

'Growing and maturing in our learning journey'



Art

'They are like trees that grow beside a stream, that bear fruit at the right time, and whose leaves do not dry up. They succeed in everything they do.' Psalms 1:3

Our Vision

***“Every child is an artist. The problem is how to remain an artist once we grow up.”
Pablo Picasso***

In our school the teaching of art and design develops in pupils the self-belief needed in order to be creative. Creativity, through art, craft and design is valued and celebrated by the school community.

Our art and design curriculum engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they think critically and develop a more rigorous understanding of art and design. They are taught how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We encourage children to develop their creative and imaginative talents through learning skills and techniques and using a variety of materials and tools. They learn to appreciate works of art and use artistic language to describe paintings, sculptures and other artefacts.

Topics linked to artists, architects and designers gives pupils the opportunity, over time, to investigate and evaluate a wide range of creative outcomes from the past and present to develop rigorous understanding of the many disciplines within art, craft and design and how they shape our history and future.

We want pupils to be able to explore and record their ideas and become proficient in drawing, painting and sculpting along with other art, craft and design techniques. Pupils learn how to evaluate and analyse creative works using subject specific vocabulary.

Intent

Implementation

Impact



WE BELIEVE THAT ART CAN ENRICH CHILDREN'S LIVES AND HELPS THEM TO EXPRESS THEMSELVES AND THE WORLD AROUND THEM IN VISUAL FORM , RAISING THEIR CULTURAL CAPITAL. .



OUR ELEMENT-LED, KNOWLEDGE-BASED CURRICULUM HELPS TO FOCUS LEARNING AND ENSURE A KNOWLEDGE-RICH EDUCATION. IT ENSURES THAT WE AVOID TEACHING AMBIGUOUS PROJECTS THAT ARE MORE CRAFTS-BASED WITH A SHALLOW ENGAGEMENT IN KNOWLEDGE & UNDERSTANDING.



CHILDREN KNOW MORE AND REMEMBER MORE, DEVELOPING SKILLS THAT ARE TRANSFERABLE ACROSS THE CURRICULUM SUCH AS CRITICAL THINKING.

CHILDREN CAN DISCUSS KEY ARTISTS/ARTWORK AND HOW THESE HAVE INSPIRED THEM AND SHAPED THE WORLD WE LIVE IN.

Intent



We believe that art can enrich children's lives and helps them to express themselves and the world around them in visual form , raising their cultural capital.

Our objectives in the teaching of Art align with the National Curriculum and we aim to:

- Deliver an ambitious art curriculum based on elements of art, which allows children to explore art in a number of forms and transfer these skills.
- Ensure children understand that art is about expression, and allow them to express their own style and ideas in their work.
- Explicitly teach skills in different areas of art and ensure these skills are developed year-on-year.
- Create a sense of pride in children by displaying their works of art and celebrating their efforts.
- Introduce children to a range of artists from different periods of history and different cultures, to study their craft and use their works of art as inspiration
- Encourage children to evaluate their work and the work of others (including key artists) in order to further develop their critical abilities

Implementation



At the heart of the Art curriculum are the key elements of art that underpin the projects undertaken in each year group. The elements are explored simply in EYFS. The EYFS framework specifically mentions the art elements colour, texture and form, but also makes reference to drawing, painting and exploring a variety of materials. In KS1, pattern is taught to meet the National Curriculum requirements, and this is replaced by value in KS2. In KS1 art elements are explicitly introduced by name and children engage in activities to explore them. In KS2, art elements are discussed in all projects and these projects allow children to explore and practise techniques which showcase understanding of the elements.

In KS1 & 2, art is taught weekly, during a half term block (more time is blocked out for larger projects when required). Each term, art is taught through a project driver. Each project has a clear focus (on one or more elements) and clear links to other curriculum areas, meaning art is contextualised. Giving children a breadth of art exploration allows for a rich appreciation of art in all its forms.

Our element-led, knowledge-based curriculum helps to focus learning and ensure a knowledge-rich education. It ensures that we avoid teaching ambiguous projects that are more crafts-based with a shallow engagement in knowledge & understanding. By learning specific elements through the project drivers, children encounter a broad range of skills (e.g. how to mix colours) whilst amassing a specific body of knowledge (e.g. what the primary colours are). This is taught to be remembered, stored in long-term memory and built on throughout the key stages. Throughout KS1 and KS2 key knowledge and skills for each project driver are explicitly taught and developed. Teachers model key skills, making use of classroom visualisers to demonstrate techniques. In KS1, children are introduced explicitly to the art elements and they learn the basic skills required for each project driver. In KS2, teachers continue to reinforce those basic skills and enhance them further.

Implementation



Art is an essential part of learning in the Foundation Stage as it is incorporated in everyday learning, e.g. fine motor skills. The artistic aspects of the children's work relate to the objectives set out in the Early Learning Goals (ELGs), and allow children to experience art in different forms (see project drivers). We ensure that the key foundational knowledge required for our KS1 art curriculum is fed into our Early Years environment and learning activities. Children are introduced to a range of media and they experiment with mark-making using a range of implements (including pencils, crayons, paint brushes etc). Art in EYFS allows children to explore the natural world around them and to develop a sense of self. Children create visual representations of themselves; objects (such as plants and animals); and environments that are familiar to them.

Children will explore key artists in the projects they undertake. In EYFS (particularly Reception), some artists are introduced and their work is discussed and replicated. From KS1 onwards, children have the opportunity to engage in studies of key artists and key art pieces from a range of eras, countries and cultures, learning about an increasing number of great artists, sculptures and designers from around the world, past and present. We believe that representation matters, so artists are selected to reflect our diverse world.

Implementation



In KS2, children use sketchbooks in Art lessons. Sketchbooks are used to collect and comment on artwork from key artists; collect ideas for own art pieces; and develop a record of skills linked to the key art elements taught.

Within each project driver, key vocabulary is taught and used by staff and children. This development of vocabulary will allow children to discuss art confidently. In addition, when discussing colour, children use a range of synonyms for colours to enhance their colour vocabulary.

Reading across the curriculum is important at our school. In Art lessons, children have the opportunity to explore books or digital text that will inspire projects (e.g. picture books); or books and digital texts that will help them learn about key artists.

Our sequence of learning within each topic is planned out by the subject lead. Lessons follow a clear structure:

Explore: Classes explore key artists, artwork or texts that will inspire the project.

Experiment: Learn and practice the key skills and knowledge needed for the project.

Design: Produce ideas for their own artwork, inspired by exploration and experimentation.

Create: Use appropriate media to produce artwork.

Evaluate: Evaluate own work and work of others to enhance skills.

Implementation

In EYFS children talk about their work & techniques used, and in KS1 this develops to commenting on how their work could be improved. In KS2 children evaluate their own and each other's work (via post-its), commenting on effectiveness & accuracy of key skills taught. Children stick post-its into each other's books when doing a 'class gallery', in which children walk around exploring all of the art in the room. This encourages children to think critically about art and to respond appropriately to feedback. In UKS2, children will have a greater understanding that the quality of art is subjective and linked to personal tastes.



Impact



Children know more and remember more, developing skills that are transferable across the curriculum such as critical thinking.

Children can discuss key artists/artwork and how these have inspired them and shaped the world we live in.

Children understand that art is subjective and they produce work that demonstrates how they have drawn inspiration from key artists, artwork or texts, yet expressed themselves in their own way.

Children develop competence in key skills and knowledge, which is evident in their work & through discussion.

Children's work is proudly displayed in school and children are keen to share their work with others.

Children think critically about their work and the work of others by evaluating their work.