



Art

Intent, Implementation, Impact

A high-quality art education in primary school is incredibly important for a child's overall development. Here's why:

1. Cognitive Development

Art encourages critical thinking, problem-solving, and decision-making. When children engage in creative activities like drawing, painting, or sculpting, they learn to plan, experiment, and reflect—skills that are transferable to other subjects like math and science.

2. Emotional Expression and Well-being

Art provides a safe outlet for children to express their feelings and experiences. This can be especially valuable for those who struggle with verbal communication. It helps build self-esteem and resilience, contributing to emotional health.

3. Motor Skills and Coordination

Activities like cutting, colouring, and moulding help develop fine motor skills and hand-eye coordination, which are essential for writing and other daily tasks.

4. Cultural Awareness and Empathy

Art education introduces children to diverse cultures, histories, and perspectives. This fosters empathy, tolerance, and a broader understanding of the world.

5. Creativity and Innovation

In a rapidly changing world, creativity is a key skill. Art nurtures imagination and innovation, helping children think outside the box and approach problems with fresh ideas.

6. Academic Enhancement

Studies have shown that students who participate in the arts often perform better academically. Art can enhance learning in subjects like reading and math by improving focus, memory, and engagement.

7. Collaboration and Communication

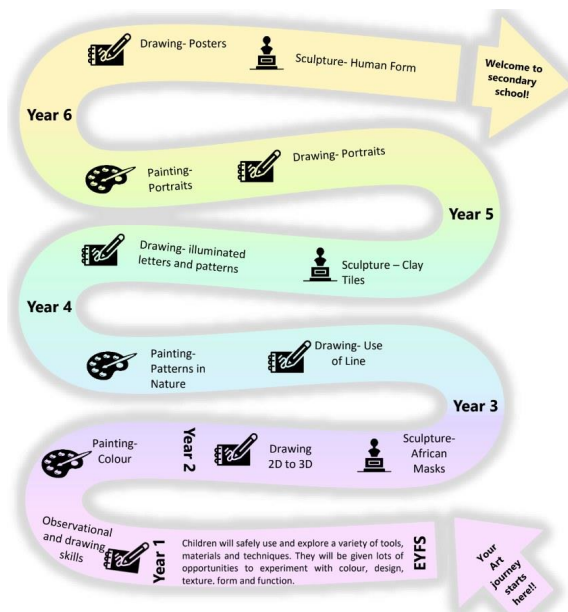
Group art projects teach children how to work together, share ideas, and communicate effectively—skills that are vital in both school and future workplaces.

Progression of Knowledge and Skill

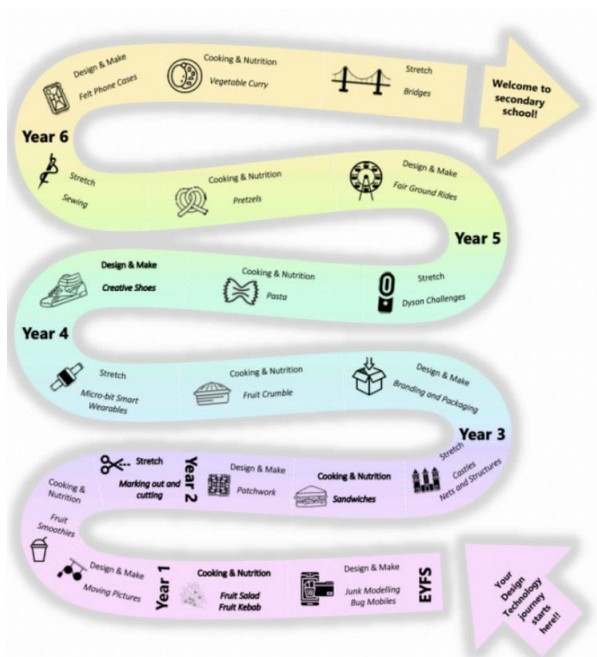


Creativity is
inventing,
experimenting,
growing,
taking risks,
breaking rules,
making mistakes,
and having fun.

Mary Lou Cook



1 - Art Curriculum Narrative



2 - Design Technology Curriculum Narrative

Art and Design Core Units				
		Unit		Unit 2
Upper KS2	Y6	Drawing (Change Makers)	Sculpture	
	Y5	Drawing (Portraits)	Painting	
Lower KS2	Y4	Drawing (Fine decorative detail)	Painting	
	Y3	Drawing (Portraits)	Sculpture	
KS1	Y2	Drawing (2D to 3D)	Sculpture	
	Y1	Drawing (observational)	Painting	
EYFS	REC	TBC	TBC	

3 - Art Curriculum Units

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with

the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Key Stage 1

Pupils should be taught:

To use a range of materials creatively to design and make products

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

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

Pupils should be taught to 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.

Pupils should be taught:

To create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

About great artists, architects and designers in history.

Key Stage 3

Pupils should be taught to develop their creativity and ideas and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

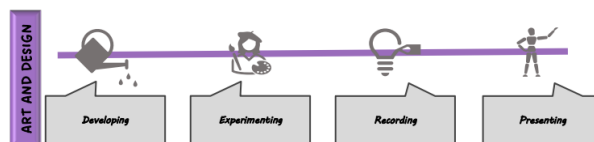
To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas ? to use a range of techniques and media, including painting

To increase their proficiency in the handling of different materials

To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Threshold Concepts



These concepts are the ‘big ideas’ that shape pupil’s thinking within the subject. The same threshold concepts are explored and revisited in each unit of work in every year group. This enables pupils to gradually increase their contextual knowledge and opens a door into a new way of thinking about something and therefore enhances the ability to master the subject.

How is the curriculum implemented across the school?

All year groups (from Y1 to Y6) use the new National Curriculum as the basis for their curriculum planning in art and design. Skills in the Foundation Stage are planned through the objectives within the EYFS.

Class teachers plan for Art and Design lessons as part of their medium term and short-term planning. The medium-term plan lists the specific skills and activities that are to be taught throughout the term. Short term plans list the specific learning objectives for each lesson and details how the lessons are to be taught.

Art and Design work is linked to creative curriculum topics. This helps children to express feelings and emotions in art, as well as show their knowledge and understanding in history, geography and science. As a school we use a variety of teaching and learning styles in art and design lessons. We ensure that the act of investigating and making something includes exploring and developing ideas and evaluating and developing work.

All pupils experience a variety of materials and processes in two and three dimensions, including drawing, painting and at least one other media each term (e.g., collage, print making, digital media, textiles, sculpture).

In the Foundation Stage we aim to provide a rich environment in which we encourage and value creativity. Through group work and continuous provision, children explore a wide range of activities using their senses and a broad range of materials and tools.

The three main starting points for work are first-hand observation, experience (memory) and imagination. Pupils are encouraged to evaluate and talk about their own work during and after they have made it.

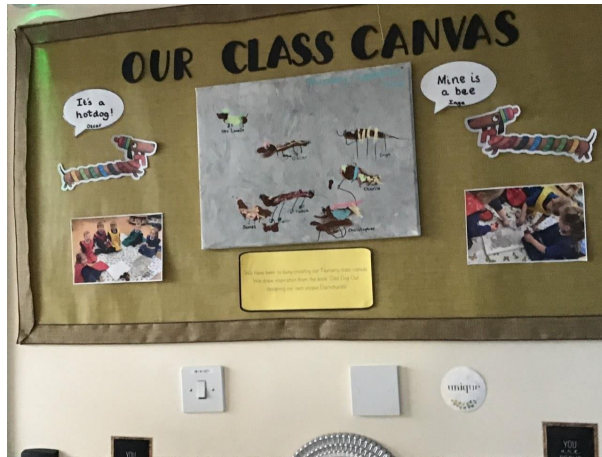
From Year 1 upwards sketchbooks are used to record, collect and explore art ideas and images using various tools, materials and media. Art and design is celebrated through classroom displays and an online gallery. The gallery and displays are regularly updated and reflect the work of the pupils throughout the year.

Teaching in art and design at St John Bosco reflects the understanding that all children will develop their ability to make images and to learn and apply skills at different rates. Class teachers are mostly responsible for teaching art and design, however there will be opportunities for professional artists to be involved in the teaching. We take every opportunity to develop links with outside agencies and experts in order to enrich our Art and Design provision. Children also have the opportunity to participate in after school art club and whole school extra-curricular art project throughout the year. Formative assessment is used to guide the progress of individual pupils in Art and Design. Children's progress in Art and Design is reported to parents through the pupil annual report.

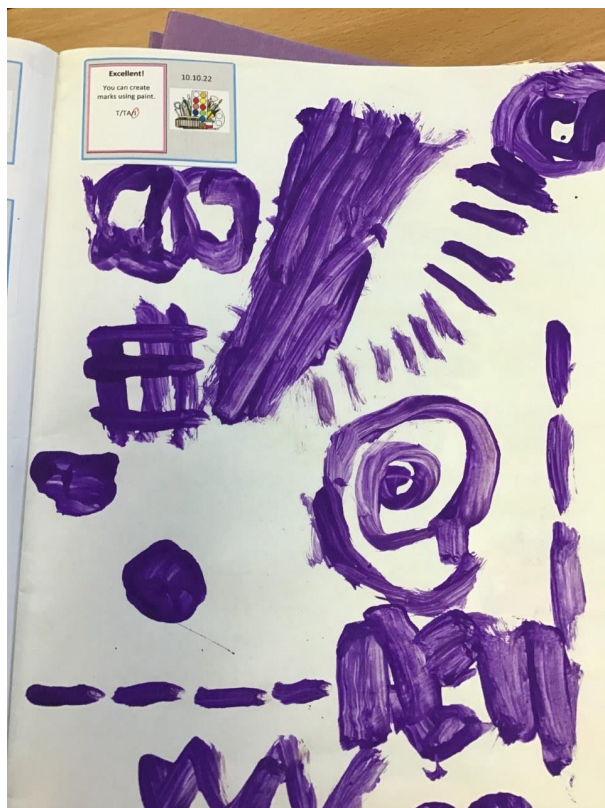
Examples showing skill development across the curriculum

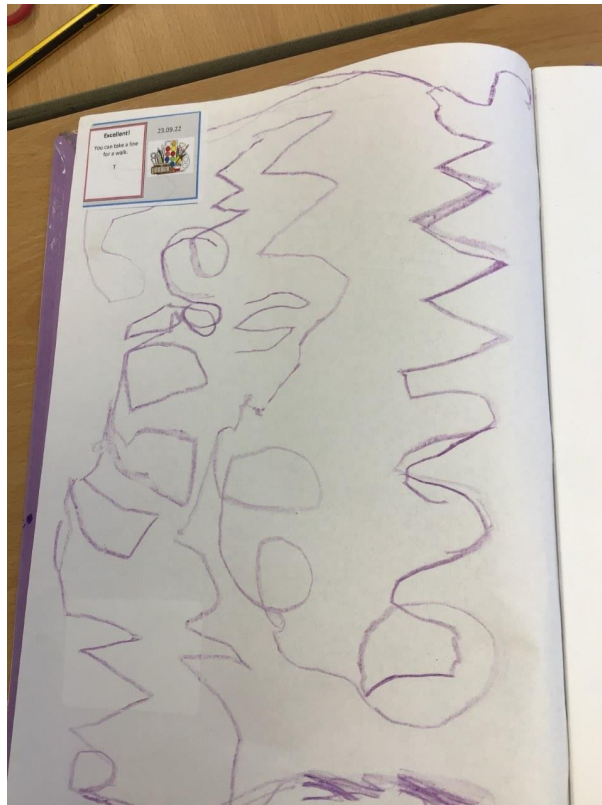
EYFS



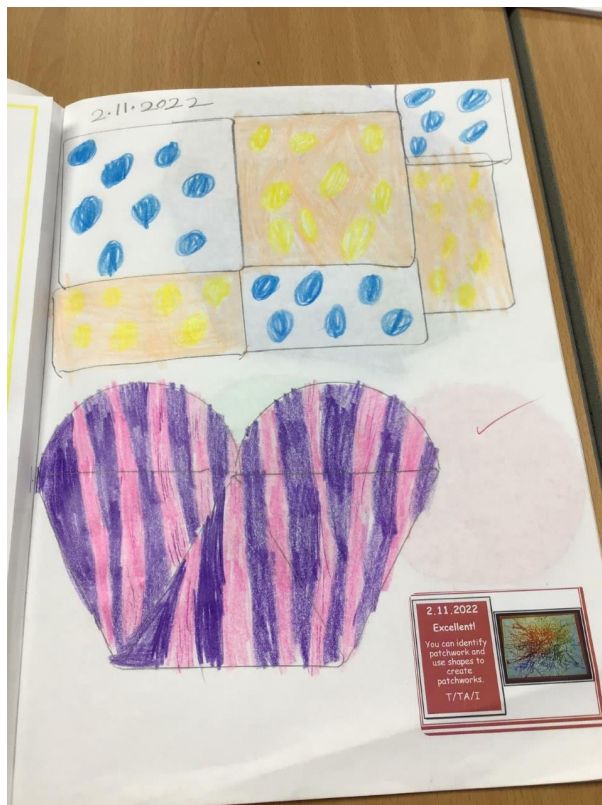


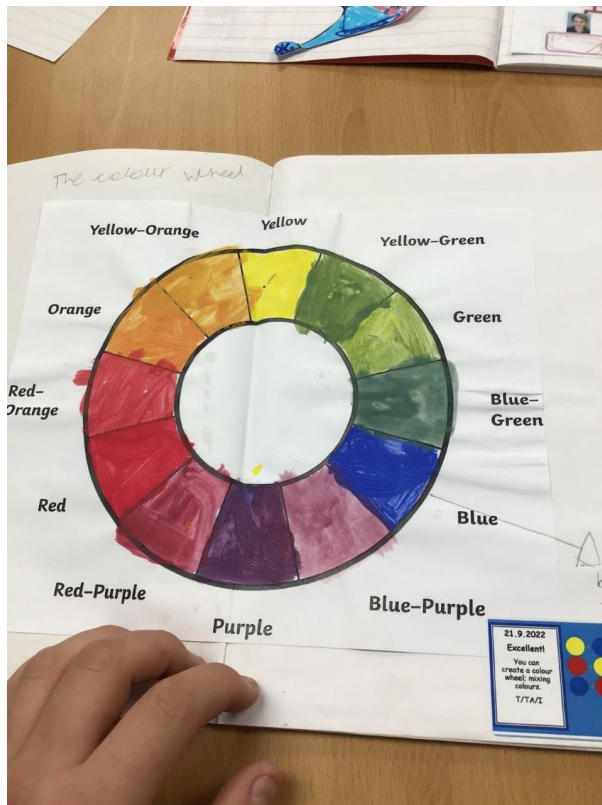
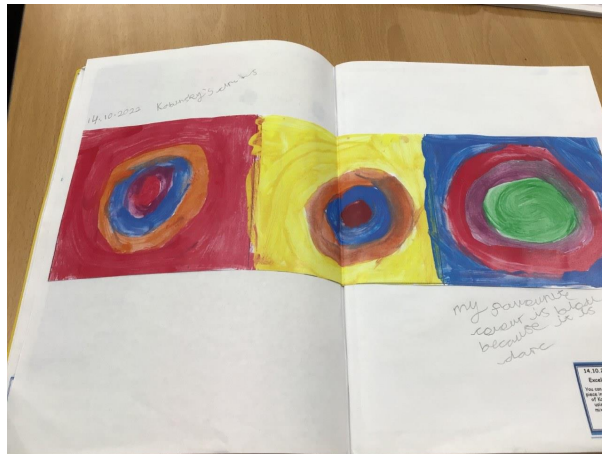
Year 1

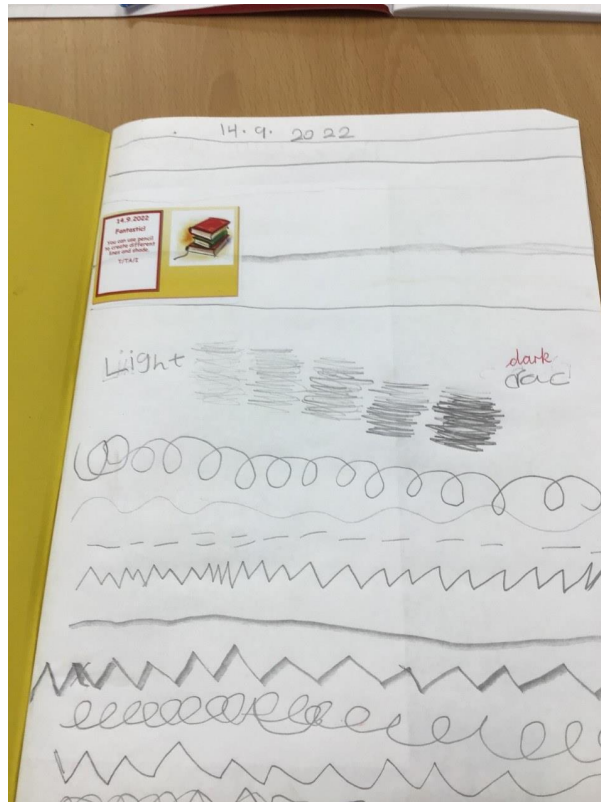




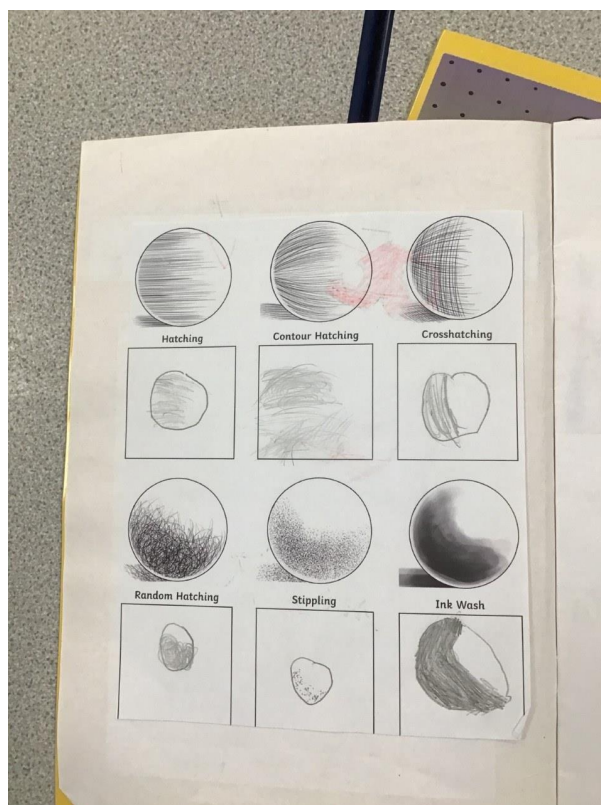
Year 2

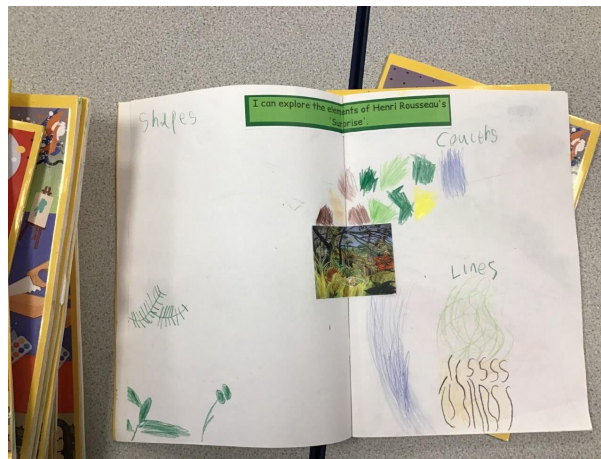
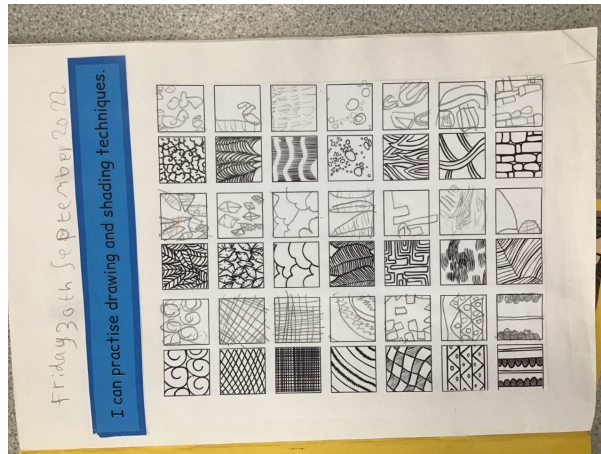




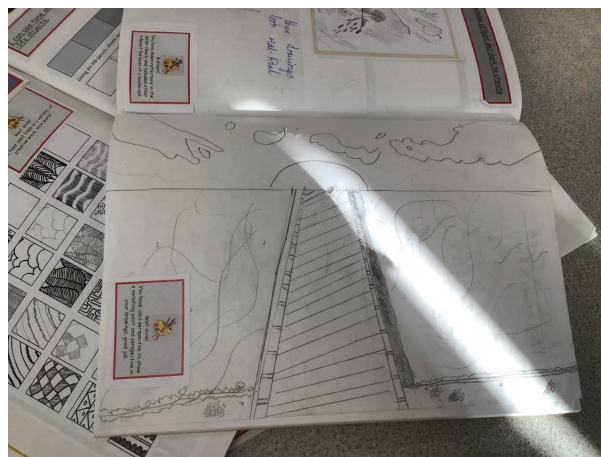


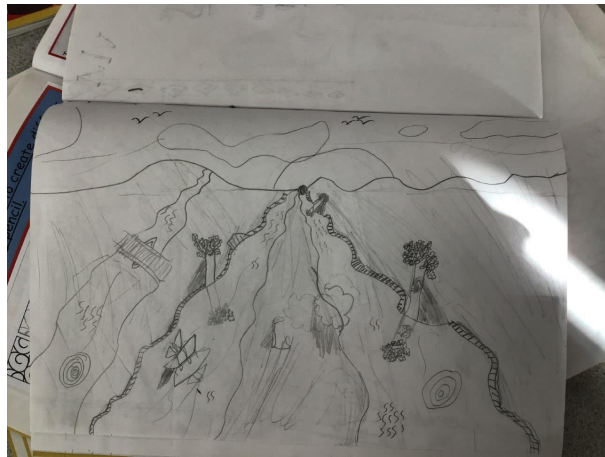
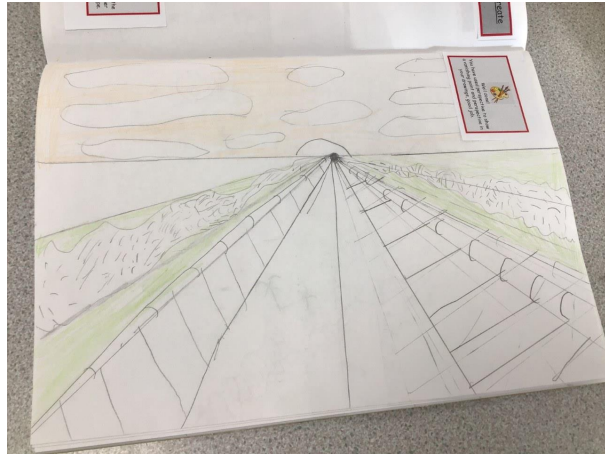
Year 3



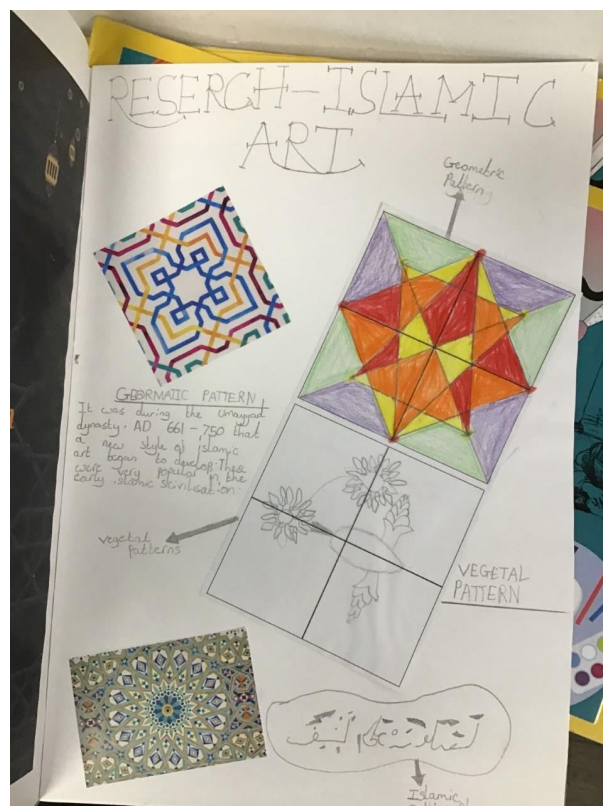
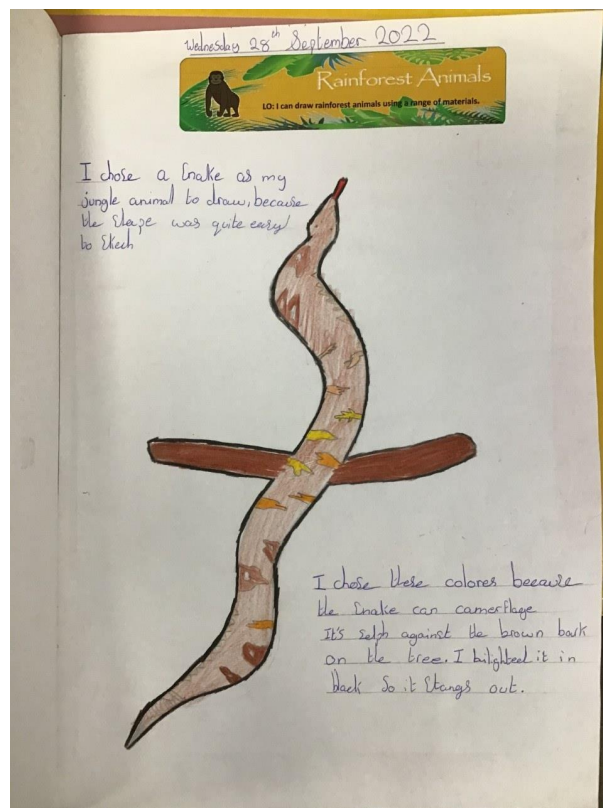


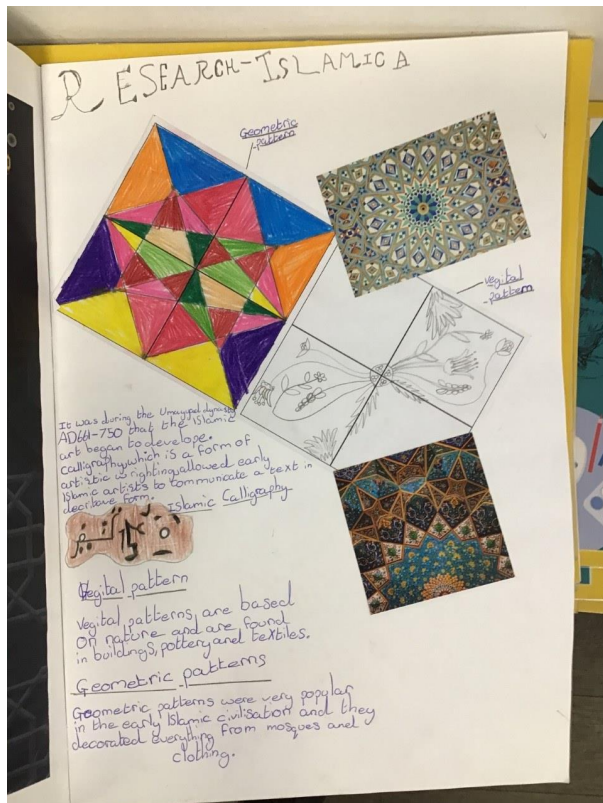
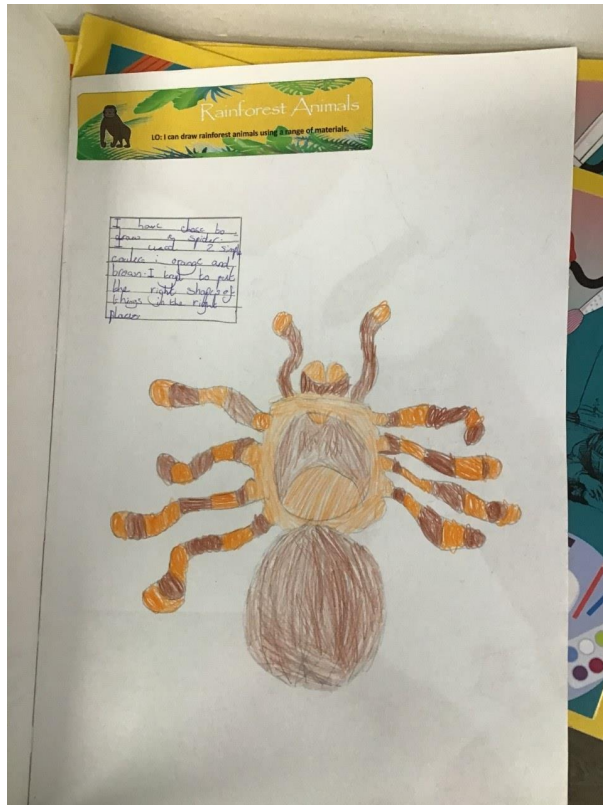
Year 4



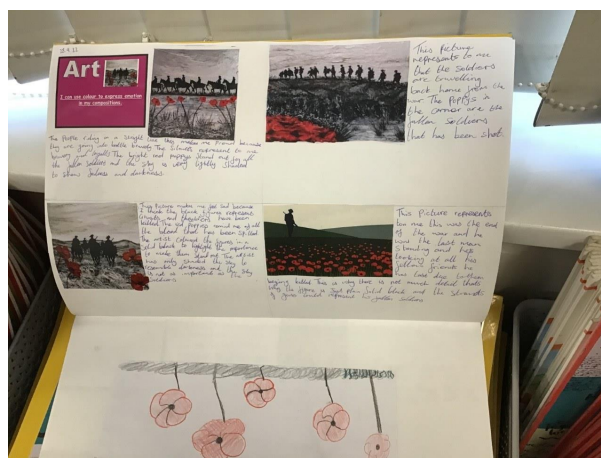


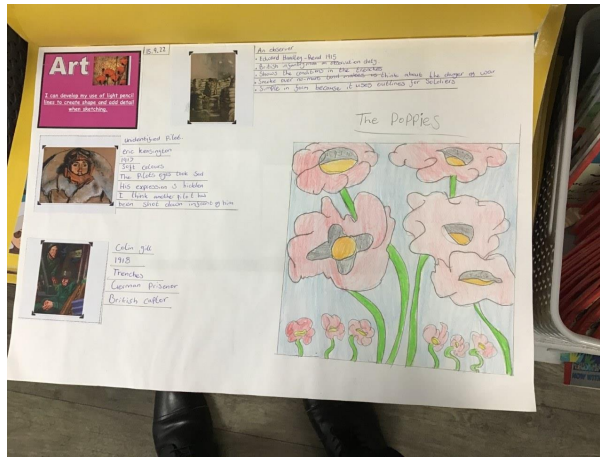
Year 5





Year 6





At St John Bosco we believe children should be opened up to the world of work. It shows children what careers are out there and the skills they'll need to leave a positive footprint wherever they go in life. It's also about building their self-belief, their resilience, recognising their qualities and how they could be used in the workplace. Showing them that they can achieve anything if they set their mind to it.

In Art and DT, we aim to introduce a career or focus our work on a famous artist/designer within each topic so that pupils link their learning to the outside world and become more motivated to learn the skills and knowledge needed.

Assessment



Formative assessment is used to guide the progress of individual pupils in Art and Design. Children's progress in Art and Design is reported to parents through the pupil annual report. Work is also celebrated through classroom displays.

What is working well?... Even better if...?

Pupil Voice

Y6 - I enjoy being creative and using art to learn more about our other topics. I like learning about new artists and using their way of doing things.

Y4 - I really love to draw and I love learning new ways to make me a better artist.

Y2 - Art is my favourite thing to do in school and wish we could do more. I like using lots of colours and doing what I like to do.

Staff Voice

- Children are excited and engaged when doing creative subjects like Art and Design Technology.
- Children are able to make links across the curriculum and use creative subjects to deepen understanding of a topic.