



Art & Design Curriculum

<p>Intent</p>	<p>At Porters Grange Primary School and Nursery, we intend to expand our children’s cultural experience of the world and explore and expand their knowledge of themselves through art. Using local links to galleries such as Focal Point and art hubs such as Metal, we will expose the children to creative practise in the real world and, through a carefully crafted curriculum which includes a purposefully selected, diverse offering of artists and creative practitioners, that reflect both our school community and the core values, we will increase our pupils’ understanding of and access to the creative sphere. In addition, our curriculum gives our pupils access to a progression of skills in drawing, painting, sculpture, collage, printmaking, textiles and digital media that will equip them for future creative endeavours in both secondary school and beyond and their own personal artistic journey.</p>			
<p>Implementation</p>	<p>What</p>	<p>Key Stage 1: Art materials and themes are provided through continuous provision in early years, alongside a more formalised introduction to painting, drawing, sculpture, collage, printmaking and digital media from reception to years 1 and 2. Key Stage 2: Through key stage 2, skills in all media progress via a carefully layered approach to skills progression. Children across the year groups are encouraged to express their ideas, thoughts and feelings about a range of art and artists and to find their own artistic expression in response to given briefs.</p>		
	<p>How</p>	<p>Resources and Equipment</p>	<p>Planning</p>	<p>Environment</p>
<p>We have a centrally stored, organised by year group and term, easily accessible selection of art materials available to all staff, regularly stock checked and replaced as necessary. Periodically, budget is put aside for the replacement of equipment or the purchase of new equipment to extend our offering. Pupils use sketchbooks regularly to develop ideas and practise skills. Links with local galleries and art hubs have been forged to take advantage of gallery tours and talks as well as art workshops which engage pupils in the discussion and creation of art in environments where they can talk to practising artists and makers increasing our children aspirations in the direction of creative fields.</p>		<p>Medium Term plans have been written for the school to support the children in progressing their skills across the key stages 1 and 2, giving them confidence to express themselves verbally (including subject specific vocabulary) and artistically. In early years, practitioners have been consulted to ensure that inclusion of early skills in painting, drawing and sculpture feed successfully into later skills progression. Planning, and accompanying CPD sessions, aim to increase and build upon staff knowledge and confidence in teaching the subject.</p>		<p>Our town and surrounding area has a strong artistic community. Metal at Chalkwell Hall hosts international and UK artists-in-residence each year, celebrating the arts, exploring new projects and discovering creative opportunities with a wide range of events, including educational activities with schools, which we can and do take advantage of. Focal Point, a gallery very close to the school that commissions and presents contemporary photographic and moving image exhibitions, proactively engages with us as a school through workshops for the children. These opportunities give our children experiences of art and art environments that they may not otherwise receive, opening new avenues of experience and ideas for them to explore and employment pathways for them to aspire to. Within the classroom and wider environment, celebration of children’s work is found in our wall displays and through periodic joint exhibitions of work within Portico, engaging both the children and the wider community in a discussion of art.</p>

	Quality of Education	Behaviour and Attitudes	Personal Development
Impact	<p>Practical use of materials and discussions of art and artists equips the children with the skills and vocabulary they need to feel secure in expressing themselves in this subject. A variety of engaging briefs stimulate the children as makers while increasing their expertise and mastery of media such as pencil, paint, clay, stitch and print and their confidence in expressing ideas, mood and feelings through the artistic process. Our inclusion of a diverse range of artists and creative practitioners signposts the children to the possibilities of working in the creative industries, currently a significant part of the UK's economy, in the future.</p>	<p>Our pupils enjoy their art lessons and fully engage with them. Art planning often values the development of ideas over final outcome during key stage 1 and early key stage 2, allowing the children time to form and reform their responses to given briefs which we believe is a transferrable skill within the school. As they move into upper key stage two this experience informs their progression into more complex briefs and accomplished final outcomes.</p>	<p>Art practise has wider benefits than simply progressing skills and we endeavour to develop the children's personal growth along with the creative, encouraging curiosity about artists and their working practices and resilience in the form of evaluation of their own work and that of their peers. We use sketchbooks as a tool for development of ideas and expertise in all areas of art, encouraging written self-reflection and evaluation of artists work and their own. We believe art allows the pupils to garner new ways of expressing themselves and build on the school's Learning Powers which then go on to inform and support other areas of their education.</p>
Monitoring	<p>Conversations with Pupils Sketchbook scrutiny</p>	<p>Termly staff feedback of planning CPD specific needs of teachers</p>	<p>Teaching and Learning Observations</p>