

Art Curriculum

Art Curriculum at Wootton Community Primary School

Art stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. At Wootton, we encourage children to become involved in shaping their environments through art and design activities.

They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers such as Banksy and Nico Gooden. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives and brings our school community together.



The aims of art and design are:

- To enable children to record from first -hand experience and from imagination, and to select their own ideas to use in their work
- To develop creativity and imagination through a range of complex and engaging activities
- To improve children's ability to control materials, tools and techniques
- To increase their critical awareness of the roles and purposes of art and design in different times and cultures
- To develop increasing confidence in the use of visual and tactile elements and materials
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

Teaching and Learning

At Wootton, we use a variety of teaching and learning styles in art and design lessons. Our aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing the work of others and their own. We do this best through a mixture of whole-class teaching and individual /group activities. Teachers draw attention

to good examples of individual performance as models for the other children. We encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects.

We recognise the fact that we have children of differing ability, background and culture in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability and previous experience of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty where not all children complete all tasks
- Grouping children by ability and setting different tasks for each group
- Providing a range of challenges with different resources
- Using additional adults to support the work of individual or small groups.