small numbers, all children are given the opportunity to develop their self-esteem and self-confidence. Clearwell recognises the opportunities that small school teaching can provide and promotes mixed age learning to support and challenge all pupils. The curriculum is structured to provide the children with the opportunity to experience their full entitlement in a supportive environment that celebrates perseverance and resilience to challenge. We recognise that some children may need support to maintain their well-being and we will seek to do this in a nurturing and positive learning environment.

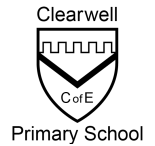
Within the PHSE curriculum, we develop the notion that everyone has different talents and things which challenge them. There are often pupils who excel in art while finding other aspects of the curriculum more challenging. The opportunity to showcase their abilities is key to raising self-esteem and self-confidence of these individuals. The opportunity to experiment and investigate before creating is also beneficial to pupils. At the conclusion of a piece of a project, pupils evaluate their own and others' work. The development of a positive atmosphere in school where pupils are supportive and resilient means that this evaluation process develops self-esteem and confidence.

The curriculum focusses on the core skills of Reading, Writing and Maths:

Staff recognise that for children to succeed beyond the classroom the skills of reading, writing and maths are crucial. Children start school with a range of levels of understanding and development for their age

Art

Curriculum Intent



group. The school recognises some children will need extra support in order to close these gaps. Staff work closely with parents and carers to help children succeed.

Part of the art curriculum is learning about established artists and their work. In order to do so, pupils need to be able to use their reading and writing skills to access information online or in other texts.

The curriculum has a clearly mapped out progression of skills and knowledge:

Staff recognise that in order for children to learn effectively, it is important that the taught curriculum is carefully mapped out. The rolling programme of three and four-year curriculum cycles allow children to acquire and develop these skills, revisiting them and reinforcing them continually. This ensures that long term acquisition of skills and knowledge is embedded. Each curriculum area has been considered to ensure that the benefits of mixed age teaching can be maximised whilst still providing adequate challenge and progression within each key phase of primary education.

The school uses the Kapow scheme for art which has a progression of skills embedded in it. This is adapted to reflect the mixed age organisation of our school.

The curriculum has a focus on developing Speech and Language:

Some children enter school with Speech and Language development below the expected level. As such, staff tailor the curriculum to prioritise this aspect and utilise opportunities both within formal and informal learning. From the first weeks at Clearwell, children are encouraged to develop their speaking and listening skills through performance, stories, singing, rhymes and role play. The unique set up of multi-age classes means that the children have role models to imitate and learn from. The development of oracy skills is key in developing the ability to communicate in writing.

A key element of art lessons is in the speaking and listening that takes place before, during and after the creation of a piece of work. In the introduction to a project, pupils often voice their opinions and reflections on a piece of work. While creating their artwork, pupils speak with peers and staff to talk about their progress: things which are going well or challenging them. At the conclusion of a piece of a project, pupils evaluate their own and others' work – usually orally.