



## Court de Wyck Church School Art & Design Policy

### Our Curriculum Intent

*At Court de Wyck Church School our curriculum is child-centred, aspirational and purposeful in order to instil within our pupils the knowledge, skills and confidence needed for their ever-changing futures. Its focus is on nurturing pupils' natural curiosity and love of learning, supporting them to develop resilience and understanding of the world around them. It encourages pupils to make connections and to be creative, independent thinkers who relate their learning to real-life experiences. At the heart of our curriculum are our Christian values and the dedication to working collaboratively to achieve more than we ever thought possible.*

### Our Art and Design Intent

- It is tailored to meet the needs of Court de Wyck Church School, its context within a semi-rural village setting and its pupils who come from a diverse social background.
- It is rooted in the needs of our community, drawing on local culture and heritage. An example of this is celebrating local significant individuals such as Banksy, Damien Hirst and Nick Park (Aardman Animations) and visiting key local landmarks such as Cadbury Hill, Tyntesfield, SS Great Britain and Clevedon Pier.
- It provides experience of and connections to the world beyond the school through a comprehensive programme of external visits/visitors.
- It provides a broad range of creative learning experiences to develop children's moral, spiritual, social, mental, physical and cultural understanding through our whole school values and the development of a contextually relevant curriculum.
- Is ambitious and aspirational for all pupils inspiring them to believe they can achieve more than they ever thought possible.
- It recognises and celebrates diversity welcoming each pupil as an individual.
- It secures pupils' core skills, knowledge and understanding to at least an age-appropriate level and beyond, and is adapted, designed, and developed for pupils with additional learning needs or disabilities.
- It provides coverage of the National Curriculum and ensures children make good progression from EYFS to Y6.
- It provides enrichment opportunities to broaden and enhance the curriculum experience for pupils through engaging Enquiry Questions and contextually specific learning opportunities to develop 'The Court de Wyck Child.'
- Is flexible and responds to pupils' interests, understanding and progress.

### Our Art & Design curriculum is based on the following principles:

- Ensuring that children develop their knowledge of Arts and Design through collaborative approaches.
- Children become inquisitive about the Arts and the different representations of Art.



- Providing children with the opportunities to experiment and explore artistic designs and concepts, that develop their creativity and imagination through application of learnt skills.
- Children learn to use a range of different and varied techniques and materials when planning and designing.
- Developing their knowledge of artists and designers from the past, present and future and reflecting on their achievements.
- Inspiring children through the exploration of local, national and international artists.

## Intent Overview by Key Stage

We have variable mixed age classes and so we plan the progression of learning for pupils in cycles. These ensure that pupils have the pre-requisite knowledge to learn new material, make links and remember more. This is a summary of what the pupils will learn in each key stage. More detail about an individual cycle is available.

### Early Years Foundation Stage

Art and Design is taught in Early Years as an integral part of the learning theme through child-initiated and adult led activities. The development of children's artistic and cultural awareness supports their imagination and creativity. The children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

During the EYFS, pupils should:

- Use a range of small tools, including scissors, paintbrushes and cutlery effectively.
- Begin to show accuracy and care when drawing.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

### Key Stage 1

During Key Stage 1, pupils should:

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.



## Key Stage 2

During Key Stage 2 pupils should:

- Develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design.
- Create sketch books to record their observations and use them to review and revisit ideas.

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). Learn about great artists, architects and designers in history.

## Art and Design Curriculum Planning, Continuity and Progression

At Court de Wyck Church School, Art and Design is taught through a Learning Theme approach. Our curriculum is carefully planned to engage and excite all our learners. Our long-term and medium-term plans map out the skills and themes covered each term in Lower School (Y1-3) and Upper School (Y4-6). These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. We ensure progression across the school so that knowledge and skills are built up year on year taking account of children's prior knowledge and experience of key concepts. Each Learning Theme is designed to show progression within each unit and progression across the school focuses on children's development of art and design techniques and understanding of artists and designers.

### At the end of Key Stage Two a Court de Wyck child will:

- Have a developing understanding of historical art and design and its impact on our lives today.
- Be able to express their thoughts, feelings and ideas through their art and design and reflect on their learning.
- Have knowledge and an understanding of famous artists, including those in our locality.
- Independently select appropriate media and materials to create their own designs.
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## Implementation

At Court de Wyck, pupils are provided with an ambitious curriculum in Art and Design which is tailored to be inclusive for all. Our mixed aged classes enjoy a rolling program which covers the National Curriculum Programme of Study and is tailored to ensure good progression across the key stages. These run across the whole school in order to support children with developing their artistic understanding and skills year on year to enable children to effectively know more and remember more.

Throughout their learning in Art and Design we ensure that pupils:

- Explore and use a range of different techniques and materials.



- Visit places of artistic design interest where possible.
- Access to quality sources such as books, internet and photographs.
- Hear and /or work with specialists where possible.
- Take part in role play and discussions to demonstrate their understanding of the influence art and design can have on people.
- Have opportunities to work independently or collaboratively.
- Where possible, are involved in activities with a real-life purpose, e.g. design a new school logo.

## Impact

At Court de Wyck, we intend for the impact of our high-quality Art and Design curriculum to be that the majority of pupils will achieve at least age-related expectations and make good progress from their starting points. Disadvantaged pupils and pupils with SEND will acquire the knowledge and skills needed to move on to the next stage of their education.

Our impact is measured through regular book looks, learning walks and informal assessment of children's understanding and progress by the class teacher. Each classroom utilises a working wall display to support and track children's progress through a unit of work and support with use of appropriate vocabulary. In Lower School (Y1-3), children use a 'What do we know now/What have learnt' grid to record their progression in understanding and knowledge acquisition. In Upper School (Y4-6), children use knowledge organisers which they update throughout a unit of work and can also refer back to when reviewing prior learning.



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*'That they may have life, life in all its fullness' John 10:10*