

Art & Design at Offley Endowed Primary School

Intent – through our teaching of Art & Design we aim to:

...provide children with opportunities to express themselves in emotional terms through their art experiences, to study and record both man-made and natural phenomena.

...develop the children's knowledge of materials by allowing them to experiment freely and to encourage them to use materials sensibly and safely.

...ensure the children learn a range of pertinent skills so that they develop an expertise in using both materials and equipment and so enable the realisation of their ideas.

...develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work. Provide opportunities for studying historical, cultural and religious art.

...involve children in experiencing and learning an artistic visual vocabulary so that their expertise in the application of visual perception and in communicating visually is increased.

Implementation

National Curriculum

Art & Design is a Foundation subject in the National Curriculum 2014. The national curriculum for art and design aims 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.

Supporting Documents

Alongside the National Curriculum, we use a series of documents to underpin the programme of study and describe the knowledge, skills, understanding and vocabulary that are expected at each age and stage.

1. The Long-Term Plan provides a year on year overview of the topics/skills that are covered across the school.
2. The Skills Progression Map details the expected development of knowledge, skills and understanding from EYFS to year 6 and is used to plan age appropriate lessons, to set targets and make accurate assessments.
3. The Vocabulary progression within the Skills Progression Map details expected language to be used in each year group when evaluating work and completing topics.

Planning:

When planning a topic, teachers plan programmes of study that provide children with a body of knowledge related to that topic and opportunities to develop the Art & Design skills appropriate to their age and level of attainment. Targets are taken from the skills progression map to ensure that teaching is correctly addressing and developing the children's skills and understanding. This also ensures that assessment against the targets is precise and meaningful as targets directly link to progression statements. A range of artists and designers are studied to support the children's learning and understanding.

Art & Design is planned using a range of sources including Plan Bee and Hamilton Trust. Teachers may also use their discretion to choose other sources that support the teaching of knowledge and skills within a topic.

Art & Design is taught in half termly blocks in a two-year rolling curriculum for Key Stage 1 and a four year rolling curriculum for Key Stage 2.

Cross-curricular links: Art & Design is taught as discrete subject under the umbrella of a wider topic.

Close topic links are made to History and Geography, as well as Design Technology and Science. Further cross-curricular links are made with Literacy when self-evaluating work and discussing the work of others, including artists and designers.

Impact – determines to what extent the intent of the programme has been achieved.

How will we know we have achieved our aims?

Pupils develop their emotional literacy through creative means, expressing themselves using both natural and man-made materials.

Pupils have the opportunity to work with a range of art and design materials, knowing how to use them safely and independently.

Pupils develop and become secure in a range art and design skills, including the use of tools. They freely use a sketchbook to experiment and evaluate ideas to assist this.

Pupils experience the work of a range of artists, crafts people and designers from a range of historical, cultural and religious backgrounds. They can use this work and ideas to influence their own work.

Children confidently use a range of technical and artistic vocabulary for different topics within art and design. They use this to evaluate and discuss their ideas.