



Art & Design at The Ryde School

Research and reading

AccessArt Primary Curriculum: The Vision.

<https://www.accessart.org.uk/wp-content/uploads/2022/05/The-AccessArt-Primary-Art-Curriculum-Guide.pdf>

Making a mark: art, craft and design education: Ofsted

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413330/Making_a_mark_-_art_craft_and_design_education_2008-11.pdf

Mind the Gap Between the National Curriculum in Art for Primary Schools & Ofsted:
Accessart

<https://www.accessart.org.uk/mind-the-gap-between-the-national-curriculum-in-art-for-primary-schools-ofsted/>

Art and Design Education, a guide for Governors and Trustees: Arts Council England

<https://www.artscouncil.org.uk/sites/default/files/download-file/ACE172%20Art%20and%20Design%20Education%20for%20Governors%20and%20Trustees%20-%20WEB.pdf>

The Cambridge Primary Review Trust

The Cambridge Primary Review Trust builds on the most comprehensive enquiry into primary education for 40 years, and advocates strongly for the visual arts within the primary phase.

<http://cpitrust.org.uk/cprt-blog/the-power-of-the-arts-inprimary-schools/>

“Studying cultural education subjects, such as art and design, dance, drama and music, sparks creativity across the curriculum, encouraging young people to be inquisitive, disciplined and determined.

Wherever children start in life, a high quality cultural education in every school should be a right, not a privilege. Alongside literacy and numeracy, another skill needed in our workforce today is creativity.

Cultural education subjects help young people to unlock their innate creativity, enabling them to become more rounded and confident human beings.”

*Darren Henley OBE
Chief Executive, Arts Council England*

Art and Design Curriculum Rationale

We have high aspirations for the children at The Ryde and strive for them to enjoy and love art and design. We aim to nurture their ambitions so they can be the painters, sculptures or fashion designers of the future. Our core values lay the foundations of these aims. At The Ryde we all believe that 'From little acorns mighty oaks grow'. We nurture and encourage our children to develop and grow into their full potential.

We work hard at The Ryde to offer the children creative, exciting, inclusive, and memorable art and design lessons and experiences that offer opportunities for children to develop their understanding of art and design skills and knowledge.

We make good use of our art and design resources to help the children to understand how artists and designers have used differing techniques and media to convey and create emotive pieces and use this to express and stir differing emotions in their own artwork and designs. We endeavour to enrich our art and design curriculum with trips which have included: **The Henry Moore Foundation, The National Gallery and Hatfield House Park.**

We aim to inspire children's creativity through art and design and to make it relevant for our children reflecting the cultural diversity of our school and wider community.

Curriculum Intent

At the Ryde School we believe that 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. We intend to offer a curriculum which enhances pupils' cultural capital and develop critical; and creative thinking.

At the Ryde school we use the Accessart Primary Curriculum which provides an ambitious and inspirational programme of work.

The school firmly believes in the essential role of art within a child's education, recognizing its significant value in both the formal curriculum and the enrichment opportunities we provide to our students. Our art curriculum is designed to foster the development of critical thinking skills while promoting an appreciation for one's own cultural heritage and that of others this achieved through the exploration of a diverse range of artists.

Our approach to teaching art involves carefully planned sequences of lessons and experiences to ensure effective learning. We aim to enhance children's comprehension of the visual language of art, focusing on elements such as line, tone, texture, colour, pattern, shape, and three-dimensional form. Our comprehensive curriculum is structured to empower children to realise their full artistic potential.

Curriculum Implementation

The art and design curriculum was reviewed in 2022. The subject lead, along with the teaching staff decided that the Access Art resources aligned with the school's ethos and would give an inspirational but structured curriculum for pupils' and staff.

Teachers use the Access Art Curriculum, which includes: CPD resources and videos; pathways for each year group; and a clear progression plan of skills and vocabulary. Each pathway connects declarative and procedural knowledge and skills to form a flexible structure which teachers can navigate easily. Pathways follow tested pedagogical

approaches and help build teacher understanding in addition to providing progressive projects.

Each pathway follows a particular format which promotes excellent teaching & learning:

- Warm-up: Artists: Activity: Crit / Reflection
- Artists: Materials: Activity: Crit / Reflection
- Challenge or Brief: Artist: Activity: Crit / Reflection

This structure is revisited in each pathway and each year which helps develop children's ability to make independent creative choices and reflect on those. Throughout the scheme of work, children will study artists, designers and craftspeople, learning from the way they see the world rather than simply making copies of their style.

We interleave our art and design with design technology each half term. Teachers understand the need to allow time for practise and application of the skills and processes learnt, so that by the end of each key stage every child has made 'growth' (the term used by Access Art in the place of progress) in this subject.

Curriculum Impact

Pupils at our school look forward to art and design lessons. They thoroughly enjoy being creative and exploring their artistic capabilities. Children are proud of their work and because they build upon their creative confidence year on year, they enjoy discussing their work. Our pupils relish learning about new art media, putting it to use and finding out what visual wonders they can create. As pupils progress, they become increasingly able to think critically and develop a more rigorous understanding of art and design, which means that they can step into KS3 and continue their learning with confidence.

The impact of our art and design curriculum can be seen not only in our children's sketch books but also through classroom displays and the school environment.

There are no national standards in Primary Art and Design. Therefore, at The Ryde Primary School ongoing assessment is based upon lots of conversation, to discover intention and understanding, as well as looking at outcomes of the journey and end result. In addition, each pathway contains suggested "I Can..." statements which are used to check understanding.

In addition, the subject leader measures the impact of the Art curriculum through the following methods:

- Summative assessment of pupil discussions about their learning.
- Images of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Sketch books are explored and there is the opportunity for a dialogue between teachers to understand their class's work.
- Children in Foundation Stage are assessed within Expressive Arts and Design.

Planning is monitored at the beginning of each term and at intervals in between, in line with other monitoring actions such as: work scrutiny, pupil voice, staff voice, displays, learning walks/lesson observations.

At The Ryde School, we are Artist and Designers!