



'Every child is an artist. The problem is how to remain an artist once he grows up.' Pablo Picasso

'Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep.' Scott Adams

THE IMPORTANCE OF ART AND DESIGN

Art and design (including craft) stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Through art and design activities, they learn to make informed judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of artists, craftspeople and designers. They 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.

INTENT:

At Theale Primary School our art and design curriculum is designed to engage, inspire and challenge children, equipping them with the knowledge and skills to participate in, experiment with, invent and create their own works of art, craft and design. Children will be empowered to think creatively and critically. They will 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 past and future.

IMPLEMENTATION:

Theale Primary School's Art and Design curriculum is built around essential knowledge, understanding and key skills. These are broken into year group expectations and show clear continuity and progress.

As a school and in accordance with the National Curriculum's expectations, we aim to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

At Theale Primary School we also expect the children to:

- Be inspired, challenged and engaged by the subject, appreciating the potential for enrichment within their daily lives, their future and potential career opportunities.

- Strive to achieve their best and learn processes to enable them to improve the standard of their work as they progress through the school. Their work will be valued and their effort recognised in high quality displays in school and elsewhere.
- Develop and improve their knowledge of art and design making. Equipping them with the skills to create and invent their own art work and being able to express their ideas, imagination and feelings.
- Have confidence in their own ability and understanding and feel secure in experimenting, taking risks and pushing their ideas forward.
- Learn about great artists, designers and architects and begin to understand the cultural, historical and economic impact of art and design on our nation.
- Develop their critical and questioning skills in interpreting and critiquing the work of artists, craftspeople and designers. They will learn how to articulate and communicate ideas and opinions about their own work and that of others in positive and constructive ways.
- Develop a cooperative attitude when working in a group, respecting and valuing the opinions of others.
- Use creative thinking to solve problems and develop their own ideas.
- Enjoy and appreciate seeing their own work and that of others on display, both in school and elsewhere.

IMPACT

The impact of our art and design curriculum can be seen not only in our children's sketchbooks but also through classroom displays and the school environment.

We measure the impact of our curriculum through the following methods:

- o Summative assessment of pupil discussions about their learning.
- o Images of the children's practical learning.
- o Interviewing the pupils about their learning (pupil voice).
- o Pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- o Annual reporting of standards across the curriculum.
- o Marking of work in books.

We encourage 'Expressive Arts and Design' in the reception classes as this is a vital part of the Early Years Foundation Stage, and is an integral part of topic work covered during the year. We relate Expressive Arts and Design for the children, to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for this age group. The children's learning includes art, music, dance, roleplay, imaginative play, drama and design. The range of experience encourages the children to make connections with all areas of learning and so extends their understanding. We provide a rich environment in which we encourage and value creativity. Children experience a wide range of media and learn skills in a variety of activities that they respond to, using various senses. The activities that they take part in are imaginative and enjoyable.

Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly.

PLANNING

The scheme of work consists of units planned to meet the requirements of the National Curriculum. The units are planned in termly blocks, giving children access to a broad curriculum. The activities in Art and Design are planned so that they build upon the prior learning of the children; the scheme of work enables progression so that there is an increasing challenge for the children as they move up through the school.

Medium term plans indicate the learning objectives, activities, key vocabulary, skills progression and cross-curricular links. Weekly plans highlight specific activities, health and safety and logistical issues.

TEACHING APPROACHES AND METHODS

A variety of teaching methods will be employed in Art and Design teaching, including opportunities for:

- Teacher demonstration and explanation
- Discussion and effective questioning techniques (pupil/pupil and teacher/pupil)
- Use of ICT, museum resources and outside visits
- First-hand experience of source material and of artists and their art work
- Investigation and experimentation
- Recording and observation through sketching, painting, printing, collage, textiles, photography and 3d work
- Use of sketchbooks for children to gather and revisit ideas and observations
- Collaborative work

In classes children are taught in a variety of ways:

- Individually.
- In groups – groups may be organised by ability (mixed or similar), age, friendship or other criteria. Group work is organised so as to provide co-operation and effective learning and understanding.
- As a whole class group where introductions and discussions are appropriate.

Children are given the opportunity to look closely at artefacts, objects (including their own work) and talk about it with others. They will look closely at the natural and man-made world and record what they see. In addition to looking at the natural world, children will have the opportunity to study the works of established artists and craftspeople from around the world. They will be able to discuss the techniques, skills, ideas and meaning represented in that work. The teacher is also responsible for teaching children how to use tools safely and to organise and care for materials and equipment.

DIFFERENTIATION

Recognising that we have children of differing ability in our classes, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

Where children have special educational needs we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

We enable pupils to have access to the full range of activities involved in learning art and design. Where children are to participate in activities outside the classroom, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure the activity is safe and appropriate for all pupils.

TEACHING TO A GREATER DEPTH

Theale Primary School strives to offer an extended programme to children with exceptional ability and enthusiasm for Art and Design. This takes the form of workshops for small groups of children from Year 4 – 6. The activities offered allow further progression in acquiring skills, knowledge and understanding using a wide range of media and processes.

There are also opportunities for KS1 and KS2 students to sign up for after school art clubs including: drawing club, puppet club, sewing club etc.

ASSESSMENT

Each pupil's progress and achievement will be assessed and reported to parents in an annual report. Pupils will use a sketchbook to record ideas, drawings and designs. Feedback will be given and advice on ways to improve their work. Children learn to evaluate their own and each other's work against learning objectives and provide positive criticism. Children's work is assessed by the teacher whilst observing them during lessons, by giving comments in sketchbooks, by evaluating the finished product and through discussion of pupil opinions/choices. Photographic evidence will be kept of samples of work.

COMPUTING

Computing is used to support Art and Design teaching when appropriate. Children use appropriate apps and related software in their own work, and the internet for research purposes. Visual information can be collected using digital cameras and each classroom has a Smart board to provide instant access to a wide range of images and source material.

TIME ALLOCATION

Art and Design will be taught for 2 hours/ 3 weeks at EYFS2/Year 1 and for 2 hours/2 weeks for Years 2 - 6. In addition to this it is expected that at least 3 hours a term will be taught through other subject areas.

HEALTH AND SAFETY

At both key stages pupils will be taught:

- about hazards, risks and risk control
- to recognise hazards, assess consequent risks and take steps to control the risk to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they take to control risks.

THE ROLE OF THE ART AND DESIGN CO-ORDINATOR

A subject specialist is allocated the role of subject leader to support class teachers and to help improve the overall quality and continuity of Art teaching in the school.

The leader is responsible for:

- teaching (or overseeing the teaching of) the units of work
- monitoring progress
- providing advice about art and design
- keeping up to date through reading and attending relevant courses and passing this information/advice to other staff
- manage the ordering and maintaining all art materials used in school in consultation with other members of staff
- inspire an enthusiasm for the subject
- ensure continuity of progression in work across the key stage and coverage of the National Curriculum

RESOURCES

We have a range of resources to support Art and Design across the school. All the classrooms have a range of basic resources; specialist materials, equipment and paper are kept in the art cupboards. There is a selection of art reference book in the library for use by teachers and children.

EQUAL OPPORTUNITIES AND SPECIAL NEEDS

Every pupil will be given equal opportunity to follow the National Curriculum or Foundation Stage Curriculum, irrespective of their ethnic or linguistic background, gender, disability or religious beliefs. Children with Special Education Needs will have full access to the Art and Design curriculum, which will be modified to best meet their needs.

MONITORING

The monitoring of Art and Design will take the form of classroom observation, monitoring of planning, work scrutiny, interview with children, learning walks and monitoring of displays. The subject leader, working with the head teacher is responsible for the monitoring of Art and Design. The headteacher will report to governors through a termly report.

At the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes in the relevant programme of study.