

# EYNESBURY CHURCH OF ENGLAND PRIMARY SCHOOL

## Art Guidance



### **Our Whole School Curriculum Vision Intent Statement**

At Eynesbury Church of England Primary School, our curriculum has been designed to ensure every child can 'live life in all its fullness' by offering stimulating and awe inspiring learning experiences with Christian values at its heart. We aim to deliver a curriculum that provides our children with rich knowledge and skills. It gives them the opportunities to develop into well-rounded individuals ready for each stage in their learning journey. Our pupils leave Eynesbury as respectful, good citizens with good memories, a thirst for learning and life and all it has to offer.

Guidance date	SPRING 2021
Review date	SPRING 2024
Updated	April 2022

**Curriculum intent**

At Eynesbury C of E Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to investigate and invent their own works of art. It allows them to develop and extend skills and an opportunity to express their individual interests, thought and ideas.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

**The National Curriculum for art and design aims to ensure that all pupils:**

1. produce creative work, exploring their ideas and recording their experiences
2. become proficient in drawing, painting, sculpture and other art, craft and design techniques
3. evaluate and analyse creative works using the language of art, craft and design
4. know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

**Curriculum Implementation**

The teaching and implementation of the Art and Design Curriculum at Eynesbury C of E Primary School is based on the National Curriculum and supported by the Kapow Art Scheme plans, ensuring a well-structured approach to this creative subject.

The children are taught art through four strands: making skills, formal elements, knowledge of artists and evaluating. The curriculum we have built develops pupil's knowledge and understanding of key artists and art movements.

Our lessons are practical and encourage exploration and experimental learning. Sketchbooks are used to enable our pupils to document their learning.

The work of famous local, national and international artists are explored to enhance the children's learning. The children's learning is further enhanced with a whole school arts weeks where the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists.

**Early Years Foundation Stage**

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

1. Explore the textures, movement, feel and look of different media and materials
2. Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
3. Use different media and materials to express their own ideas
4. Explore colour and use for a particular purpose
5. Develop skills to use simple tools and techniques competently and appropriately
6. Select appropriate media and techniques and adapt their work where necessary

**Key stage 1**

Pupils are taught:

1. Use a range of materials creatively to design and make products
2. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
3. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

4. Learn 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.

### **Key stage 2**

Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils are taught:

1. Create sketch books to record their observations and use them to review and revisit ideas
2. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
3. Learn about great artists, architects and designers in history.

### **Curriculum Impact**

Our children are developing the skill to evaluate and make decisions about the quality of their outcomes and improvements they can make to further develop their work.

Summative assessments take place throughout the year and teachers record the progress and attainment against the National Curriculum expectations of attainment. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately.

Further information is gathered through pupil voice, book looks and work scrutiny highlighting strengths and achievement and any improvements, knowledge and skills that still need to be embedded.

Final end of year assessments are made using assessment criteria that has been developed in line with the National Curriculum. Thus identifying the level in which the child is working.

Children in Foundation Stage are assessed within Expressive Arts and Design.

As a school we are further developing assessment in Art.

### **Art curriculum planning**

Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Knowledge organisers are used to support the learning and teaching in Art. We use the 'Kapow' Scheme to support our planning.

### **Spiritual, moral, social and cultural development**

There are opportunities within the study of Art to learn about other cultures and other parts of the world and how their way of life influences the structures they may create. Teachers use every chance to link learning across all subject areas and make it relevant to the lives and interests of the children.

### **Ensuring continuity and progression in learning**

Whilst knowing more is an integral part of continuity and progression it is nevertheless just one element of it and merely sequencing subject content will not ensure on its own that our pupils develop the necessary skills and knowledge in Art. To ensure continuity and progression for all pupils the curriculum is carefully organised EYFS - Year 6 to ensure that our pupil's knowledge, skills and understanding of Art develops because:

- Expected subject outcomes in terms of developing artists increase in complexity and level of challenge as detailed above and are used as the starting point for all planning of content delivery and learning and teaching enquiries;
- There is increasing breadth and scale of study through the curriculum;

### **Roles and Responsibilities**

The subject is led by the Art Subject Leader who has time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

**Health and Safety**

Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices. Teachers and pupils should be aware of potentially hazardous materials and tools in relation to their storage and use. Teachers will always teach the safe use of tools and equipment and insist on safe practice. Risk assessments are in place for all areas of Art.

The school abides by statutory health and safety guidelines outlined by the LA.

**Resources**

We have a range of text books linked to Art in the school library and on the Art trollies. We have access to laptops and interactive boards to help children research artists. We also have a wide range of Art resources and materials for children to complete areas of study in their year groups. People with an interest, or expertise, in a particular topic or area of Art could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

**Monitoring**

Monitoring by the Art Subject Leader, the Headteacher and Senior Leadership Team takes place through triangulation of data, work scrutinies and lesson observations.

**Review:** as appropriate

Signed:.....

Date:.....