

**COOMBE BISSETT CoE PRIMARY SCHOOL
CURRICULUM STATEMENT**

VISION	VALUES	
<p>Together we can: “Soar on wings like eagles, Run and not grow weary, Walk and not be faint.” Isaiah 40:31</p>	<p>Care (love & service) Commitment (friendship & respect) Creativity (solving problems & doing your best)</p>	<p>Belief (trust & hope) Bravery (courage & justice) Brilliance (wisdom & truth)</p>

ART

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

Intent

We want every child at Coombe Bissett to have a developing love of Art: to have the confidence to create their own artistic masterpieces; to recognise and celebrate the art created by others; to be able to discuss with others both their love and displeasure at different styles and artists they are exposed to in their time at our school; to recognise that the beauty of individual pieces of art are personal and that others may not share their likes and dislikes; to have the skills and tool knowledge to create art both inside and outside the classroom.

We strive to embed a love of art, with ‘every child an artist,’ that results in pupils developing a lasting relationship with the Arts. One which continues when they leave Coombe Bissett Primary School, meaning that they do indeed ‘remain an artist once *they* grow up.’

In line with age-related expectations we will offer children from Year R to Year 6 a curriculum that demonstrates a clear progression in skills and knowledge. Our curriculum will develop an awareness of cultural capital, it will help children to express themselves through their art and enjoy their creativity, sharing human creativity and the achievement of Artists from around the world, enabling every child to become not only an artist but one who can recognise, enjoy and celebrate the art created by others.

Implementation

- In Year R, children’s artwork is completed as individual pieces; this may be kept as a paper record in sketch books, on paper, a photo or as a Tapestry entry onto children’s Learning Journals where assessment will be made against the Early Years Curriculum.
- From Year 1 to Year 6 children use sketchbooks to record their Art learning journey throughout the school. Sketchbooks should be named and numbered for children who have multiple sketchbooks from Year 1 to 6. Each child is unique and so each sketchbook should be unique, enabling children to develop their independence and creativity. Sketchbooks can show their progression with clear links to our school age related progression chart.
- Entries in Sketchbooks (Year 1 – 6) and on Tapestry for Year R should be a minimum of two pieces of work per half term equating to 12 pieces entered into sketchbooks per year. However, other works will be done in other formats and for display. Teachers may choose to support entries in Sketchbooks with photographs of processes if this supports children’s record of their unique journey.
- Teachers may choose to include dated competition entries (photocopies) or traditions we join in with as a school such as Coombe Bissett and Hommington Express Magazine entries at Christmas, Christmas Cards for the Friends, PSHE Posters and campaigns. This will allow the children to look back on past entries and see the progress they have made and progression in skills.

This will be achieved through developing:

- a love of art as a subject that they will want to continue to access throughout their lifetime
- an understanding of art culture both nationally and internationally
- building on and sharing children's existing cultural capital
- opportunities to experience art physically, in galleries, online and through visiting artists visiting our school
- the experience of different styles and artists
- following a clear progression of skills which grows as the children move from Year R to Year 6
- confident children willing to approach their art with a can-do attitude, celebrating what they achieve
- a strong sense of achievement in all children for the artwork they create
- the understanding that we can all enjoy artwork
- regular class and whole school galleries in school to showcase children's work
- opportunities for innovation and expression
- opportunities that the beauty and appeal of an individual piece of work can be personal and therefore respecting the views of others
- exploring a range of skills / mediums and artists (see table below)

Process/Skill/Medium	Relevant Artists
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Leonardo Da Vinci, Vincent Van Gogh, Poonac, Sandro Botticelli, Rachel Ruysch, Salvador Dali, Lowry,
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Jackson Pollock, Monet, Vincent Van Gogh, Chagall, Ben Moseley, Van Gough, Edgar Degas, Henry Rousseau, Guiseppe Arcimboldo, Edward Munch, Georgia O’Keeffe, Frida Kahlo, Renoir, Georges Seurat, Yves Klein
Texture (textiles, clay, sand, plaster, stone)	Linda Caverley, Molly Williams, William Morris, Gustav Klimt, Henry Rousseau, Marc Chagall, Anni Albers, Damien Hirst
Form (3D work, clay, dough, boxes, wire, paper, sculpture, mod roc)	Henry Moore, Barbara Hepworth, Andy Goldsworthy, Gilbert & George, Alberto Giacometti, Donald Judd, Alexander Calder
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Picasso, Dan Mather, Andy Warhol, Katsushika Hokusai, Henry Matisse, Roy Lichtenstein, Banksy
Pattern (paint, pencil, textiles, clay, printing)	Joan Miro, Bridget Riley, Escher, Paul Klee, Joan Miro, Henry Matisse, Paul Signac, Wassily Kandinsky, Sarah Morris, Sonia Delaunay,