



The art and design curriculum at Rossington St Michael's C of E Primary develops creativity, sets problems to be tackled, engages pupils and equips them with the knowledge and skills to experiment, invent and create their own works of art. The curriculum is designed with creativity in mind, and enables pupils to build on skills acquired as they progress through each class. Pupils are encouraged to explore and investigate, create and evaluate artwork as set out in the National Curriculum whilst studying a wide range of artists, architects and designers from throughout history.

We use a bespoke curriculum adapted to suit the progressive needs of our school, which sets out the aims and programmes of study for Art ensuring that our curriculum coverage is consistent across key stages, whilst also ensuring that disciplinary knowledge is built upon each year. The purpose of this, is to ensure that all teachers are able to support pupils in developing their own knowledge and understanding about Art, resulting in them being able to make appropriate links to learning within the community and throughout their lives.

At St Michael's, pupils are taught drawing, painting/printing each year, sculpture and collage/textiles on a carefully crafted long term plan. As they progress through school, they have the opportunity to build their skills and knowledge proficiency in each of these areas. Basic skills are introduced, then built upon and finally revisited with the use of ongoing sketchbook work underpinning this process. We believe the role of the teacher is to introduce key skills, materials, artists and ideas to the pupils in such a way that each pupil can then explore his or her own creativity. By creating a safe and nurturing environment, pupils are encouraged to take creative risks and to learn from the journey, explaining their choices.

Our curriculum develops the concepts of colour, pattern, texture, line, shape, form and space. The pupils use a variety of different mediums in which to explore these concepts, adding new experiences and skills as they move through school. The provision is enhanced by the inclusion of art-related trips and visitors. Each Unit of Work is focussed around an artist, from Quentin Blake and Antony Gormley in EYFS to Ben Kwok and William Morris in key stage 2. Through each year, children will study the work of three different artists from a range of periods throughout history. In all key stages the children will describe the differences and similarities between different practices and disciplines, and make links to their own work. The level of their descriptions and explanations will become more adept and rigorous through the key stages.

From key stage 1, pupils are be taught to create sketchbooks to record their observations and use them to review and revisit ideas. Our sketchbooks are the main body of evidence for our children's projects from Year 1 to Year 6. Sketchbooks have been an essential part of the creative process for all disciplines, ranging from textiles and collage, printmaking and ceramics. It is a complete record of the creative process which, it can even be argued, is more important than the finished object at the end of this process. When we display the children's finished pieces, the sketchbooks will also play an integral part to show the children's development of skills and knowledge and their journey towards the final piece. We want the children to be proud of them, and want to share with others their ideas and creativity, as they arguably are a work of art in themselves! The sketchbooks will show evidence of: gathering inspiration, exploring art media, developing understanding, recording responses, reviewing artwork, making modifications and evaluating. They will contain not just sketches but

different media such as pictures from magazines, postcards, cuttings, artefacts eg pressed leaves, notes, copies of famous works and information about artists being studied too. It will include the children's thoughts about their work, comparisons to artists and experiments with colour mixing, sewing stitch samples or swatches of fabrics, beads, buttons, or collage materials etc.

Through the repeated exposure to open ended tasks, pupils will become adept at problem-solving and using their own ideas to explore, experiment and create their end piece of work. We inspire our children to be creative, independent, have freedom of expression and interpretation of what their own "art" is. There is no "wrong" way to create art, and children should not feel their work has to look a certain way. We celebrate difference and individuality.