



Eden Primary Curriculum: Creativity (Art and Design & Technology)

Intent

At Eden we are inspired by the approach of the schools of Reggio Emilia, Italy. Children and adults work with the Studio Teacher and/or Class Teacher to experience creative, project-based teaching and learning, researching in multiple curriculum areas, giving teaching and learning context and meaning.

We want children to be viewed as capable and active in their learning, gaining confidence and enjoyment from their experiences. Their ideas and voices are heard and explored, giving them agency and understanding about their learning. Teachers are active in giving children this agency and understanding through questions, observations, provocations and documentation. We aim for the use of creative skills and creative knowledge to support learning across the entire curriculum and to ensure that our curriculum is accessible to and inclusive of every child.

Our creativity curriculum focuses on a progression of development of the '100 creative languages' children have. All children are engaged because they are challenged by their involvement in the project.

Our intention is that creativity builds resilience, problem solving and research skills in both children and adults. Collaboration is developed, and cross curricular learning occurs to engage children and enrich their experiences in school.

Key Stage 1 - Practical Skills

Holding a pencil and paint brush correctly. Designing and drawing. Colour mixing and shading. Constructing using natural materials. Construction using found and recycled materials. Joining different materials together in multiple ways. Understanding moulds and casting – mould making. Block printing. Sewing.

Key Stage 1 – Critical Thinking and Visual Literacy Skills

Making connections between what you see and the marks you make. Looking closely at things and making verbal and visual observations. Story telling through visual representation. Researching. Collaborating. Interpreting and adapting a plan. Representing ideas three dimensionally through sculpture. Creating visual symbols for representational meanings. Interpreting emotions to create something visual. Understanding architecture and building materials.

Key Stage 2 – Practical Skills

Designing. Observational drawing and painting. Expressive drawing and painting. Technical drawing. Illustration. Animation. Model making. Paper and card

construction. Construction using challenging materials such as willow and tissue paper. Sewing. Collage. Print making. Stencilling.

Key Stage 2 – Critical Thinking and Visual Literacy Skills

Composition. Researching. Interpreting research. Inventing. Interpreting stories and telling a story in a 2D story board and using 3D models. Deepening understanding of architecture and building materials. Experimental construction. Collaborating. Manipulating materials to express messages and meanings. Exploring environmental issues. Exploring political concepts. Problem solving. Empathy.

Our aim and intention is for Eden graduates to be autonomous, independent learners of creative skills and creative knowledge that can be applied in all areas of their future education and their life.

Creativity Implementation

The Creativity Curriculum is structured to be progressive in knowledge and skills. It encompasses, and in some areas, goes beyond the National Curriculum. Knowledge and skills are sequenced to build on prior learning. Creativity is taught across all subject areas and seen as a tool to give children broad routes into their learning.

Drawing and construction is a focus for every year group and both demonstrate that children are able to create artwork with specific intent. There is class discussion before and at the end of every lesson to allow for personal evaluation.

Challenge is provided by increasingly sophisticated projects which are presented as children move through the school. As well as this, children are progressively challenged to consider their own work, questioning their own methods and how their work and ideas could be improved. Support is given by providing demonstrations of techniques and skills and one-to-one help when needed, whilst also allowing children adequate time to complete their work to a good standard.

Real-life and immersive experiences enhance learning in creativity. For example the family tea party in Year 1, the residential care home visit in year 6 and regular outdoor drawing and painting activities across the Key Stages.

Regular opportunities for retrieval practice enables children to deliberately rehearse newly acquired skills and knowledge, transfer these across different contexts and identify gaps in their learning, ultimately strengthening long term memory. Children are frequently given opportunities to 'have a go' at applying their learning in new contexts and encouraged to recognise mistakes as a useful, positive part of the learning process. Our whole school culture promotes self-challenge, resilience, courage, questioning and deep thinking.

Creativity Impact

The impact of our curriculum is the measure of how well our intent has been realised. It is demonstrated through the success of our learners and their confidence to demonstrate the knowledge they have retained over time, as well as their readiness for the next stage in education and for life as an adult in the wider world. We wish for our children to leave school with the knowledge that creative languages can be used to articulate ideas and that everyone is capable of creating interesting and exciting pieces of art and design work, no matter what their skill level.

We continually evaluate the impact of our Creativity curriculum by two key points.

- The learning attitudes, engagement and motivation shown by the children.
- Documentation which shows that children are active in their learning, are able to construct their own knowledge and are able to think flexibly and creatively.