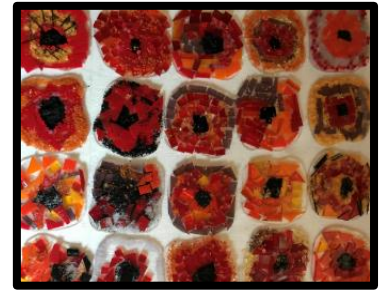




Droxford Junior School Art and Design Intent Statement 2023



Art and Design continues to be one of the children's favourite subjects at Droxford Junior School. As creativity is one of our skills for learning, we believe that Art is one of many ideal opportunities for enabling children to hone this important ability. Not only this, Art at Droxford provides a therapeutic outlet and vital self-esteem building opportunity for children who may particularly thrive in this area of the curriculum.

Therefore, weekly 1-hour sessions are delivered to each class throughout the week during a half term. These lessons should balance both the theory of art ('Theoretical Knowledge'- artist study, addressing big ideas, exploring themes through time) with the practical tasks, such as practising artistic skills ('Practical Knowledge'- drawing, painting, and sculpting.) Finally, through Droxford's Art Curriculum, pupils begin to develop their ability to participate in artistic discourse ('Disciplinary Knowledge'- what is art? What is its purpose?)

Our curriculum, and its related vocabulary, is carefully planned and structured to allow pupils to cumulatively acquire and develop these knowledge domains, with a specific focus on depth. Practically, there is clear progression across the year groups and time is dedicated to specific artistic disciplines ('painting', 'drawing', and 'sculpting'). These disciplines are revisited in each academic year in order to allow children to refine them confidently. The artists children study vary in gender, race and religion in order to be culturally representative, as does the time period their work originated (classic, modern or contemporary.)

For example, 'Portraits' are studied through the key stages. Some children would have learnt about the work of Giuseppe Arcimboldo and create a mixed media portrait in Key Stage 1. Then, in Years 3 or 4, children hone their sketching skills when drawing self-portraits, using Picasso's artwork as the predominant theoretical stimuli. Finally, this learning is consolidated in Years 5 or 6 when discussing the importance of portraits across the ages, reflecting on why subjects have these created as an eternal exhibit of art. Alongside Picasso, the portraiture studied here encapsulate some the SMSC elements of the curriculum as the children have opportunities to research the artwork of females, a range of ethnicities, a range of genders, those with disabilities and from other religions with the aim of understanding how art can be used as a universal method of self-expression.

In regard to assessment, we adopt a 'Growth Mindset' or 'Austin's Butterfly' approach. This means that children may complete a 'Cold Task' before any teaching which enables their teacher to adapt planning accordingly, teacher's observe children's skills improve using their modelling and deliver carefully considered, timely verbal feedback. As they progress through the school, children have autonomy over how they explore a unit outcome and present their sketchbooks, further enriching their creativity. Ultimately, instruction moves from more convergent opportunities to a more divergent balance.

Finally, children participate in a range of artistic enrichment opportunities at Droxford, from making fused glass poppies to commemorate WW1 to visiting art galleries.