



“Every child is an artist. The problem is how to remain an artist once we grow up.”
Pablo Picasso

Art is the epitome of self-expression, which should be nurtured in children from an early age to help them build confidence and use their imagination and creativity to their full extent. A high-quality art education provides an essential outlet for expression, encourages exploration and resilience, and nurtures an appreciation for beauty in the world around us.

Intent – What We Aim for Children to Achieve through our Art & Design Curriculum

At Great Tew Primary School, we recognise that art education plays a fundamental role in a child's development, offering a wide range of benefits that go far beyond just learning to draw or paint. Our intention is to provide a high-quality art education that nurtures creativity, fosters self-expression, and encourages critical thinking. Through a range of diverse artistic experiences, we aim to inspire children to think imaginatively, explore new ideas, and develop problem-solving skills that extend beyond the classroom. We believe that art education is essential for building emotional intelligence, social skills, and cultural awareness, as it allows children to express their thoughts and feelings, work collaboratively, and appreciate diverse perspectives.

Our curriculum is designed to enhance cognitive development by promoting critical thinking, spatial reasoning, and visual analysis, which are transferable to other subjects. Art encourages confidence, perseverance, and a growth mindset, empowering children to take pride in their work and approach challenges with resilience. By integrating art with other areas of learning where it makes sense to do so, we provide an inclusive environment where all students can excel and demonstrate their abilities, regardless of their academic strengths.

Ultimately, our aim is to prepare children for a future that values creativity, innovation, and adaptability by equipping them with the skills and mindset necessary to succeed both academically and personally.

Implementation – How We Achieve Our Aims

At Great Tew, we use the Cornerstones Curriculum on a two-year cycle, to deliver a high-quality art and design education that engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

The art and design projects have been well sequenced to provide a coherent subject scheme that develops children's skills and knowledge of visual elements, art forms, artists and art movements. Projects are placed alongside other subject projects where there are opportunities for making meaningful connections. For example, Beautiful Botanicals has been placed in the same teaching sequence as the science project Plant Nutrition and Reproduction. Seasons are also a consideration for the placement of art and design projects. For example, if children are required to work outdoors, these projects have been placed in either the latter part of the spring or summer term.

Reception

Using a range of stimuli, including works of art by well-known artists, children will learn to explore, use and refine a variety of artistic effects to express their ideas and feelings. Projects will be planned throughout the year to give children the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. Children will be given the opportunity to create collaboratively, sharing ideas, resources and skills.



Key Stage 1

Our essential skills and knowledge projects (Mixing Colours and Exploring Colours) enable children to be introduced to and then revisit colour mixing and the colour wheel with plentiful opportunities for them to explore primary and secondary colours and hues. Art projects explore:

- themes directly related to the children themselves, such as their facial features, the surrounding natural world and their local community.
- themes that expand children's artistic horizons to study a more comprehensive range of artists, artistic movements and creative techniques.

Lower Key Stage 2

Each Autumn term begins with essential skills and knowledge projects (Colour Theory in Cycle A and Warm and Cool Colours in Cycle B). Teaching these projects enables children to build on their previous understanding of colour and further develop their expertise by studying tertiary, analogous and complementary colours with many opportunities for the children to explore warm and cool colours.

In Cycle A, children expand their experiences to study a broader range of art forms, artists and genres. They also begin to study art from specific and diverse periods of history, including prehistoric pottery and Roman mosaics. Other genres studied in Cycle A build on previous techniques learned in Key Stage 1 and include more complex techniques in printmaking, drawing, painting and textiles.

In Cycle B, children develop more specialised techniques in drawing, painting, printmaking and sculpture. They explore ways in which ancient cultures have influenced art and crafts by studying, for example, medieval weaving techniques and the religious significance of Islamic art.

Upper Key Stage 2

Each autumn term begins with essential skills and knowledge projects (Colour in Landscapes in Cycle A and Colour and Style in Cycle B). Teaching these projects enables children to build on their previous understanding of colour theory and develop further expertise with colour by studying tints, shades and tones and more complex colour palettes.

In Cycle A, children develop and combine more complex artistic techniques in a range of genres, including drawing, painting, printmaking and sculpture. Children continue to build on their understanding of other historical periods and cultures by studying the ancient Chinese art form of taotie and the significance of the Expressionist movement.

In Cycle B, children are encouraged to work more independently in projects like Environmental Artists and Distortion and Abstraction. Such projects require them to consider more conceptual representations of personal, environmental, social or political messaging. Children explore diversity in art by studying the projects Inuit and Trailblazers, Barrier Breakers.