

## Intent - We aim to...



Deliver an ambitious art curriculum based on elements of art, where pupils will acquire important communication and creating skills, which in turn will contribute to their learning in other areas of the primary school curriculum.

Introduce pupils to artists from different periods of history, cultures and diversity, to study and use as inspiration for their own ideas, style and expression.

Teach skills in different areas of art and to ensure that there is a progression of these skills, year upon year.

Build confidence and pride in pupils by displaying their work, and to provide an opportunity to learn from and appreciate the work of others, thereby nurturing empathy, respect, and a strong sense of classroom community.

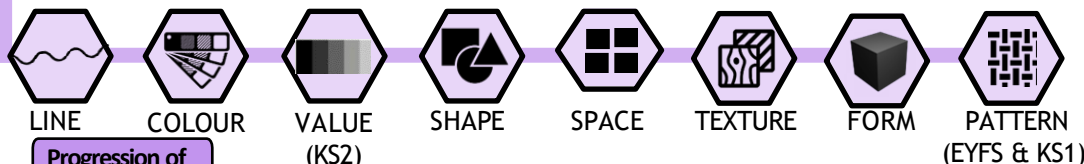
Encourage pupils to evaluate and analyse their work, the work of others and key/great artists, using the language of art, craft and design, to further improve their work and outcomes.

## Implementation - How do we achieve our aims?

### Elements of Art and Design

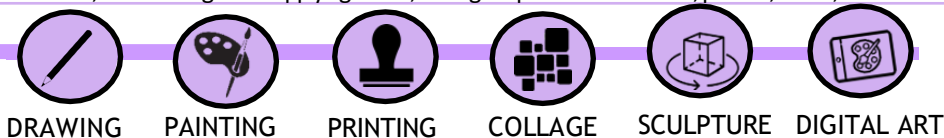
The key elements of Art and Design underpin the projects undertaken in each year group. Pupils begin to explore these elements in EYFS.

The EYFS framework 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 introduced by name and pupils engage in activities to explore them. In KS2, art elements are discussed in all projects and these projects allow pupils to explore and practise techniques which showcase an understanding of these elements.



### Progression of skills and Golden Threads

Pupils' skills and knowledge is built upon across the key areas of: drawing, painting, printing, collage, mixed media, textiles, 3D work (including sculpture) and digital art. Units can be taught in any order within the year group and can be adapted to fit themes and topics. Units are covered throughout the key stages. Each project has a clear focus (on one or more elements) and may link to different curriculum areas, meaning art is contextualised. This gives pupils a breadth of art exploration, which allows for a richer appreciation of art in all its forms. The strands are the golden threads that pupils encounter, revise and develop, in their learning, from EYFS through to Year 6. For example, the skills of painting which begin as mark making in EYFS and the developing fine motor skills, progress to learning painting techniques and application through to painting formal elements, and learning about applying colour, through exploration of texture, pattern, tones, mood and form etc.



### Strong foundations

Art is an essential part of learning in EYFS 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 through the Early Years environment and learning activities. Pupils 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 and Design in EYFS allows children to explore the natural world around them. Pupils create visual representations of themselves (portraits), of objects e.g. plants and animals (birds) and the environments that are familiar to them.

### Teaching of knowledge and skills

Our element-led curriculum helps to focus learning and to ensure a knowledge-rich education in Art and Design. By learning specific elements, through each unit of work, children encounter a broad range of skills e.g. colour mixing (primary colours), brushwork, the knowledge of specific materials and understanding proportion. Teachers model key skills, making use of classroom visualisers (where applicable) to demonstrate techniques. In KS1, children are introduced to the art elements and learn the basic skills required. In KS2, teachers continue to reinforce those basic skills and enhance them further. These skills of creativity, experimentation and analysis can then be further used in an array of processes, and support the development of communications skills, which are transferrable across other areas of the wider curriculum.

### Assessment

Work is assessed through verbal (sometimes written) feedback with pupils assessed formally at the end of each full term, in their understanding of the key knowledge and skills covered, using a data tracking system. Learning attitudes, engagement and motivation is demonstrated by the children, through pupil voice, and misconceptions and gaps in learning inform future planning.



## Implementation (continued)



### Diversity

Pupils explore key artists in the projects they undertake. Artists and designers are introduced, their work discussed and used as inspiration for own work, rather than just replicated. Where applicable, our aim is that these artists will be from a range of different eras, heritage, cultures and gender, including BAME and LBGTQ.

From KS1 onwards, children will have the opportunity to engage in studies of these key artists. We believe that in our diverse school, representation matters, so artists are selected to reflect this.



### Sketchbooks

In both KS1 and KS2, children use sketchbooks to record their observations and later use them to review and revisit initial ideas. Sketchbooks are work in progress and are used to show the journey of a piece of work. They may also be used to collect and evaluate work from other artists and used as a record of developing key skills.



### Vocabulary

Within each unit of work, pupils will learn vocabulary and key words specific to Art and Design and understand when to use this vocabulary.

This vocabulary will be highlighted and modelled during teaching time. Teachers will have high expectations that children will use the correct vocabulary and encourage pupils to do so too. The development of vocabulary and prioritising of talk will help children to build transferable skills, to allow them to communicate and share their learning.



### Community

A student Art and Design Council will be established to advocate the arts. They will be able to support running assemblies, help deliver whole school Art and Design projects and organise an Art and Design week / event, and also provide feedback. A whole school event will be organised which celebrates Art and Design in the wider school community e.g. parents and carers, to increase awareness and raise aspirations in Art and Design for pupils.



### Timetabling and lesson structure

Art and Design lessons are taught every half term in KS1 and KS2, and may occur as weekly sessions or in a blocked week. Art and Design is taught through Expressive Arts and Design (media and materials) in the EYFS area of study.

**Explore** Explore key artists, artworks or texts that will inspire the project.

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

**Design** Produce ideas for own artwork, inspired by key artists, artwork or texts.

**Create** Use appropriate media to produce own artwork.

**Evaluate** Evaluate own work and the work of others to enhance skills.

**SEND** Teachers plan and adapt their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. Pupils may use modified tools such as specialist scissors (or cutting tools), media or a range of drawing aids such as grids, templates and viewfinders to help complete their piece.



### Evaluating work

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 pupils evaluate their own and each other's work (verbally), commenting on the effectiveness and accuracy of key skills taught. This will allow pupils to think critically 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. As pupils progress through the key stages, they will be more able to think critically and develop a more rigorous understanding of Art and Design.



## Impact - How will we know we achieved our aims?



Pupils will learn transferable skills which they can apply across other areas of the curriculum e.g. creative problem solving, critical thinking and analysis and presentations.



Pupils can discuss how the work of key artists have inspired them to create their own artwork. Pupils can explain how artists have the power to influence or change social issues through evoking emotional responses from an audience e.g. through public art, fine art or historical art.



Pupils develop their key skills and knowledge and this is reflected through their work and through discussion opportunities. Pupil voice is also used to reflect this.



Pupils demonstrate a sense of achievement for their work on display, thus providing them with an increased ownership of their environment.



Pupils can evaluate and analyse their own work, and that of others, using the language of art, craft and design.