

Clockhouse Primary School

The Clockhouse Curriculum



Our Creative Arts – Art Curriculum Rationale

What do we want for our children and how will we work together to achieve this?

At Clockhouse Primary School, we firmly believe that the Creative Arts curriculum serves as a gateway for children to explore the rich tapestry of creativity that spans the globe. We are committed to helping our students understand that creativity knows no bounds—it emerges in diverse forms and perspectives, each deserving of appreciation and respect. Whether they are crafting their own compositions or critiquing the work of others, we encourage children to express their viewpoints with empathy and consideration for differing opinions. Our aim is to instil in them a profound appreciation for Creative Arts not only as a means of personal expression but also as a source of holistic well-being in today's fast-paced world. We are dedicated to nurturing and celebrating the unique talents and accomplishments of every child.

Recognising that many of our students may not have had the opportunity to explore a wide range of artistic media or experience the richness of Creative Arts from various cultures, we have designed an enriched curriculum. This curriculum ensures that students not only grasp the diversity of creative expressions but also contribute to it with their own unique perspectives and passions. Through engaging with different media, attending live performances, visiting galleries, and actively participating in music and composition, our pupils develop confidence in their creative abilities. They come to understand how creativity can serve as a powerful tool for promoting positive mental health and well-being amidst the challenges of modern life.

Our approach encourages active enjoyment and participation across all facets of the Creative Arts. We challenge our pupils to think creatively and apply foundational skills across the curriculum, fostering a deep integration of artistic expression with academic learning. Drawing on our ongoing experiences and feedback, we continuously refine our curriculum to ensure it remains innovative, bespoke, and relevant to the needs and interests of every child. This steadfast commitment ensures that our students not only appreciate the richness of Creative Arts but also thrive as confident, creative individuals capable of making meaningful contributions to the world around them.

What are we trying to achieve through the Clockhouse Art and Design Curriculum? (*Intent*)

At Clockhouse Primary School all we do is underpinned by our values. These values support our 'Key Curriculum Drivers'. Our drivers are used to ensure all stakeholders know what we want for our children – our intent:

- **Challenge** – In Art and Design, our overarching aim is to provide pupils with a diverse and enriching experience that develops their skills across a wide range of media and materials. We focus on cultivating fundamental abilities in drawing, painting, and sculpture, supported by a comprehensive understanding of practical application, theoretical knowledge, and disciplinary techniques. Beyond these core disciplines, our curriculum extends into areas such as printing, collage, textiles, creative crafts, and digital art, ensuring that students explore and master various artistic techniques. We challenge our pupils to continually strive for their best, fostering increased confidence with each creative obstacle they conquer. Our goal is to create a nurturing environment where pupils feel comfortable taking risks, questioning their creative journey, and responding positively to feedback from both staff and peers. Through this approach, we aim to inspire a lifelong passion for artistic expression and equip our pupils with the skills and resilience needed to excel in the dynamic world of visual arts.
- **Global Citizenship** - In Art and Design, our aim is to foster a deep understanding and appreciation among pupils for the diverse expressions of artists and designers across various backgrounds, genders, ethnicities, and beliefs. We create a nurturing environment where students can engage thoughtfully with complex global issues encountered through media, historical contexts, and personal experiences, using art and design as a medium of exploration. Our goal is for pupils to critically examine how themes such as identity, shared humanity, diversity, conflict, and justice are portrayed in art, encouraging them to appreciate different perspectives, ideas, beliefs, and values. Through hands-on experiences with images and artefacts from different cultures, we provide opportunities for learning and mutual understanding,

ensuring that our pupils develop a global awareness, recognise their role as global citizens, and embrace and celebrate diversity in all its forms.

- ***Creativity*** – In Art and Design, our goal is to provide pupils with a diverse range of opportunities to express their individual creativity while exploring and connecting with various forms of art and design prevalent in our society. We offer a high-quality art and design education that not only engages and inspires but also challenges pupils to experiment, innovate, and create their own artworks, crafts, and designs. As pupils advance, they develop the ability to think critically and creatively, gaining a deeper understanding of art and design. They also learn how art and design influence our history, culture, and contribute to the creativity and prosperity of our nation. Our curriculum aims to equip pupils with the skills and knowledge to appreciate and contribute to the vibrant world of art and design, fostering a lifelong passion for creative expression and cultural engagement.
- ***Aspiration*** – In Art and Design, our objective is to deliver high-quality lessons that inspire children to think innovatively and develop a deep understanding of creative processes. We emphasise the importance of nurturing our pupils' confidence to see themselves as artists. Central to our approach is the development of proficiency in drawing, painting, colour theory, shading, and sculpture, aimed at fostering a robust understanding and critical awareness of artistic inspiration. Students are taught foundational skills and techniques, which they then apply through individual and collaborative projects. We encourage pupils to engage in critical evaluation of their own work and that of their peers, facilitating learning and continuous improvement in their skills, understanding, and creativity. Our goal is for pupils to leave us equipped with the knowledge, skills, and learning capabilities to confidently tackle artistic challenges in the future, taking pride in their progress and the artworks they create.
- ***Well-being*** – In Art and Design, our aim is to harness art as a powerful tool for enhancing wellness and fostering positive mental health among our pupils as they navigate the challenges of contemporary life. We provide opportunities for students to explore a diverse range of artworks created by artists, craftsmen, architects, and designers, expanding their ideas and deepening their moral and emotional understanding. Our aspiration is to cultivate passionate, imaginative, and curious individuals who view the world through an artistic lens, appreciating and exploring art forms from various cultures, both historical and contemporary. Through this approach, we aim to instil in our pupils a profound appreciation for the transformative power of creativity, promoting well-being and enriching their lives through artistic exploration and expression.
- ***Cultural Capital*** – Our goal is to enrich the Cultural Capital of our students by using Art and Design as a gateway to engage with and understand their world and their place within it. At the heart of our curriculum is the exploration of artworks by artists, craftsmen, architects, and designers spanning diverse backgrounds, genders, ethnicities, and beliefs. This broad exposure equips our pupils with a comprehensive understanding to articulate their thoughts and feelings about the world around them. We provide cultural opportunities and experiences that extend beyond what may be available through their families, ensuring they acquire essential cultural knowledge to excel in education, careers, and social development. By fostering a deep appreciation for cultural diversity, we aim to empower our students to navigate and contribute meaningfully to an increasingly interconnected global society.

How is the Clockhouse Art Curriculum delivered? (*Implementation*)

- The Art and Design curriculum is mapped out by the Creative Arts leader to ensure it meets the requirements of the National Curriculum. The three key areas of art and design: drawing, painting and sculpture are the foundation from which the following art and design lessons develop to ensure the children are developing a secure understanding through three key types of knowledge: practical, theoretical and disciplinary. After building a foundation in at least one of the three key areas (drawing, painting and sculpture) the following lessons will explore techniques and skills through the areas of printing, collage, textiles, creative crafts and digital art. A broad spectrum of both classic and contemporary artists, craft-makers, architects and designers are also mapped out for each art and design unit to ensure a wide coverage is met.
- Coverage of the strands of art are evenly spread across the four phases. This ensures children are learning the elements of art to a greater depth, in order to support accurate assessment.
- The Creative Arts leader produces overviews of each unit of work in every year group that explicitly details key skills, artists, techniques and vocabulary that the pupils will be learning about in that unit.
- As Art and Design skills and knowledge change and develop around the world, so does our Art and Design curriculum so our pupils can experience new techniques and explore ways of art communication.

- All teachers and year group leaders are responsible for the medium-term planning which is cross-referenced with assessment documents and the long-term planning to ensure a broad coverage.
- Weekly planning, which consists of PPTs that are adapted to each class as needed, links to progression, age and phase.
- Lessons are clearly scaffolded and adapted to meet the needs of all children and provide a challenge for all.
- Art and Design is embedded across the curriculum. Planning is matched with long term plans and links with other subjects, including History, Geography, English, Drama and Music. Children are given the opportunity to recognise the links between these subjects, in order for them to deepen their understanding. This will provide a wealth of learning opportunities and transferable skills.
- Wherever possible, first-hand experiences and real things are used to stimulate art and design activities. Teaching is done in whole class groups followed by group and individual work. New techniques and skills are modelled and examples of work are shown to the children.
- Pupils keep a Creative Arts Portfolio of the progress of their artwork. This will move with them through the school to show an accurate record of their learning and skills.
- The Creative Arts Leader ensures that the correct resources are available to enable a deepening of children's knowledge, understanding and skills.
- Art strands always begin with an introduction to the artist / art form to be studied.
- Pupils then learn about the background of the art form / artists work by looking and responding to artwork.
- Pupils will use a range of materials and media to develop art and design techniques in the style of the subject studied.
- Pupils will then produce a piece of work in the style of the subject studied
- Finally, pupils will evaluate their work, making links and comparisons between theirs and the subject studied
- Pupils will be using their Creative Arts Portfolio frequently as a place for them to experiment and try out techniques and record their opinions and reflections on the subjects being studied. Pupils ideas can then be review and revisited.
- Pupils are taught to develop their techniques, control and use of materials – increasingly being able to decide and choose which materials to use to produce a finished piece.
- Pupils will be taught about great artists, craft-makers, architects and designers in history with equal attention being paid to men as well as women artists. The work of famous local, national and international artists is also explored to enhance the children's learning.
- In the EYFS, there is continuous provision of art and design opportunities: these activities make important contributions to children's development in the areas of Expressive Arts and Design and Communication and Language. They are also important in children's Personal, Social and Emotional development. Art is covered in art lessons, continuous provision and as a means of communication and learning in other curriculum areas.
- The children's learning is further enhanced with a whole school Creative Arts week (which takes place in a rota with other foundation subjects) where the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists, forms and styles.
- Teachers explicitly teach and revisit subject-specific vocabulary through dual-coded resources and retrieval opportunities.
- Pupils regularly evaluate, refine and improve their work using success criteria and subject-specific vocabulary.
- Assessment information is used to adapt teaching and identify pupils requiring additional support or challenge.
- Monitoring, including learning walks, portfolio scrutiny, pupil voice and assessment analysis, is used to continually refine the Creative Arts curriculum.

What difference is the Clockhouse Art Curriculum making? (*Impact*)

- Confidence in this subject will enable children to become competent and independent in key life skills, including logical thinking and evaluation.

- From their different starting points, all children will make at least good progress and achieve their potential academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly.
- Pupils will have strong communication skills, and will listen respectfully and with tolerance to the views of others.
- Pupils will take pride in all that they do, always striving to do their best.
- Pupils will be able to explore and critique artwork, respectfully sharing their own thoughts and opinions whilst understanding that others critiques may differ from their own.
- Pupils will demonstrate emotional resilience and the ability to persevere when they encounter challenge.
- Pupils will develop a sense of self-awareness and become confident in their own abilities.
- Pupils will develop an appreciation and enjoyment of art that enriches their learning experience.
- Pupils will be given a wide range of opportunities to express themselves creatively.
- Pupils will develop an awareness of the emotional impact the arts have on themselves and on an audience.
- Pupils will confidently explain how their previous learning has supported the development of their current work.
- Pupils will manipulate materials and techniques, using visual and tactile qualities (line, colour, pattern, texture, shape, form and space), to communicate ideas and meanings.
- Pupils will competently use agreed vocabulary correctly and without prompting when talking about artists and their art.
- Pupils will be able to create finished pieces of artwork; work with visiting artists, designers, architects and craft-makers and visit galleries.
- Pupils will gain confidence and skill in using a variety of different media.
- Pupils will recognise Art as both an outlet for creativity and a means of positive well-being and wellness, in our ever-changing world.
- Pupils confidently discuss their learning using subject-specific vocabulary.
- Pupils demonstrate increasing independence when making creative decisions.
- Pupils confidently explain how previous learning has supported new learning.
- Creative Arts portfolios demonstrate clear progression from Nursery to Year 6.