

SUBJECT ON A PAGE:

Art and Design

At Spring Grove Primary School, we believe that through the teaching of Art and Design we not only raise our children's cultural capital, but can further develop our children's artistic skills, knowledge about a range of artists, creativity, imagination and inspire.

Intent - We aim to...

Equip our children with the knowledge and skills to experiment, invent, create and reflect on their own and other's works of art.

Introduce our children to a range of art by studying artists, designers and sculptors from different periods of history, and cultures. Their works of art are used as inspiration.

Ensure that our children learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures.

Explicitly teach different art skills and knowledge to ensure that learning can develop over time.

Foster a love of Art and Design, making links to other areas of the curriculum, planning special whole school events, themed days and visiting museums and galleries.

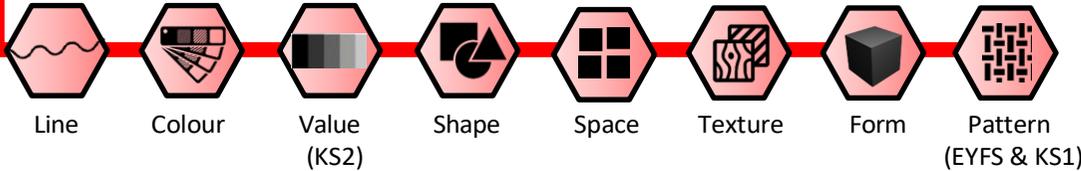
Develop our children's aesthetic awareness and enable them to make informed judgements about Art.

Implementation - How do we achieve our aims?

Our Curriculum

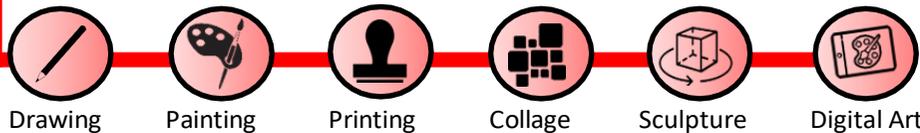
Through art and design activities, our children learn to make informed judgements and aesthetic and practical decisions, becoming **actively involved** in shaping environments. Our curriculum design explores ideas and meanings in the work of artists, craftspeople and designers meaning that the **key art elements** outlined below are explored **contextually** and continually **developed over time**. At the end of each unit of work teachers **assess** children's outcomes against the skills taught which provide clear next steps to inform future planning. Our children learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to **enrich** our personal and public lives.

Key skills



A consistent approach

In KS1 & KS2, art is taught through **six different domains**, each focusing on a specific discipline of art. Every half term art projects focus on one single domain, that is revisited each academic year allowing key skills to be **consolidated** and **developed over the primary curriculum**. Each project has a clear focus, an associated artist, sculpture or designer and has 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.



Strong Foundations

Art is an essential part of learning in the Foundation Stage and is incorporated in everyday learning, e.g. fine motor skills. Throughout the Early Years Foundation Stage (EYFS), children are exposed to a range of masterpieces that have been carefully selected to stimulate discussion, develop the children's ability to **interpret** and **appreciate** what they hear, respond to and observe and provide a framework for children to explore. 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.

Development of Key Skills

Our knowledge-based curriculum incorporates a carefully considered range of artists, sculptures and designers to help focus learning and ensures a **knowledge-rich education**. Our Art curriculum design ensures that key knowledge and skills are explicitly taught and developed each year through our six art domains. 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). Teachers **model key skills**, making use of classroom visualisers and pre-recorded videos to demonstrate techniques, and time is spent collectively **exploring** works of art **observing** and **discussing** how artists have skillfully incorporated particular effects.



Implementation (continued)

Studying a Range of Artists

Children will **explore a diverse range of artists, sculptures and designers** in the projects they undertake. In the EYFS, 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.

Using Sketchbooks

In KS1 & 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. Sketchbooks are also used to feature **artist studies** and the children's own **reflective** comments.

Strong Vocabulary Development

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

Reading in Art Lessons

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

Impact - How will we know we achieved our aims?

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

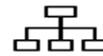
Children can discuss key artists, designers and sculptors and their pieces of artwork sharing how they have inspired them and shaped the world we live in.

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 and through discussion.

Children are proud and keen to share their work with others. Children can make links to other areas of the curriculum, for example; in History children can discuss how art is used as a source of evidence.

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



Clearly Structured Projects

Art projects are clearly structured (refer to Art and Design Pathway) to allow children to **develop essential knowledge and skills**. In KS1 & KS2 lessons follow the following structure to ensure consistency:

EXPLORE

Explore key artist, designer, composer or sculptor and art pieces that will inspire the project.

LEARN

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

EXPERIMENT

Experiment using appropriate media.

DESIGN

Produce ideas for own artwork, inspired by key artist, art piece, text, musical composition or artwork.

CREATE

Use appropriate media to produce own artwork.

Critically Evaluating Work

Throughout **all** projects, children's **evaluative** and **analytical** skills are steadily developed. In **EYFS** children **talk** about their work and techniques used. In **KS1** this develops to commenting on how their work could be **improved**. In **KS2** children evaluate their **own** and each **other's** work, commenting on **effectiveness** and **accuracy** of key skills taught. In **UKS2**, children will have a greater understanding that the quality of art is subjective and linked to personal tastes.

