Subject Handbook

Art



Art and Design Handbook

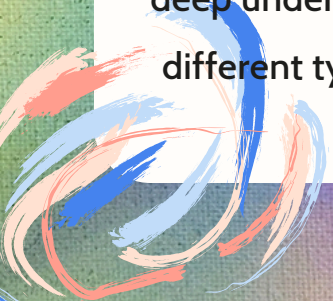
Vision for Art

Our Art and Design curriculum is ambitious and inspires pupils to develop their artistic skills and knowledge and leaves them curious to find out more. Our curriculum inspires our pupils to work with colour, material and mediums. Through the curriculum our pupils will enjoy learning about great artists and critique their work to gain a deep understanding of different types of art.



Our Art Curriculum

Our art curriculum is a knowledge rich curriculum. Knowledge, in the realm of art means knowledge not only of artists, designers, architects and their work, but of the artistic concepts that relate to their work shown in different types and styles of art, how these relate to each other in a historical context and how this affects the children's own use of materials and development of skills. The curriculum is designed to enable children to learn by making connections between the work of artists, architects and designers and their own work, which they evaluate and relate back to the works they have studied.





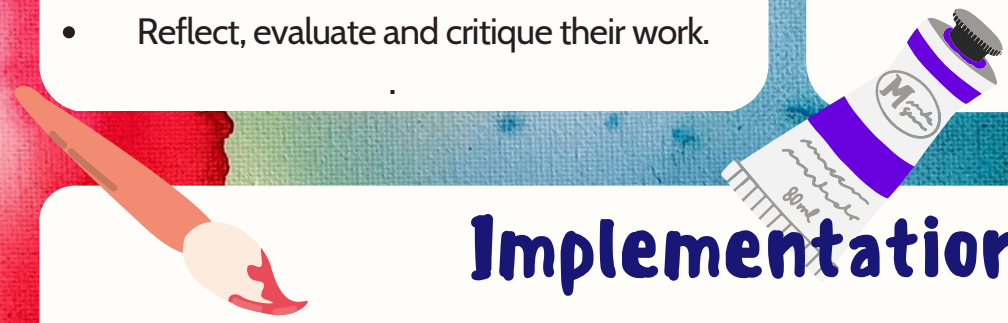
Our Art Curriculum Will Enable Pupils to:

- Research and find out about great artists
- Develop critique skills
- Experiment with a variety of skills, painting, drawing, sculpting, sewing, collaging and working with fabric.
- Make design decisions by developing sketchbooks
- Imitate the work of artists
- Create high quality art pieces
- Reflect, evaluate and critique their work.

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Intent

Art and Design at St Wilfrid's is centred around the idea of our children becoming global citizens to ensure they develop a greater understanding, awareness and appreciation of the world, cultures around the world. Art and Design lessons are inclusive to ensure we maximise the potential of all students as they are given opportunities to learn new skills, build on existing skills and increase their ability to look at the world around them as artists.



Implementation

Our Art and Design Curriculum is designed to blend the development of technical knowledge and skills with an understanding and appreciation of a wide range of art and design spanning different eras, disciplines, traditions, styles and artists.

The knowledge of the curriculum is broken down into the following key strands, covering all aspects of the National Curriculum:

·Art and Design Techniques: Drawing, Painting, Sculpture, Collage, Printing, Digital Media

·Contextual Knowledge: Artists & Their Work, Art History, traditions, styles and movements

·Producing: Inspiring, researching and exploring, Use of Sketchbooks

·Evaluating and Analysing: Reflecting and Evaluating, Language of Art and Design

Art and Design is based on the Primary Knowledge Curriculum Map and ensures both skills and knowledge are taught and revisited. Each unit of Art ensures lessons recap and build on prior knowledge, and are differentiated for inclusion. For instance, using a wider variety of skills and aids to encourage and support all learners. In addition to this, we also teach Art and Design through cross curricular opportunities, such as: accessing texts about famous artists in Whole Class Reading, using digital media in other subjects and during celebratory days and focusing on and producing religious Art in Religious Education.

Impact

Our Art & Design Curriculum is planned to demonstrate progression both with knowledge and understanding and the development of skills. Children are given the opportunity to revisit Art disciplines throughout each phase and across their time at Guardian Angels. We focus on monitoring the progression of generating ideas, artistic skills, knowledge of artists and artistic vocabulary and evaluation.

The impact of our curriculum will be monitored through the following methods:
·A reflection on standards achieved against the planned outcomes (Fisher Family Trust Assessment linked to National Curriculum objectives)
·Opportunities for self and peer evaluation
·Pupil / Teacher discussions about their learning





Children will review learning from previous lessons, days, units and years to consolidate learning and ensure children know more and remember more.



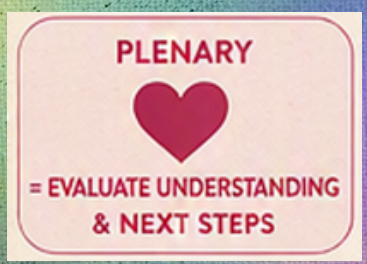
Children are taught the key concepts they need to succeed in the lesson. The direct teaching will looking at primary and secondary sources and is designed to impart key vocabulary and knowledge the children need to succeed.



Kagan strategies will be used at this point to support understanding and mastery.



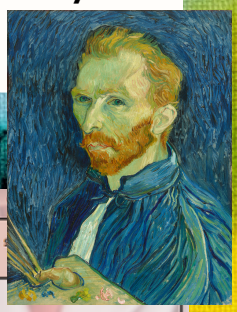
Children are provided with a variety of independent, paired and group tasks to apply their knowledge and use new vocabulary in context.



Children's understanding of the knowledge taught in the lesson is assessed and progress reviewed. Assessment for learning takes place throughout the Art lesson and this is used to adapt future teaching and flash back questions.

Curriculum Overviews

Curriculum overviews are available to inform planning. They identify which unit the object is covered within the curriculum with clearly defined end points.



Art Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Colour		Line		Sculpture	
Year 2	Colour, Shape and Texture		Portraits		Murals and Tapestries	
Year 3	Still Life and Form		Art of Ancient Egypt		Architecture	
Year 4	Light		Monuments of Ancient Rome		Embroidery, Needlework and Weaving	
Year 5	Islamic Art		Art from Western Africa		Print Making	

Art in the Early Years Foundation

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:
Expressive Art and	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Explore colour and colour mixing. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.

Art National Curriculum Links

General Aims of the National Curriculum for KS1 and KS2

- 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

KS1 Aims

- 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
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between difference practices and disciplines, and making links to their own work

KS2 Aims

- Develop their techniques, including their control and their use of materials, with creativity and experimentation
- Develop an increasing awareness of different kinds of art, craft and design
- Create sketch books to record their observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay
- Learn about great artists, architects and designers in history

Key Stage 2 Art and the National Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 National Curriculum Coverage	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. • 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 and painting with a range of materials. • about great artists, architects and designers in history.	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. • to improve their mastery of art and design techniques, including drawing, paintings and sculpture with a range of materials for example, pencil, paint, clay. • about great artists, architects and designers in history.	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 painting with a range of materials. • About great artists, architects and designers in history.	Pupils should be taught: • to improve their mastery of art and design techniques, including painting with a range of materials. • About great artists, architects and designers in history.	Pupils should be taught: • to improve their mastery of art and design techniques, with a range of materials. • about great artists, architects and designers in history.	Pupils should be taught: • to create sketchbooks 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. • about great artists, architects and designers in history.
Year 5 Topic and lesson sequence	Style in Art	Islamic Art	Art from Western Africa	Chinese Painting and Ceramics	Print Making	Take One Picture

Progression

The progression maps carefully maps the development of key ideas within a strand from Y1 to Y6 ensuring that the learning journey is cohesive and that each new element builds on the appropriate conceptual components.

Assessment

Assessment allows teachers to make live judgements about children's learning. Based on comprehensive knowledge and skills framework, teachers assess, monitor, track, and report Art

Inclusion

All children access the Art Curriculum. We teach to the top and scaffold down using resources, adaptations and adult support to ensure all learners make progress.

Within the representation stage there is a systematic approach to the introduction of new content which builds on prior learning and explicit links are made with the content that the children have previously acquired.

The use of practical resources to represent the concept or method is vital within the representation stage to ensure all children have conceptual understanding.

The use of resources also support pupils who are less confident but a reliance on the use of physical resources is to be avoided.