



### Intent

At Boutcher Primary School we aspire to ensure that children engage, explore and develop confidence in their creativity. Children invent and produce creative work and learn to think critically as they develop an understanding of art and design. It is important to us that our children cultivate their knowledge and understanding of how art and design contribute to culture and history.

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.

Boutcher encourages creativity from the very beginning of children's schooling experience. This is done through Expressive Arts and Design in EYFS. The EYFS has a child-initiated approach which allows EAD to flourish throughout the different areas in the room.

### Implementation

When delivering the creative curriculum at Boutcher there is a real focus on teaching the children new skills and techniques. To ensure art lessons provide the children with a real sense of purpose, sessions and activities will often relate directly to the class topic. These cross curricular links help immerse the children in their art sessions and ensure they are memorable. An example of this is reception creating watercolour self-portraits at the start of each year, giving them the chance to experience and to study and appreciate their individual features.

We intend for the children at Boutcher to receive a balanced and varied exposure to the creative arts. We ensure that a variety of materials are incorporated in art lessons with clear progression of skills throughout each year group. This includes the use of oil pastels, chalk, clay, water paints, acrylic paints and more. This range ensures children have an open and broad approach to what art can encompass.

Throughout the school our children study one artist per term, observing skills that can be implemented in their own work.

We provide our children with the opportunity to be creative with a clear purpose for our annual carnival festival – in which children design and create aspects of their own outfits.

### Impact

The creative arts have a high profile at our school. Our children are confident with using a range of resources to create artwork and display a sense of pride over their creations. This can be demonstrated through the engaging classroom displays which showcase brilliant work.

Each class partakes in weekly service performances which enables them to collaborate and showcase their creativity. All children perform in the annual Christmas nativity which is something they are very proud of and is spoken about and referred to throughout the year. As well as this classes produce individual assemblies and year 6 create an end-of-year production.

Children are confident to talk about their artwork, reflect and adapt it.

## What can I expect to see in an art lesson at Boutcher?

- All children exploring and recording their ideas using a variety of media.
- Children developing their creativity and refining their skills.
- Using language of art, craft and design to evaluate creative works.
- Children learning about great artists, makers and designers.

## What voice do pupils have?

**Alma (Reception):** In my class we have an arts and crafts area. I like to play with the scissors, glue, colouring pencils and paper to make something special.

**Tiago (Year 3):** I enjoy art lessons because I get to study the work of different artists. Once I have studied them, I can try and create something similar.

**Felix (Year 5) –** When we were studying the Stone Age in class, we got to create our own cave painting. I really enjoyed learning about the topic through art.

## Examples of outstanding learning:



### *Examples of work created for carnival.*

Year 3: 'Carnival is nice because you make something that you get to keep. I'm proud of my t-shirt so sometimes I wear it at home or a school when it's own clothes days.'

Year 6: 'By the time you get to Year 6, you're sad that it's your last carnival. You make so much for it over the years. It's nice looking back at the photos in the yearbook.'



*A child working on our forest mural; the choir singing in front of the mural during the opening of the forest.*

Year 5: 'Working with an artist is good. I'm proud that I contributed to our garden mural.'



*Sketching Claude Monet's work at the National Gallery; an observational sketch of a plant from our Peace Garden.*

Year 4: 'Looking carefully at what you see makes your drawings better.'

### How do children's skills progress?

An example of skills progression from Year 1 – 6

Creative Work						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Represent their ideas, thoughts and feelings through art, role-play and talking.	Uses specific materials creatively to design and make products.	Uses a range of materials creatively to design and make products.	Begins to create sketchbooks to record their observations, using sketching.	Uses sketchbooks to record their observations, using sketching and shading.	To begin to experiment to develop their drawing skills and use sketchbooks to record their observations.	Confidently use creativity and experimentation to improve drawing skills and use sketchbooks to record their observations.

**What successes have there been in the last few academic years?**

- Pupils from Reception – Year 6 have been involved in designing and constructing aspects of their outfits for our annual Carnival festival and our Christmas dinners.
- Pupils have visited a range of art galleries, including the National Gallery and Tate Modern.
- Some pupils have had the opportunity to work with an artist. Three of those working with Ed Gray subsequently had their work exhibited at the Royal Academy of Arts.

**What are the priorities in art?**

- To ensure the Art and Design syllabus is implemented across the school, with wider cross-curricular links being maximised.
- To refine assessment practice, ensuring that children are aware of their attainment and next steps
- To continue to work with working artists as we have with Ed Gray and Tom Elliot.