



## Securing an Excellent Art and Design Curriculum For the Children of Botley C of E Primary School

### The Intent of the Art and Design Curriculum

As Pablo Picasso said, "Every Child Is An Artist" and our intent at Botley School is for every child to believe this. At Botley C of E Primary School, Art and Design is valued as an important part of the curriculum where all children are expected to achieve. Children have the opportunity to practise their skills, trial and test their own ideas, as well as explore the style and methods of historical, contemporary and multicultural artists. Art gives children the opportunity to express themselves emotionally, spiritually and culturally and in this way it can support their understanding of themselves as individuals.

A child reported, "Learning about other artists helps me understand the different styles. It's really interesting to see and try the different techniques in art." Children will become confident and proficient in a variety of processes including drawing, painting, sculpting, collage, textiles and printing. The intent is to ensure, as a result, all pupils can produce individual creative and imaginative work whilst developing mastery in their techniques. Children will also develop their interest and curiosity about art and consider themselves as capable artists who can make informed and independent decisions about the effect and impact of their work and the work of others. Attitudes towards art in year 6 are very positive with almost all children in the class of the art leader viewing their confidence in art as 8 or above out of ten. The intent is for all children coming into upper KS2 to arrive with such positive self-belief in their artistic abilities and confidence to take risks.

### The Implementation of the Art and Design Curriculum

The art provision at Botley has breadth and depth provided through an integrated curriculum which enables children to make links with their learning. In the Foundation Stage, Art is taught at appropriate points in the Early Years curriculum and in Years 1-6 it is taught through the specific teaching of skills, with the context often linked to other curriculum areas. Subject-specific vocabulary is used to teach a progression of skills. The art processes of drawing, sculpture, painting, textiles, collage and printing are built on and developed in each year group.

From making ancient Greek masks out of mod roc to painting fine art in watercolour, felting Asian inspired textiles to pop art portraits, from collaborative Stone Age paintings in the dark to sketching in our local village, we are able to inspire children and instil a love of art so that they see themselves as artists. Each art element includes a learning journey where sketchbooks evidence the development of skills and trialling of different media, providing opportunities for assessment of children's attainment and progress. Children feel confident enough about how best to present their own work and to give and receive feedback.

We enjoy links with the local area including the church where we have created whole school projects for services. Taking part in the Botley Autumn Show also enables children, their families and the local community to view their work in the village hall. We also have links with Wildern Secondary School and have involved in projects for the D'Art centre. All of these opportunities enable the children to see art as part of something meaningful in the community.

#### The Impact of the Art and Design Curriculum

The impact of having a curriculum that promotes creativity, imagination and high quality art is that art is enjoyed by teachers and pupils across school. Teachers have high expectations and quality evidence is celebrated through both our classroom and corridor displays which promotes the rich experiences children receive. Sketch books evidence the progress and high attainment from pupils, with the majority of pupils reaching Age Related Expectations and beyond. Sketch books also evidence the varied and creative opportunities that pupils have to apply their art skills and knowledge.

Children show competences in improving their resilience and perseverance by continually evaluating and improving their work as part of the process rather than just the final product. Consequently, children begin to think and talk like artists with a developing use of art specific vocabulary. High but attainable expectations for children who may be SEN in maths or English are set. The impact is, with adaptations and support at times, every child can achieve success. At this school, art is not only highly valued but is entirely inclusive.