

## Troon Community Primary & Nursery School

### Art Curriculum Statement



**'Every human is an artist.'**

**Don Miguel Ruiz**



### **Intent**

At Troon school we strongly believe that Art and Design is crucial to the development of a child's learning. This journey starts from the moment our pupils join us in nursery or reception, art is used to promote and develop visual, motor and social and emotional development.

We understand that art and design can be used as a vehicle for expression and that our pupils can communicate their thoughts, feelings, emotions and interests through the power of art.

The design of our art curriculum ensures that our pupils are engaged and inspired in the subject and feel confident to explore and experiment to create their own works of art. Our curriculum ensures opportunities for pupils to express themselves, linked to a variety of themes using different media and materials such as paint, collage, clay and textiles.

At Troon school, we recognise that Art and Design can be a starting point for many areas of the curriculum including writing. We also believe that art and design is a great starting point for asking questions and developing vocabulary- which is one of our most important priorities!

### **Implementation**

Each of our topics start with an over-arching question which allows children the opportunity to explore and discuss the content of what they will learn over the term as well as making links to prior knowledge. Our art and design curriculum is weaved into our termly topics ensuring pupils are taught a range of skills, using a range of different techniques. Each pupil from reception- to Year 6 has their own sketchbook which moves with them through the school. This provides pupils with concrete evidence of their skills development, which they can apply to a final piece of work. This long-term approach means that pupils have a clear view of the progress they have made over time and it is this which builds confidence to tackle more demanding work.

Visits to galleries and museums enhance our art curriculum and give our pupils experience of seeing artists work in real-life. Pupils are encouraged to 'read' the stories that paintings tell and ask questions about what they can see. Our pupils learn how to be 'painting detectives' and use the 'clues' present in the details of many great artworks.

Pupils are exposed to a range of different artists and designers including local artists and designers. An example of this is in lower key stage two where our pupils learn about the work of local artist Barbra Hepworth. In this unit 'Where will your ticket take you?' pupils develop their understanding of comparing geographical regions with a focus on the seaside town of St. Ives. Pupils will visit the St.Ives art gallery and create their own 3D sculptures inspired by the work of Barbra Hepworth. We believe that this helps our pupils make sense of the world when the art they are exposed to is placed in chronological, historical and geographical context.

### **Impact**

As the quote stated by Don Miguel Ruiz, we believe that all our pupils are artists and ensure that pupils see themselves as artists. Our pupils can talk about the skills and techniques they have used to create a piece of art work. Completed pieces of art are shared and celebrated within the school community and children experience holding their own pop up art galleries and sharing their work at community events such as Trevithick Day. Our pupils leave us in year 6 having been exposed to a wide range of artists and designers and are able to make connections with their own work and other artists. Our pupils are well equipped and excited about the next stage in their art and design journey.