

ART & DESIGN

THE FOXTON CURRICULUM



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*Every human is an artist
– Don Miguel Ruiz*

At Foxtton Primary School, we are artists.



Our Art & Design Curriculum

At Foxtton, we value art and design as it gives all pupils the opportunity to use, stimulate and develop their creativity and imagination. Art provides pupils with a broad and balanced curriculum through sensory experience in which they have the opportunity to work both independently and collaboratively. The processes of trial, error and amendment, whilst making their creations, alongside questioning and thoughtful responses to their own and others' work, encourage resilience and critical thinking.

These are all important qualities to possess and are fundamental to supporting pupils throughout their lives.

Children at Foxton first encounter art and design in Fox Cubs. Here they enjoy creating self-portraits, skeleton art using cotton buds, collages using natural materials, hedgehogs using leaves from the school grounds, foil paintings, chlorophyll rubbings and much more. For the rest of the school, art is taught through a two-year rolling programme and lessons are taken from the Suffolk Art and Design Scheme.

The scheme covers the key elements of drawing, painting, printmaking, collage, textiles and 3D. The granular detail of each unit of work includes skills, concepts, knowledge and understanding. Pupils are also given opportunities to explore different starting points as well as existing artwork and an introduction to a range of famous artists.

Staff at Foxton are enthusiastic about art, have high expectations and follow a clear progression of skills ensuring that all pupils are challenged and given the opportunity to build on prior knowledge. Pupils are given opportunity to critically discuss artists work as well as time to reflect on their own work and the work of others in order to inform future ideas and exploration.

Cycle A Overview

Class 1	Drawing (Year 1)	Textiles (Year 1)	Printing (Year 2)	Painting (Year 2)	Collage (Year 1)	3D (Year 1)
Class 2	Printing (Year 4)	Textiles (Year 3)	Collage (Year 3)	Drawing (Year 3)	Painting (Year 3)	3D (Year 3)
Class 3	Drawing (Year 5)	Painting (Year 5)	Textiles (Year 5)	Printing (Year 5)	Collage (Year 6)	3D (Year 6)

Cycle B Overview

Class 1	Painting (Year 1)	Textiles (Year 2)	3D (Year 2)	Collage (Year 2)	Printing (Year 1)	Drawing (Year 2)
Class 2	Printing (Year 3)	Textiles (Year 4)	Collage (Year 4)	Drawing (Year 4)	3D (Year 4)	Painting (Year 4)
Class 3	Collage (Year 5)	Textiles (Year 6)	Drawing (Year 6)	Painting (Year 6)	Printing (Year 6)	3D (Year 5)

Knowing more and remembering more

Every art lesson starts with retrieval practice in order to combat the forgetfulness curve. This retrieves the most recent learning as well as making connections to previous skills that recur e.g. drawing, painting and printing. Through responsive teaching, staff continuously monitor pupils' progress against expected attainment for their age and provide in-lesson feedback in order to move the learning forward. Additional support and challenge is provided as required. Each child has a sketchbook and they use it to collect ideas, make initial sketches, record skills and annotate their own work and that of others, all of which they can then revisit at a later date. Teachers use the assessment grids provided by the Suffolk Art and Design Scheme for each unit; these highlight cohort and individual strengths and weaknesses. Based on these, adjustments are then made to future planning in order to best meet the needs of all pupils.

A Global Curriculum

Our art curriculum embodies the essence of the UN Sustainable Development Goals (SDGs) by introducing children to a diverse array of influential artists from around the globe. By doing so, we align with SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities) as we celebrate various skills, techniques, and cultures that might otherwise remain unexplored. Through this exploration, we contribute to SDG 3 (Good Health and Wellbeing) by promoting enjoyment, pride, and creativity, which in turn supports positive emotional and mental health. Our holistic approach to art and design education encapsulates the interconnectedness of the SDGs, fostering a sense of global citizenship and responsibility among our students.

Appendix 1

National Curriculum

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- 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.

Subject content

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.