

Art and Design

Intent:

"Art to the child is more than a matter of painting pictures or making objects. It is a means by which he/she expresses his/her individuality and communicates his/her ideas about him/herself about his/her world." Jane Cooper Bland.

We believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding.

Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas.

Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists.

The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, using the local area to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development.

Many areas of art link with mathematical ideas of shape and space; for example when printing repeating patterns and designs and thinking about 3D shapes to support structures.

It is paramount that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this.

In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

Implementation:

Teachers plan their curriculum together as a team. As part of this planning process, teachers need to plan the following:

- A cycle of lessons for each subject, which carefully plans for progression and depth;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;
- A means to display and celebrate the pupils' artwork in their class.

Impact:

Our Art Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress.

In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work.

SMSC Links

Spiritual

- Promote the process of 'reviewing and evaluating' for example the work of famous artists and architects.
- Explore different artists' interpretations of key figures or events, discuss what the artist was trying to convey.
- Explore religion in art.
- Investigate visual, tactile and sensory qualities of their own other's work.
- Develop confidence to explore, and make decisions about their own decisions.

Moral

- Explore how emotions and inner feelings are expressed through art such as painting, sculpture and architecture.
- Explain the work of artists from a variety of protected characteristics.

Social

- Work collaboratively.
- Explore art as a powerful social tool e.g. in telling a story, expressing an emotion.
- Develop aesthetic and critical awareness e.g. children evaluate their work and the work of others.
- Celebrate own work throughout school.
- Share ideas and discuss a range of artists and art work, developing their speaking and listening

Cultural

- Experience a wide range of creative media from around the world, such as Japanese art or Islamic art. • Visit local art galleries, looking at the work of local artists
- Respond to and begin to appreciate works of art which form our cultural heritage.

British Values Links

Democracy

- Take into account the views of others in shared activities.
- Vote for outcomes

The Rule of Law

- Undertake safe practices, following class rules during projects and activities for the benefit of all
- Understand the consequences if rules are not followed

Individual Liberty

- Work within boundaries to make safe choices in art and design
- Make own choices within art and design projects

Tolerance of those with different faiths and beliefs

- Experience and talk about art and design work from different cultures and religious beliefs
- Use art and design pieces to learn about different faiths and cultures around the world

Mutual Respect

- To behave appropriately allowing all participants the opportunity to work effectively
- Review each other's work respectfully
- Work together on projects, help and advise others
- Experience different festivals, traditions and celebrations through art and design

EYFS

1	<p>Explore different materials freely to develop their ideas about how to use them and what to make. Develop their own ideas and then decide what materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings. Explore colour and colour mixing.</p>
2	<p>Safely use and explore a variety of materials, tools, and techniques with colour, design, texture, form and function. Share their creations, explaining the processes they have used. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>
3	<p>Safely use and explore a variety of materials, tools, and techniques with colour, design, texture, form and function. Share their creations, explaining the processes they have used. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>
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	KEY STAGE 1	KEY STAGE 2
<u>1</u>	<u>South American Artists</u> -To identify how colour and different techniques are used by artists -To tear, fold and crumble paper to create shapes and effects -To be able to sort, name and use paper depending on colour and texture -To be able to tear and overlap paper -To be able to arrange and glue materials to different backgrounds -To collect, sort and match colours to an image -To create and arrange shapes to create own collage using the skills and techniques practised	<u>South American art</u> -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history
<u>2</u>	<u>Sculpture</u> -To be able to explore a sculpture with a range of natural materials -To manipulate malleable materials in a variety of ways -To experiment with constructing and joining recycled, natural and man made materials -To design a sculpture including natural materials -To manipulate malleable materials to create a sculpture -To be able to evaluate a piece of work	
<u>3</u>	<u>Drawing & Painting</u> -To explain what a self portrait is -To draw a self portrait -to know about the work of Pablo Picasso -To use collage materials to make an abstract portrait -To talk about thje work of William Powell Firth	<u>Roman mosaics</u> -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history
<u>4</u>	<u>Drawing & Painting</u> -To use watercolours to create a background -To create line drawings -To investigate shade and tone -To evaluate a piece of work	

<u>5</u>	<u>Landscapes & Cityscapes</u> -To use pastels to create a cityscape -To use colour and pattern to create a landscape	<u>Viking art</u> -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history
<u>6</u>	<u>Painting</u> -To make tints and shades -To understand and create a colour wheel -To work on different scales -To create a piece of art work in response to the work of other artists	