



## NUTFIELD CHURCH (C OF E) PRIMARY SCHOOL

### Subject Leaders Curriculum Statement for Expressive Arts (Art, Craft and Design)

September 2024

#### Vision

We fully embrace the vision stated in the Church of England's Vision for Education 'Deeply Christian Serving the Common Good' published in July 2016 of educating the whole person. We aim for our children and members of the wider school community to flourish in all they do and '**live life in all its fullness**'. (John 10:10)

#### Values

- We are a church school, which believes in the importance of **community**, where people from all races, religions and cultures act in **peace** together.
- Our pupils, staff and families work together as a team, with **wisdom** supporting each other through our learning. We have **hope** in our challenges and in our successes.
- We recognise the **dignity** and ultimate worth of each person, created in the image of God, further shaped by the person, teaching and example of Jesus. We look to the future with **joy**.

Intent:
Our core strategic values of community, peace, wisdom, hope, dignity and joy are embedded into our daily school life and can be linked to the role arts and culture play in our curriculum and school ethos. We believe the arts allow children to express themselves in unique ways enabling them to develop their individual sense of worth and dignity. We offer the children various ways of presenting, exhibiting and sharing their work with others which in turn builds their self-confidence and brings them great joy.
Implementation:
We deliver a broad and enriching curriculum covering the statutory requirements of the National Curriculum and beyond. Art, Craft and Design along with Music come under the umbrella of the 'Expressive Arts' with Drama being taught across the curriculum particularly in the areas of English, R.E and History. This model is reflected in our planning based on our Curriculum Overview for Art, Craft and Design and Music with the use of Drama being planned into the individual curriculum areas. The arts are valued through the provision of one timetabled afternoon per week to teach Art, Craft and Design and Music. Wider learning opportunities, wellbeing, personal development, and the setting's sense of community is further enhanced through extracurricular activities and trips.

<b>Impact:</b>
Termly assessments and data analysis enable us to identify and address issues and opportunities relating to diversity, equitable access, and inclusiveness. We conduct termly 'Pupils Voice' to receive regular feedback from the children regarding their most recent learning experiences. This feedback is considered by the Expressive Arts Lead and teachers with any necessary amendments being made to the Curriculum Overview to ensure children remain enthused and engaged with their learning.
<b>How does your subject promote diversity and help our children understand diversity?</b>
We deliver a broad and enriching curriculum covering the statutory requirements of the National Curriculum and beyond. Our planning celebrates and reflects the diversity of society through the teaching of different focussed artists each term alongside links with creative practitioners and the cultural community.
<b>How does your subject help children understand SMSC?</b>
<b>Social:</b>
The Expressive Arts curriculum allows the children to work collaboratively on a variety of projects enhancing their ability to work well as part of team whilst maintaining their creativity individuality. The children regularly present, display and share their work with each other and wider audiences allowing them to develop self-confidence in their artistic capabilities within a social and supportive context.
<b>Moral:</b>
The children are provided with opportunities to assess each other's work and are encouraged to give praise and constructive feedback. We ask the children to think carefully about what they say to others to be helpful as opposed to be critical.
<b>Spiritual:</b>
The curriculum is closely linked with R.E with Art regularly being used to teach this subject. Through the Expressive Arts the children can reflect creatively on spirituality in relation to Christianity and other World Religions.
<b>Cultural:</b>
Each term the children are taught a different focussed artists from across the world. The children learn about the work and style of the artist alongside their cultural background/heritage and the influence this has had on their work.
<b>How do you ensure pupil premium, SEND and other disadvantaged children can fully access the content?</b>
The Expressive Arts curriculum is available to all children with any necessary amendments being made to the planning and its implementation to ensure the work to be accessible and inclusive for all. Termly assessments require teachers to specifically identify the progress being made by pupil premium, SEND and other disadvantaged children within their class. This allows the Expressive Arts Lead and teacher to note any gaps and put strategies into place to be certain the curriculum is accessible to all.
<b>Good practice in your subject to share with others:</b>
Our curriculum provides progression of knowledge and skills across all phases with cross-curricula links occurring with Art, Music and Drama being incorporated into different subjects. Governors are updated of creative and cultural activity through Headteacher's reports which is further developed through reviewing such activity alongside the Expressive Arts Lead. 'Pupil Voice' evidences a high engagement in the arts with children being able to articulate what they are learning which influences our planning and delivery of the curriculum. The children explore and give voice to issues that are important to themselves with Wellbeing a key focus for the children. Each year we host an Art Exhibition showcasing the work the children have created during the year using different media such as drawing, painting, sculpture, collage and textiles. Our aim is to extend this offer to all children ensuring that arts and cultural experiences are representative of the diversity of society.

**Ofsted defines Cultural Capital as: As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'**

**How does your subject add to the cultural capital for children?**

Our children enjoy trips to places of cultural interest including art galleries allowing them to experience the arts at a high level. We are developing visits to the school by artists, craft makers and designers. These activities will deepen the children's exposure to the arts expanding their curiosity, knowledge and appreciation of its different forms.

**An Exemplar - Progression of one key skill from Reception to Year 6 in Art and design:**

**Drawing**

Reception	Pupils develop their control and confidence when drawing using a range of materials. Pupils draw forms using the formal elements of lines and simple shapes such as circles, squares and triangles. Pupils learn to tonally shade areas and shapes as neatly and carefully as they can.
Year 1	Pupils develop their ability to use and apply the formal elements by increasing their control of line and using simple 2D geometric shapes when drawing. They explore the concept of light and dark, learning how to create both values and controlling them to make tones. They practice shading tones neatly and accurately. Pupils learn how to control the pressure of their drawing materials.
Year 2	Greater skill and control is evident when using the formal elements to draw, e.g., using simple lines and geometric shapes to create forms. Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching. Increasingly able to shade areas neatly without spaces and gaps. Identify and draw detail, texture, pattern.
Year 3	Identify and draw the 2D and 3D geometric shapes in nature and the world around them. Pupils can more effectively control drawing media to create dark and light tones. They further practice shading tones with few gaps, that are neat to the edges. They can more effectively blend shading and can rub out rough edges or refine them. Pupils develop their confidence making marks and lines to describe a wide range of surfaces, textures and forms.
Year 4	Develop ability to accurately identify and render 2D and 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order. Make progress in controlling line & shading with graphite, chalks, and charcoal to describe shape, form and light and shade. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions)
Year 5	Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Awareness of various mark making techniques for purpose and intention.
Year 6	Draw with increasing confidence developing their own personal style. They know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. Learn how to describe form from several different light sources. Know and apply very basic one-point perspective.

<b>What else Subject Leaders do:</b>
<ul style="list-style-type: none"> <li>• Planning overviews, review and amendments</li> <li>• Assessment data analysis</li> <li>• 'Pupil' Voice'</li> <li>• Headteacher and Governor feedback</li> <li>• Overview of extra curricula activities, trips and visitors</li> <li>• Class monitoring or displays and books</li> <li>• Application process for the Artsmark Award</li> </ul>
<b>Questions children could ask:</b>
<ul style="list-style-type: none"> <li>• Who are the great artists, craft makers and designers?</li> <li>• What is the historical development of different art forms?</li> <li>• How can I explore my ideas to produce creative work?</li> <li>• How can I creatively record my experiences?</li> <li>• Am I becoming proficient in drawing, painting, sculpture and other art, craft and design techniques?</li> <li>• What are the strengths and weaknesses of my own and others' artistic works?</li> <li>• What suggestions could I make to help develop/improve the work?</li> <li>• Am I using the language of art, craft and design to analyse and evaluate creative works?</li> </ul>
<b>Questions Ofsted, parents or Governors could ask:</b>
<ul style="list-style-type: none"> <li>• Has a curriculum been constructed that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life?</li> <li>• Does the subject curriculum match the scope and ambition of the National Curriculum?</li> <li>• Are there clear end points?</li> <li>• Can we see how content is broken down into manageable chunks to build towards those end points?</li> <li>• Are the identified chunks logically sequenced?</li> <li>• Do they prepare pupils for the learning that is to come?</li> </ul>
<b>Also see:</b>
<ul style="list-style-type: none"> <li>• SDP for main priorities this year</li> <li>• Curriculum overview on the website</li> <li>• See school vision, values and aims on the website</li> <li>• Statement of Commitment for Artsmark Award</li> </ul>

This document has been written specifically by the subject leader. This document is for anyone who is interested in reading about why and how we teach this subject.