



Brompton and Sawdon Community Primary School

## Curriculum Intent Statement for Art

Our pupils learn that art is a universal language. We intend to make art an **inspiring** and **enjoyable** learning experience which **develops the children's artistic skills** as well as their **appreciation** of art in all of its forms, preparing them well for the next stage in their education. We intend that our pupils have opportunities throughout the curriculum to be immersed in art and **appreciate** it for its aesthetic appeal, as well as **understand the** profound impact that it can have on feelings and emotions. Even at this young age, we want our pupils to start to develop an **understanding** of art and their own **interpretation** of it, at the same time also developing a willingness to be open to and be immersed in all of its forms.

It is important to us that our pupils start to develop a knowledge of **famous artists, designers and architects**, and that they are able to identify how the work of others can **influence** art and design around us. It is so easy to miss artistic nuances and features in the world around us – we want our pupils to be increasingly able to **recognise, appreciate and critique** these.

**We want every member of our school family to recognise that they are an artist.** Every conscious mark made is valued and our pupils have **opportunities to use the widest range of materials and media**. Art should be exciting and fun and adventurous as well as thoughtful and considered, in order to develop a life-long love of it. We see art as a fantastic medium with which to also develop our pupils' self-confidence, creativity and sense of achievement.

As a universal language, we recognise that all of our school Pillars underpin our Art provision. We intend that our Art curriculum and lessons give opportunities to:

- Collaborate / contribute / support others / make a difference / learn from a wide range of people in the community (**our Family Pillar**)
- listen and be heard / use a range of media / learn about art from around the world and different communities and contexts (**our Respect Pillar**)
- Explore creating Art outdoors / in the forest/ using Natural materials and media (**our Nature Pillar**)
- Learn about how art affects different people, places and outlooks / learn about art in different events, religions and beliefs / learn how art can support wellbeing and mindfulness (**our Rainbow Pillar**)
- Show resilience / be independent / ask questions and investigate / be creative and imaginative /present, challenge and be challenged (**our Ready to Fly Pillar**)

**We have the highest expectations for our pupils with SEND. Rather than simplifying tasks, we intend that they receive the support, adaptations and resources needed to allow them to achieve learning objectives in line with their peers.**

**This might include:**

- **adult support, different groupings, adapted tasks to reflect different learning styles,**
- **Pre-teaching of specific vocabulary or concepts**

- Over-teaching to reinforce
- Adult support in a small groups or 1:1
- 1:1 support where and when necessary.
- Word mats / visual cues that explain some of the key concepts or vocabulary
- Knowledge organisers to refer back to if they are unsure of a particular concept
- Further / additional or adapted resources around the classroom
- Adapted worksheets / books
- Carefully considered Peer buddies / pairings / groupings
- Adapted timings

**If they can't learn the way we teach, we teach the way they learn.**

### Impact

Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas that they might like to improve upon. The integral nature of art creates an enormously rich palette which allows pupils to: achieve; be self-confident; interact with and be aware of others; and be reflective. Art also develops an understanding of culture and history, locally and internationally, within different ethnicities from around the world. Children are able to enjoy art in as many ways as they choose – either as a viewer, creator or exhibitor. They can increasingly dissect art and comprehend its parts. They enjoy being an artist.