



Curriculum Intent: Walking Tall in Art & Design

<u>We will ensure that all children are able to achieve in their education.</u>	<u>We will raise aspirations and maintain and ambitious culture.</u>	<u>We will work in a positive, collaborative way with all stakeholders.</u>
<p align="center"><u>Achievement</u></p> <p><u>How do we ensure that all children are able to achieve in Art & Design?</u></p> <p>The Art & Design curriculum is a skills-based curriculum that focuses on building a set of artistic skills over time so that everyone has the potential to achieve.</p> <p>Teachers set tasks that are open-ended and can have a variety of responses so that children are not afraid to take risks and not afraid to fail.</p> <p>Children use resources that may be unfamiliar to them to foster excitement, engagement, and interest. Teachers also plan sensory, visual and tactile experiences to stimulate pupils.</p> <p>Art & Design lessons foster independence. Pupils learn to make informed judgments as well as aesthetic and practical decisions. They are encouraged to evaluate their own ideas and methods and seek solutions creatively.</p> <p>Pupils are encouraged to be pioneering with their ideas. They demonstrate a 'have a go' attitude without fear of judgement.</p> <p>A designated 'Art Room' enables children to plan, design and execute ideas in a stimulating environment.</p>	<p align="center"><u>Ambition</u></p> <p><u>How do we raise aspirations and maintain an ambitious culture in Art & Design?</u></p> <p>Children are given positive life experiences by visiting art galleries such as The Baltic, The Hancock and The Laing which raise aspirations and help break down social and cultural barriers and build up Cultural Capital.</p> <p>The Art & Design curriculum is designed to incorporate a diverse range of artists from across the globe. Richardson Dees has a rich and ethnically diverse pupil population which is represented by the artists they study, helping to avoid stereotypes that can inhibit and narrow ambition.</p> <p>We foster the ethos that success comes from small steps. Children follow a set of skills-based lessons that are progressive and reflective. The outcome, whilst important, is not the overall measure of success.</p> <p>Children can take risks with their artwork- innovating classics to change perspectives and reinvent existing pieces to become pioneers in the field of art. New approaches are welcomed and celebrated.</p>	<p align="center"><u>Collaboration</u></p> <p><u>How do children work in a positive, collaborative way in Art & Design?</u></p> <p>Art & Design lessons offer opportunities to discuss and make decisions on ethically sourced resources, the recycling of materials and resources and in turn they begin to understand their responsibility to the environment and the economy.</p> <p>All artwork is celebrated. Citizenship, acceptance, and the importance of being tolerant of other people's views and ideas provides a safe and supportive environment in which pupils' work is valued and appraised positively.</p> <p>Classroom displays reflect all abilities and art outcomes and we are kind when we appraise each other's artwork.</p> <p>Art & Design lessons provide opportunities to share best practice with others in a kind, considerate and constructive manner. Children can step back from time to time to discuss a peers approach and contemplate ways in which the piece can be enhanced.</p>
<p>The Art curriculum is populated with opportunities and experiences that make the most of the local landscape and talent. This includes painting seascapes in Year 1 which is linked to the children visiting their local coastline in Geography, and in Year 2 the children study sculptures in and around the local area. In Year 3, the children visit their local park (Richardson Dees Park) to look at art in nature. There is a wonderful trip to Lindisfarne in Year 4 and children use this opportunity to study drawing skills linked to the Vikings. Pupils in Year 5 study a local artist when practicing their 3D drawing skills.</p>		