

As part of our broad, rich curriculum design, our Art & Design curriculum at Holsworthy C of E Primary School exposes our pupils to a broad range of great artists, architects and designers throughout history up to the modern day. Carefully chosen artistic styles that sequenced to ensure progression ensure that:

'Every child is an artist.'

Pablo Picasso



In line with the National Curriculum, our curriculum allows pupils to:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

According to Cultural Alliance research, children who engage in the arts thrive at school with arts education contributing to a rise in attainment in maths and English. Alongside the benefits to the children's academic progress, at Holsworthy C of E Primary, we also see the benefits of the arts to mental wellbeing. According to Dame Benita Refson, President and Founder of Place2Be, the children's mental health charity, the creative processes involved help children work through their problems and find ways of coping. She also notes that the arts provide pupils with the opportunity to switch off to the many pressures they feel and brings shyer pupils 'out of their shell'.

Although we have linked our art & design to our half-termly topics where possible, we haven't limited our curriculum to this. Instead, we see Art & Design as a subject in its own right, with its own vital skills and knowledge to develop. In order to ensure a wide range of artistic styles are explored, key styles and key artists have been mapped out across our rolling programme. This mapping ensure that each main discipline (drawing, painting and sculpting – with subcategories of printing etc) has at least a term each academic year for children to develop their knowledge and skills within. Each art sequence of learning, focuses on the style/s of the great artists linked to that half term. This allows pupils to really dive in to the understanding of the art form and apply it in their own style, working on progressing their own artistic skills.

The majority of the time, pupils across the school will have the same artistic focus. For example: All phases study a style of sculpting in the Spring term, linked to a significant sculptor. This allows for planning teams to ensure clear whole school progression and the subject leader to monitor and evaluate the progression in each phase using our whole school art progression map.

The great artists, architects and designers we have chosen to base our curriculum around are from a range of backgrounds. Historical artists are compared to more modern day styles. Culture is explored. Local artists are studied and compared to artists from around the world. And, as 'the continued imbalance of gender representation within the arts is an issue all too often ignored' (The White Review), we have ensured female artists are prominent within our curriculum.

In addition to our art curriculum, our weekly Wild Tribe sessions provide further artistic opportunities. Through carefully planned provision, with the school's Art & Design subject leader and the school's designated Wild Tribe teacher, key artistic skills are explored across the school, for instance pottery, and a clear progression is evident.