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Owner	Subject Leader/ SLT
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Rationale

The arts provide a wealth of vital experience to excite children's imaginations and develop their creativity. This area of learning encourages them to participate actively, to try out different possibilities, and to make and communicate meaning to different audiences through a variety of media and contexts.

The Importance of Art and Design:

Art and Design stimulates creativity and imagination. It provides a visual experience and a different way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials, processes and techniques. Children become involved in shaping their environments and learn to make informed choices based on aesthetics and practicality. They explore ideas and meanings through the work of various artists and designers. Through learning about the roles and function of art, they can explore the impact it has had on modern life and that of different times and cultures.

Aims: Intent

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

Purpose of study

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.

National Curriculum and Subject Content: Implementation

Pupils should be 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 should be taught:

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

Teaching and Learning:

The school uses a variety of teaching and learning styles in art and design lessons, through a mixture of whole-class teaching, individual/group activities and after school clubs that are available to the children.

Our principal aim is to develop the children's knowledge, skills and understanding in art and design ensuring that the children develop skills for exploring, developing their own ideas, evaluating and improving their creative work.

Teachers draw attention to good examples of individual performance as models for the other children as well as using an artist's or designer's work to inspire them. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them.

Children are exposed to a range of artists and designers throughout the Key Stage 2 art curriculum. These artists, crafts makers and designers link to the topic covered meaning cross-curricular links are able to be made in a variety of ways. The children use these artists, crafts makers and designers as inspiration for their own art work allowing a unique piece of work to be created that includes a range of skills and techniques.

Art Curriculum Map

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 3	Cave Painting	Lowry: City Scapes			Clay Lamps	
Year 4		Whitby Art - Sketching	Henry Moore		Henri Rousseau	
Year 5	Van Gogh: Volcanoes		Lino Printing: Flags	Olympic Models		Andy Goldsworthy
Year 6	Perspective Art		African Silhouettes		David Hockney	

Art and Design Curriculum Planning:

Art and Design is a non-core subject in the National Curriculum. Art and Design is integrated into our half termly/termly topics.

We plan the activities in Art and Design so that they build upon the prior learning of the children using the art trackers to form the basis of teaching each key skill. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

Art planning requires a focus on an artist, crafts maker or designer to inform the children's learning and give them inspiration to create their own artwork. Comparisons between artists and crafts people are encouraged and where possible, the children's artwork should reflect this.

Art and Design Sketchbooks:

The National Curriculum emphasises that it is important for the children to create sketch books to record their observations and use them to review and revisit ideas. This provides a record of the child's learning and progress in art as part of their art portfolio.

Sketchbook non-negotiables:

- Each child has their own Art and Design sketchbook
- Every lesson has a relevant learning objective with opportunity for the children to self/ peer assess with post-it note responses.
- Where possible, artwork should be completed in sketchbooks
- Photographs of work can be taken and displayed in sketchbooks alongside the relevant learning objectives
- Final pieces of work can be completed separately as long as it is documented with a photograph and displayed in the sketchbook

Recording Responses:

The sketchbook is used as an initial way of exploring children's responses to a variety of stimuli through mark making, colour mixing and pattern work. Sketchbook work may lead to a final piece of work or may be used as a reference point for future pieces of work. The children are encouraged to think of it as the place to practice, develop and focus their work using a variety of media. The use of rubbers is discouraged in order to try and make the sketchbook a place where it is acceptable to make mistakes.

Art and Design Resources:

Each class/year group is responsible for their own art stock. This is ordered based on art and design topics that are approaching and to replace any used stock that is ongoing throughout the year. Stock is kept in classrooms or a designated area for each year group e.g. stockrooms.

Monitoring and evaluation: Impact

Throughout the term/year a range of monitoring activities are conducted in-line with the schools monitoring calendar such as: lesson observations/drop-ins, book/work scrutiny, pupil voice, and display audits alongside data analysis. This enables the art leader to constantly monitor their subject area, identify needs for CPD and/or peer support, while keeping abreast of standards in art across school.

Assessment:

Assessment should:

- Be formative and summative
- Be used to inform the teacher for future planning
- Promote continuity and progression
- Form the basis for reporting to parents
- Be based on observation, participation and written outcomes

The National Curriculum has no prescribed assessment for art. However, assessments are made towards the end of each unit of work. Ongoing peer critique for group work take place as well as teacher assessments at the end of each unit of work. Class teachers are responsible for recording achievement of children working below, at or above age related expectations for their age. All staff at Airedale Junior School strive to ensure that our children reach their full potential in art and that they understand and enjoy their experiences. They ensure that tasks are differentiated appropriately to match the needs of all pupils, including those with Special Educational Needs. We have a tracking system within school, to follow and accelerate pupil's progress. The school Art Leader monitors progress through the school by sampling children's work at regular intervals.