



## Subject – Art:

School Vision and motto:

*'Making Learning an Adventure'*

At Holywell Village First School we have high aspirations for our children to become well-rounded and responsible future citizens. They are happy, independent and have positive self-esteem. Our children have a thirst for learning. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind.

*'We want our children to be the best they can be.'*

### Art Curriculum Intent

*Why do we teach Art?*

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

"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,
- understand the historical and cultural development of their art forms" (DfE (2014), Art and Design programmes of study: key stages 1 and 2 National curriculum in England).

## **Our curriculum is unique to HVFS**

At Holywell we believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding. Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, pattern, textiles and 3D work and are given the opportunity to explore and evaluate different creative ideas.

Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists, craftspeople and designers.

In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

## **Implementation**

*How do we teach Art?*

Our Art curriculum and lessons are effective and age appropriate. We implement Art in the following ways:

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. In Nursery and Reception, art and design is taught within the Physical Development, Understanding the World and Expressive Arts and Design Areas of Learning of the Early Years Foundation Stage Curriculum; here they focus on basic mark making and sculpting skills, colour and patterns. In each classroom, an art and design area is available as part of continuous provision where children develop and practise skills independently. Children use a range of materials and are taught basic techniques such as safe use of simple tools and equipment. From Key Stage one through to Key Stage Three, art and design is taught as part of a half-termly or termly topic, focusing on knowledge and skills stated in the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. We have a progression of skills document which ensures children learn new skills every year and develop previously taught skills.

The curriculum content is sequenced so that it maximises the likelihood of pupils making meaningful connections. In order to do this teachers will ensure that pupils have secure prerequisite knowledge before moving on to more complex ideas.

The curriculum is designed so that depth can be achieved. This allows for lots of opportunities for practice within one context so that children can master the learning intended by the curriculum.

We have an inclusive approach to Art; all children are included in all sessions, with support when necessary, ensuring every child benefits from, and understands the importance of creativity and expression of self.

## **Vocabulary**

Art is a Vocabulary-rich subject. In each medium-term plan, teachers plan vocabulary development carefully so that pupils benefit from repeated encounters with words. Teachers will use specific and

precise terminology to enable children to make more careful observations and enhance their vocabulary e.g. Colour, line, tone, pattern and texture, shape, form and space.

## **Our Art learning journey have the following structure:**

### ***Review of prior skills***

On our medium term planning document prior learning is identified and teachers take this into account when introducing each skill. A review of prior teaching and learning is planned to ensure that children have the skills to develop their understanding.

### ***Emergence into an artist***

Children are introduced to a significant artist, craftsperson or designer (dependent on skill). They are emerged into a variety of work and ask to discuss their view and thoughts about the style of work. They are encouraged to share their views with the class and develop the skills and vocabulary to discuss art with prejudice.

### ***Teaching of a skill***

Skills are broken down into small steps to help the children progress to more advanced technical areas. Children are given the opportunity to challenge themselves during the lesson.

### ***Application of a skill in the style of a taught artist***

Using the skills taught children produce a piece of work in the style of the chosen artist.

### ***Review of own work***

Pupils are asked to evaluate their own success against the success criteria of the learning.

## **Art opportunities beyond the National Curriculum:**

At Holywell Village First School – Cultural capital

At Holywell we like to celebrate Art and Design at Holywell Village First School. We share our work in a number of different ways including whole school Art galleries, class displays, social media and during school celebration assemblies.

## **Impact**

They should have an awareness of a broad range of artists and craftspeople, and be able to consider and discuss the artworks they come across, using age appropriate technical vocabulary. We want our pupils to be confident to explore, experiment and take risks, placing value on the process and journey that they take, not just on the finished product. Our children will be supported in improving resilience and perseverance by continually evaluating and improving their own work. We want to inspire a natural inquisitiveness in our children and encourage them to think about the impact of art and design in the local, national and global community. Most importantly, we want children to have found and enjoyed a creative outlet – a means of self-expression and enjoyment.

Progress is assessed after each unit to determine whether children demonstrate emerging, expected or exceeding skills and data is collected by the Art coordinator for analysis in the form of a 'Best Fit Grid'.

Monitoring and Evaluations are conducted by the Art subject leader using a peer mentoring approach. The Best Fit learning grids are collected termly so children's achievement and coverage may be monitored.

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Art Subject leader

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