



## **Subject Statement**

**“I am the vine; you are the branches.”**

**John 15:5**

Just as the branches need the vine to grow and bear good fruits, so we need each other. Within the District family, each person is valued and loved, reaching out throughout our school, homes, families and the wider community for a stronger future.

This subject statement reflects our Christian vision. We value the efforts of all pupils, supporting them in developing their skills and knowledge through positive reinforcement and constructive feedback. We inspire high standards and encourage ownership and independence to build long-term positive learning behaviours that will take our pupils beyond primary school and into the wider world.

### **Our Vision for Art and Design**

At The District CE Primary School, we believe that art should inspire, engage and challenge pupils, whilst equipping them with the knowledge and skills to communicate what they see, think, feel and imagine and to experiment, invent and create their own works of art. We value art and design, not just as a set of practical skills, but as an intellectual activity, which can foster learning in a range of disciplines. Art can promote aesthetic awareness and contribute to intellectual development, practical knowledge, emotional development and critical thinking. Art education helps to support the development of motor skills, social skills, problem-solving, decision-making, risk-taking, vocabulary acquisition and inventiveness. We recognise the role art can play in promoting wellbeing, self-confidence and a sense of identity. Through our art curriculum, we will nurture the powers of imagination, invention, innovation and creativity and enable pupils to connect with their own culture and heritage and as well as the wider world.

### **Implementation**

#### **The Content of Art and Design Curriculum**

We have developed a scheme of work for art and design, informed by our school context and underpinned by the EYFS Framework and the National Curriculum:

Pupils will:

- 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.

#### **Early Years**

In Early Years, pupils safely use and explore a variety of materials, tools and techniques, through both child-initiated play and adult-guided activities to develop their artistic capabilities.

During their time in EYs, pupils will:

- Explore what happens when they mix colours.
- Experiment to create different textures.
- Understand that different media can be combined to create new effects.
- Manipulate materials to achieve a planned effect.
- Construct with a purpose in mind, using a variety of resources.
- Use simple tools and techniques competently and appropriately.
- Select appropriate resources and adapt work where necessary.
- Select the tools and techniques needed to shape, assemble and join materials they are using.

## KS1

By the end of Key Stage 1, pupils are expected to:

- use a range of materials creatively to design and make products;
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- know 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.

## KS2

By the end of Key Stage 2, pupils are expected to:

- create sketchbooks to record their observations and use them to review and revisit ideas;
- improve their control and mastery of art and design techniques, including drawing, painting and sculpture with a range of materials;
- know about great artists, architects and designers in history.

Our curriculum builds upon previous learning: skills, knowledge and vocabulary are mapped out carefully to ensure progression across the key stages. Opportunities to revisit previous learning are built into lessons, to ensure that learning is “sticky” and skills/ knowledge are secure. Our schemes of work include both direct teaching of formal skills and the opportunity for experimentation and the development of pupils’ own ideas.

An emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about, our pupils will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation and the world in which we live.

A similar focus on skills means that children are given opportunities to practise and develop mastery in the key processes of art (drawing, painting, printing and sculpture) and the visual elements (colour, line, shape, texture and form.) We recognise drawing (from memory, observation or imagination) as a core skill, which is included in all projects. There is an opportunity to block art projects, providing opportunities for pupils to draw or paint for a sustained period. Each lesson will begin with a warm-up drawing activity. Projects start with a stimulus to engage and inspire pupils, from within the locality or the wider world, linked to the work of one or more artists, designers, architects or art movements. Pupils are not asked to replicate the art of others, but to innovate and adapt ideas, styles and techniques in their own works of art. Our aim is to encourage children to work in the same way as an artist. This means that they are involved in a process of creating and developing their art:

- **COLLECTING INFORMATION & IDEAS** from magazines, works of art, nature, the environment etc.
- **OBSERVING** the manmade and natural environment and recording what is seen.
- **EXPLORING** the work of artists, the visual elements (i.e. colour, line, shape.) and a variety of techniques and media.
- **EXPERIMENTING** with ideas in a variety of media.
- **DEVELOPING** their own personal responses and ideas.
- **CHANGING** the work as it progresses.
- **EVALUATING** what has been done so far. *How have you improved your skills so far? What would make this artwork even better?*
- **MOVING** the idea forward. *What could you do next?*

## **Sketchbooks**

A sketchbook is a working document, which chronicles the process of a child's thoughts and ideas as well as the development of skills. Sketchbooks are used from Y1 to Y6.

### **Pupils will use their sketchbook to:**

- **Collect visual information e.g.** sketches, photographs, magazine cuttings, papers, threads, patterns, rubbings, marks, fabrics, colours and works of art related to their art project;
- **Experiment with media and the visual elements e.g.** paint mixing, pastel blending, collecting lines, exploring texture in paint.
- **Record ideas, thoughts and evaluations**-sketches from life, memory and photographs, designing, jotting ideas and commenting on their artwork, suggesting ways forward.

### **Inclusion**

As a school, we ensure that all pupils can engage with art and design learning and develop as young artists, irrespective of their race, cultural background, gender, religion, creed, level of intellectual ability or physical and emotional circumstances. Teachers plan ways to adapt lessons and support pupils, so that all children can participate in learning to the best of their ability.

### **Opportunities and Resources**

We believe that pupils should have the opportunity to experience real art in a gallery setting and work with real artists. Across the key stages, potential opportunities include: a visit to a local exhibit such as GCSE coursework or local gallery.

All pupils have the opportunity to work alongside an artist during each phase of their learning.

All pupils have access to extra-curricular art and craft clubs and an annual Arts' Week.

All pupils have the opportunity to have their artwork displayed in school, online or a marketplace event.

### **Assessment**

At the beginning of each unit, prior knowledge and skill level are established. Formative assessment takes place in all lessons. Feedback is provided verbally at the point of learning and children are involved in evaluating their progress and that of their peers. The outcomes of formative assessment inform future planning. At the end of a project, teachers make a judgement on each child's attainment against the assessment statements for that unit, which is recorded in Insight. At the end of the year, an overall art judgement is given, based on pupils' attainment over the three projects. This is shared with parents in the end-of-year pupil report.

### **Monitoring**

The art and design lead monitors and reviews the implementation and development of the curriculum in consultation with the Headteacher, SLT, staff members and governors. Monitoring is carried out through a range of methods including:

- Learning walks;
- Display and learning journey observations;
- Teacher observations;
- Planning scrutiny;
- Pupil voice surveys;
- Sketchbook scrutiny;
- The work of the Arts' Council;
- Data analysis using Insight.