

**Goostrey Community Primary School**

**Art and Design**

1. Rationale

Art and Design stimulates creativity and imagination. It provides visual and tactile and sensory experiences. It is a unique way of understanding and responding to the world.

Through art and design children:

* Use colour, form, texture, pattern, materials and processes to communicate what they see, feel and think;
* They explore ideas and meanings in the work of artists, craftspeople and designers;
* They learn to make informed judgments and practical decisions, evaluate and adapt their own work.
* They develop an understanding, appreciation and enjoyment of the visual arts as powerful sources of learning to enrich our lives.
* They become actively involved in shaping their own environment.

2. **INTENT**

Exploring, Developing, Investigating and Making

*Pupils should be taught to:*

* Record from first hand observation, experience and imagination;
* Ask and answer questions about starting points and the development of ideas;
* Investigate the possibilities of a range of materials and processes;
* Try out tools, techniques and processes including drawing;
* Represent observations, ideas and feelings;
* Make images and artefacts;
* Review what they and others have done and to say what they think and feel about it;
* Identify what they might change in their current work or develop in their future work.

Developing Knowledge and Understanding

*Pupils should be taught about:*

* Visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space;
* Materials and processes used in making art, craft and design;
* Differences and similarities in the work of artists, craftspeople and designers in different times and cultures (for example, sculptors, photographers, architects, textile designers.)

1. **IMPLEMENTATION**

The school’s uses the Essentials document as the backbone of the curriculum.

The focus of the curriculum is to engage the children in more cross curricular ways, the teacher through thorough planning, will ensure that children have their entitlement to Art and Design, taught alongside other subjects to make the learning more stimulating and purposeful.

In Key Stage 1 children will have the opportunity to-

• Use experiences and ideas as the inspiration for artwork.

• Share ideas using drawing, painting and sculpture.

• Explore a variety of techniques.

* Learn about the work of a range of artists, artisans and designers
* Develop art specific vocabulary.

In Key Stage 2 children will have the opportunity to-

• Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.

• Develop and share ideas in a sketchbook and in finished products

Develop art specific vocabulary..

• Improve mastery of techniques.

• Learn about the great artists, architects and designers in history.

4. Assessment

Pupils sketchbooks provide on ongoing record of children’s observed work and as such can be a useful source of two way dialogue between teacher and child in feedback on work and developing next steps.

Hardback sketchbooks are used in the infants and in the juniors; these are also used for Design and Technology work.

Assessment should be seen as an ongoing part of the teaching process as each module proceeds in order to provide progression in the child’s acquisition of skills, knowledge and understanding. Assessment should refer to the key skills that the children have worked on.

It is essential that children are involved in the assessment and evaluation of their own work and that they develop the capacity to appraise, reflect upon and talk about their own learning to make improvements.

Coverage/Assessment sheets on staff share for each years cohort need to be completed. This not only demonstrates the breadth of activities and skills each cohort has worked to develop, it also which children are ‘Emerging’ in this subject as well as those who are ‘Exceeding’.

5. Equipment & resources

Most classrooms have a practical area with basic materials and equipment for the needs of the class.

It is important that the children are taught to care for the equipment, and to handle the tools with care.

Teachers are responsible for planning ahead to ensure that materials are available in order to achieve their teaching objectives. They are also responsible for the care and return of joint resources and equipment.

6.The aesthetic development of children

It is important to construct the art environment of the school to bring together the children’s work, artifacts, pictures of the work of artists, sculpture, photography and graphic design. These reference points together create an interactive resource from which the children can learn and extend their perceptions of the world, thus fostering their aesthetic development. The way in which we present the environment back to the children can contribute to the ethos of the school, shape their attitudes and values whilst setting high expectations.

7, Health & Safety in Art & Design

When working with tools, equipment and materials, in practical activities and/or in different environments, including those that are unfamiliar, pupils will be taught:

* About hazards, risks and risk control
* To recognize hazards, assess consequent risks and take steps to control the risks 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

8. The role of the subject leader

The role of the subject leader is to review and keep a track on resources. To order new consumable resources, as well as support material. To discuss the provision of Art and Design with the pupils in school. To support staff in planning and delivery of art and design projects. To moderate work and collect examples of work to go in the subject file.

**IMPACT**

PUPIL VOICE - through discussion and feedback, children talk enthusiastically about their art lessons and speak about how they love learning about the arts.

EVIDENCE IN KNOWLEDGE - pupils know how and why art is used in the outside world and how it can be used in the workplace. They know about different ways that art can be used to support their future potential.

EVIDENCE IN SKILLS - pupils use correct vocabulary in art lessons. They have the skills to use methods independently and show resilience when tackling problems.

BREADTH AND DEPTH Teachers plan a range of opportunities to use art inside and outside school and across different subjects, using and applying skills that have been learnt and developed in more independent pieces – sticky learning

Arts

Aims

* *Equality of opportunity* – an entitlement to a range of high quality arts experiences for every pupil,
* *Effectiveness* – a strategic and co-ordinated approach to arts education, including arts partnerships, which meets the needs of the school
* *Efficiency* – the best use of resources inside and outside school
* *Extension* – making links with the community, which strengthen and broaden arts provision in school

The Arts & the national curriculum

Through the core and foundation subjects of the National Curriculum, the four art areas are introduced to the children: Literature; performing arts; art and design; media and multimedia.

*Literature* includes poetry, drama, play writing, role-play, hot seating, and film presentations, watching theatre and film, TV and listening to stories on audio, Theatre in Education professional workshops in

School.

*Performing Arts* music, dance, drama, storytelling, mime, opera workshops, drumming workshops, Samba workshops, Choir, individual music tuition

*Art and Design* drawing, painting, sculpture, textiles, printmaking, model making, multimedia work

*Media and Multimedia* photography, film and video, recorded music, live performance, live history exhibitions

Time committed to the Arts

Teachers in school have the choice to teach the arts in regular weekly time slots or as blocked pieces of work. The school ensures that the children have their arts entitlement. At the same time, opportunities are taken to enhance the children’s experiences with the arts outside the curriculum, to discover new art forms.

The children should also have the opportunity to explore different art forms in out of hour’s arts clubs.

The range of experiences offered

There are broadly three ways in which pupils experience the arts. These are:

* Through classroom teaching, linked to the National Curriculum
* From experiences linked to the whole school curriculum
* Through pupils’, own interests, including activities which are part of study support.

These three experiences can be interwoven to ensure an enhanced experience. For example the children studied the Victorians in Year 6, the children as part of the topic visited a Victorian school experience. Within the same term, the children put together a living exhibition (drama role-play) of what it was like within a Victorian classroom as part of the school exhibition.

The Arts qualifications & expertise of staff, with commitments to further training

Our CPD is driven by the needs of the school or the needs of individual staff. Our professional development can be through external providers, staff meetings or Inset. The school is committed to extending the experience, training and confidence of staff. A number of working artists and professionals support the staff, curriculum and arts opportunities within the school.

Arts facilities & plans for improvements

We are in position to have access to two halls, for drama, large-scale art and design projects and dance. We continually look to forge links with the local community, businesses, and other sources to provide additional funding and support, to enhance the arts experience for the children in school.

**When monitoring my subject in school I expect to see**:

In Plans- to show that a wide range of skills are taught throughout the year.

A variety of media experienced throughout the year.

If cross curricular work – clear that skills are being developed.

Opportunities to work with working artist in whole school or class projects, or other collaborative projects.

In Sketchbooks (work and marking)

* Evidence of skills being practiced and developed.
* Evidence of colouring mixing – colour wheels.
* If appropriate evidence of children collecting own ideas and images for a project.
* Objectives of some lessons.
* Children’s work and photographs of finished pieces or working on projects.
* Responses from children about their work, could be in the form of statements or sentences depending on age of the child.
* Photographs.
* Art vocabulary developed
* Evidence of art appreciation and responding to the art of others.
* All pieces of work to be acknowledged by the teacher, and some objectives to be referred to.
* Evaluations of a topic at least 1 over the year.
* (not essential but best practice seen)
* List of vocabulary that the children will use for a topic.
* Responding to art by other artists using Rod Taylor model discussed in the staff meeting – used in the Take One Picture Project – National Art Gallery every year.

At different points throughout the year, but not all year:- children to work on individual and collaborative pieces.

Units of study evaluated in cohort ‘Coverage and Assessment’ files on staff share.

On the walls in classrooms- Displays of children’s work, that show some process as well as finished articles. This could be in the form of sketches from sketchbooks or quotes from children.

Sometimes have a ‘work in progress’ display, where work is pinned up, but not finished as it will save on space.

Best Practice – topic books accessible to children, a wide variety of media explored throughout the year, cross curricular links used effectively, peer responses to children’s work, work displayed for the local community to enjoy (Exhibition and Goostrey station, as well as competitions).