

'Art is not what you see, but what you make others see.'

Introduction

Our intent is that the teaching of art will be based upon the knowledge and skills children need to become good artists and express themselves using art as a medium. During their time in our school we will introduce children to a number of 'the greats' from the art world so they can explore, create and appraise their art. Learning about the artists and their contributions they will learn about the importance of art in the past and the present. They will explore painting, drawing and sculpture and be taught a series of knowledge and skills which culminates in a finished piece of art for each theme. The curriculum is carefully planned to build progressively from the EYFS through Years 1 and 2. Our intention is that our children will grow to love and appreciate art and become curious young people who want to find out more. We aim to give them the knowledge and skills they need to appraise art and form their own opinions and to be able to use art in their own lives.

Aims

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Our curriculum is guided by the National Curriculum (2014) for Key Stage 1 and the statutory Early Years Foundation Stage and Development Matters framework (2021). It is carefully planned to build progressively from the EYFS through Years 1 and 2. Our intention is that our children will grow to love and appreciate art and become curious young people who want to find out more. We aim to give them the knowledge and skills they need to express themselves creatively using a variety of artistic skills, materials and tools. The children will explore painting, drawing and sculpture and will be taught a series of knowledge and skills which culminates in a finished piece of art for each theme.

Early Years Foundation Stage

'Expressive Arts and design' is vital aspect of Early Years Foundation Stage. We provide a rich learning environment that gives children the opportunity to express themselves creatively. At Common Road, we facilitate the exploration of colour, texture, shape and form with access to a wide variety of art materials and tools.

Pupils should be taught:

- to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- to share their creations, explaining the process they have used;
- to make use of props and materials when role playing characters in narratives and stories.

Key Stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Pedagogical approaches

The art curriculum is planned collaboratively by leaders and teachers and reviewed after each teaching sequence. In a series of lessons children will be taught both disciplinary and substantive knowledge in art which has been carefully chosen and planned to be progressive from the EYFS. Vocabulary is carefully chosen and is explicitly taught in art sessions.

Art teaching focuses on enabling children to think as artists, they have to opportunity to appraise art from different movements by different artists, be taught specific art skills as outlined in the national curriculum and apply these skills creating a finished piece of artwork which they evaluate and appraise. Teachers use pedagogical approaches to learning taking into account the science of cognitive load theory, memory and retention. They build into lessons opportunity to review taught content in a variety of ways to ensure that children retain the knowledge and skills they have been taught. Teachers understand the need to hook this knowledge onto previous learning and again use lesson review to activate prior learning.

Children's art project books start in Year 1 and follow the child through school to build a picture of their development in these subject areas.

Art teaching and personal and social development

Art contributes significantly to the teaching of personal and social development. Children develop self-confidence by having opportunities to express themselves creatively through art on small and large scales using a variety of different mediums. They learn how art can represent thoughts and feelings for example through the use of colour; discussing artists choices. It also builds children's cultural capital learning about artists from different countries and cultures developing tolerance and respect for others. Cultural capital is also built through educational visits to museums and galleries to look at local artists their work.

Pupils with SEND

At Common Road Infant and Nursery School, teachers are responsible for ensuring that all pupils can successfully access art education, regardless of gender, race, culture, background and ability. Barriers to learning are reduced through effective provision and support in order to ensure that all children can positively participate in the learning community. We provide learning opportunities matched to the needs of the children and we take into account the targets set for individual children in their One Page Profiles. The wider curriculum is planned to meet the needs of all children including children with SEND.

Assessment and recording

On-going assessment at Key Stage 1 is established through regular observations and monitoring of work in sketchbooks and displays. Sketchbooks are the children's portfolio of work; the children keep the same sketchbook as they move up through the school in order to show progression of skills and knowledge throughout Key Stage 1. At the end of the academic year, teachers will assess the children as working towards or working at age related expectations in Art and Design. Teachers will use appropriate approaches to assessment that:

- allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means.
- provides clear feedback to pupils to aid further learning.

Resources/Health and safety

In order for children to remain safe when using the variety of tools needed in art, children need to develop a knowledge and understanding of safety procedures and rules. This will include considering potential risks and hazards and the following of simple instructions to limit the risks to themselves and others. The children are shown how to use tools and other pieces of equipment safely as per the risk assessment for the teaching of art.

Monitoring and review

The monitoring of art across the school is the responsibility of the subject leader. Art is reviewed through lesson observations, work scrutiny and the monitoring of planning. Pupil voice is a key aspect of the monitoring process and is taken into account through pupil discussions about subject knowledge and art provision in general.

- Art Leader: Katie Mitchell - Date: January 2022