

A Journey into the Arts



Intent

At the federation of Boskenwyn and Germoe Schools, we aim to cultivate creative children who are inspired through our delivery of the creative arts. Our high-quality art curriculum and multi-disciplinary, inquiry-based links provide a real purpose to our children's creative projects, linking them to real life problems, concepts, and experiences. This is designed to develop individuality in their creations, spark curiosity, and follow their passions using a variety of media and tools and resources, including digital whilst bringing art alive and making it meaningful within the world around them. We intend for children to learn how to look at natural and man-made objects, indoors and outdoors, from different perspectives, following the Reggio Emilia principles of "children learn in over a hundred languages so why limit them to reading and writing."

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.

Implementation

To ensure high standards of teaching and learning in Art and Design, our progressive curriculum is delivered through a variety of methods: skills-based learning and multi-disciplinary learning. Skills-based learning is where skills are taught discreetly in order to evidence a progression of skills. Inquiry-based learning is where art and design is linked to the "Big Idea" or concept. Art and design is taught as part of a termly concept to ensure that art and design is given the same importance as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The art and design curriculum is based on the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and is taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document taken



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from Chris Quigley milestones. Teachers can use this document to plan their art and design lessons suitable to their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching art and design, teachers follow the children's interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher's judgement. This provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces.

We provide a variety of opportunities for learning inside and outside the classroom.

Educational visits are another opportunity for the teachers to plan for additional learning opportunities outside the classroom. Our children have had many opportunities to experience art on educational visits. The children have explored local museums and had visitors into school to share learning and have hands on experiences. We also take children to different productions which fills them not only with inspiration, but gratitude for the arts and recognition of their importance.

Our most recent summer play, produced in July 'Robin and The Sherwood Hoodies' involved plenty of artistic opportunities for a variety of age groups. Children were involved in designing and making props for the play. This allowed children who did not act or perform to engage with the play and feel part of the team, despite having no speaking lines. It is important to include such options for children, especially those that are not as confident or outspoken, to allow them to engage in their own way and flourish their talents.

Impact

We strive to create a supportive and collaborative ethos for learning by providing investigative and inquiry-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge and understanding of each unit of work covered throughout the school.

Our art curriculum is high quality, well-thought-out, and is planned to demonstrate progression. We focus on progression of knowledge and skills, and discrete vocabulary progression also forms part of the units of work.

We measure the impact of our curriculum through the following methods:

- Children's understanding of topic linked vocabulary before and after the unit is taught.
- Children's knowledge of artists before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's sketch books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.

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- Annual reporting of standards to parents and governors.
- Children's confidence in using a variety of media to express their thoughts, observations, and feelings.
- Marking of artwork in books.

Pupil Voice

An Example Progression of Skills - DRAWING

By the end of Reception, children should:

- Begin to use a variety of drawing tools.
- Use drawings to tell a story Investigate different lines.
- Explore different textures.
- Encourage accurate drawings of people.

By the end of Y2, children should:

- Extend the variety of drawing tools.
- Explore different textures.
- Observe and draw landscapes.
- Observe patterns.
- Observe anatomy (faces, limbs).
- Experiment with tools and surfaces.
- Draw a way of recording experiences and feelings.

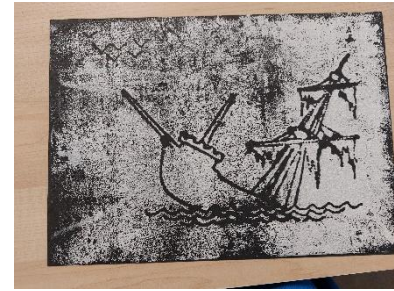
By the end of Y4, children should:

- Experiment with the potential of various pencils.
- Close observation.
- Draw both the positive and negative shapes.
- Initial sketches as a preparation for painting.
- Accurate drawings of people – particularly faces.
- Use computer aided resources.
- Identify and draw the effect of light.
- Scale and proportion.

By the end of Y6, children should:

- Understand the effect of light on objects and people and how it changes with perspectives.
- Interpret the texture of a surface.
- Produce increasingly accurate drawings.

Examples of Learning Outcomes



Learner Profiles

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Cultural Capital

Cultural capital is about preparing pupils with the essential knowledge and skills for what comes next. The exploration of new skills and experiences helps to nurture resilience, curiosity and creativity. Through this journey pupils develop new forms of cultural capital that makes a difference in individual mind-sets, which consequently shapes their future.

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work.

Cultural capital promotes social mobility and success.

Cultural capital gives a child power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital.



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Cultural capital is having assets that give children the desire to aspire and achieve social mobility whatever their starting point.

Examples of cultural capital within our Art curriculum:

- Learning about famous artists Hockney, Leger, Man Ray, Ansell Adams and Barbara Hepworth (local)
- Learning about artists around the world including Sir Terry Frost (local artist)
- Mazey Day - local festival working with Sue Loydell
- Appreciating and experiencing the work of artists virtually.
- Beach art inspired by Cornish artists.

Our Multi-Disciplinary Approach

Mosaic

Viking ship figureheads

Printing in the style of Eric Carle

Y5/6 collaborative Remembrance Day artwork (displayed in Tesco Helston)

Collaborative Maya mural

WW2 collage

Cave paintings

Printing with marine theme

This Year's Successes

Remembrance Day art

Neolithic pottery

KS1 art show for parents

Artwork for oceans and seas projects

Last Year's Successes

Props for the summer play 'Robin and The Sherwood Hoodies'

Year 5/6 collaborative Remembrance Day Art

Germoe took part in Mazey



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Priorities for Next Year (2024/25)

- Continue to embed the art skills and concepts across the curriculum
- Promote the use of sketchbooks – training/coaching to be given
- Carry out an audit of art supplies across both schools.
- Staff questionnaire to gauge confidence.
- Art based trips – CAST