



Art and Design at Headcorn Primary School

INTENT

At Headcorn, we envision an art curriculum that sparks creativity, fosters inclusivity, and cultivates resilience in our budding artists. Rooted in the Cornerstones curriculum, our art curriculum is a vibrant journey of self-expression and discovery that embodies the values of aspiration, inclusion, and resilience. We believe that art education is not just about creating visual masterpieces; it's about nurturing the artistic spirit, embracing diversity, and equipping our pupils with the resilience needed to express themselves confidently.

Aspiration:

We aspire to cultivate aspiring artists who dream big and believe in their ability to express themselves creatively. Our art curriculum encourages students to explore their imagination and experiment with various artistic techniques and mediums. Through projects that encourage risk-taking and self-expression, we inspire students to set high artistic goals and pursue their passions with enthusiasm and dedication.

Inclusion:

Diversity is at the heart of our art curriculum. We celebrate the richness of cultural and artistic traditions from around the world, exposing students to a wide range of artistic styles, traditions, and influences. Our lessons highlight the contributions of artists from diverse backgrounds, fostering an appreciation for different perspectives and ways of creative expression. In our inclusive environment, every student's unique voice and artistic journey are valued and respected.

Resilience:

Artistic growth often involves facing challenges and setbacks. Our curriculum emphasizes the importance of resilience in the creative process. Students learn to embrace mistakes as opportunities for learning and growth, developing the perseverance and adaptability needed to overcome creative obstacles. Through scaffolded learning experiences and supportive feedback, we empower students to take creative risks, learn from failures, and persist in their artistic endeavours.

Implementation

Key Stage 1

In Key Stage 1, each autumn term begins with essential skills and knowledge projects (Mixing Colours in Year 1 and Exploring Colours in Year 2). Teaching these projects enables children to be introduced to and then revisit colour mixing and the colour wheel with plentiful opportunities for the children to explore primary and secondary colours and hues. In Year 1, children explore themes directly related to the children themselves, such as their facial features, the surrounding natural world, and their local community. In Year 2, the projects expand children's artistic horizons to study a more comprehensive range of artists, artistic movements, and creative techniques.

Lower Key Stage 2

In Lower Key Stage 2, each autumn term begins with essential skills and knowledge projects (Contrast and Complement in Year 3 and Warm and Cool Colours in Year 4). 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 Year 3, 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



Year 3 build on previous techniques learned in Key Stage 1 and include more complex techniques in printmaking, drawing, painting and textiles. In Year 4, 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

In Upper Key Stage 2, each autumn term begins with essential skills and knowledge projects (Tints, Tones and Shades in Year 5 and Colour and Style in Year 6). 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 Year 5, 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 Year 6, children are encouraged to work more independently in projects like Inuit and Distortion and Abstraction. Such projects require them to consider more conceptual representations of personal, environmental, social or political messaging.