

## **Knowledge is ‘food for thought’**

This Art curriculum has been co-designed by primary senior and subject leaders from primary schools within the Trust and a secondary art subject leader from a Trust school.

Eisner (2002) argues that there are five cognitive functions that the arts afford us: the opportunity to really notice the world around us; the chance to engage our imagination by ‘liberating us from the literal’; an ability to ‘tolerate ambiguity’ and promote subjectivity; a chance to inspect our own ideas as art is created; and the opportunity to ‘discover our emotional selves’. Viewing the purpose of art education through this lens, it is clear that the opportunities for development transcend the practical activities and artwork subsequently created. Beyond the ‘busyness’ of creating art in a classroom, taking time to stop and appreciate artworks can address all five of these functions in turn. *Eisner EW (2002) The Arts and the Creation of Mind. New Haven: Yale University Press.*

### **Our Primary Art Curriculum purpose and aims:**

Our Art curriculum covers a range of artists, styles, genre, websites, books and galleries. Lessons should be designed to build on prior learning, can be connected to a wider context (e.g. historical or geographical) and provide opportunities to further develop visual literacy. Most importantly, the subject matter is broad and includes culturally and ethnically diverse artists.

We seek to enable children to talk about art, understand its historical context, be able to question art and think like artists. Elements of these skills brought into primary school themes and topics add a depth and context to any artwork created in the classroom.

Art education can provide pupils with the chance to view a culture or political statement through the artwork created.

It is an opportunity for creative problem-solving as Dweck’s mindset approach (2017) embraced in our schools, advocates. Art can be an opportunity for problem-solving independently and creatively. Like the work of the Bauhaus artists, tasks can be framed for children, with a brief that they must fulfil with a

As the mental health and wellbeing of pupils is central to all our work, enabling them to use creative expression can support this. It enables pupils to engage with their emotional side promotes the mental health of pupils most strongly.

Through this art curriculum we are preparing pupils for work, developing cognition and improving academic performance. Both the practical skills that may be applied in many workplaces and the ability to question and probe are aspirations that align with KASE.

Considering these areas in addition to the teaching of art skills will give our pupils the wealth of learning opportunities they require in tis subject and beyond.

The provision of a sketchbook from Year 1 enables children to capture their thinking processes as well as developing specific art skills.