

# ART & DESIGN

## Curriculum Statement



**Our Mission Statement:** 'Love one another'

**Our Learning Values:** 'Practice makes perfect'

**P – pride**

**R – resilience**

**A – aspiration**

**C – creativity**

**T - teamwork**

**I – independence**

**C – curiosity**

**E – engagement**

### The Value of Art and Design

Art and Design is a strong tool for learning in the primary curriculum because:

- Art outcomes provide a shared starting-point for discussion and a window into children's thoughts and feelings.
- Art is a unique 'visual language' through which children can organise and communicate their responses to experiences.
- As with other 'languages' such as number, movement, sound, written and spoken, there are some areas of experience which can only be recognised and communicated through visual means.
- 'Learning to see' is an area where Art and Design has a special and unique role to play in each a child's education through close observational study in a variety of media, supported by discussion.
- Art values diversity and personal response, rather than there being a 'right answer.' It is important to value and support the individual child's self-image as an artist.
- Through Art and Design, children can develop skills, imagination, self-discipline, the capacity to make decisions and solve problems.
- Creative work develops self-esteem and confidence.
- Art can provide an opportunity to learn about other cultures, an awareness of rich diversity and a celebration of, and sensitivity towards, cultural differences.
- Art has a major role in providing aesthetic education in the family of the Arts. The development of sensitivity to seeing and touching, the exploration of feeling and critical judgement, all contribute to developing aesthetic awareness.
- Through displays, festivals and productions, children can share and work cooperatively, gaining the sense of communal achievement which collaboration in the Arts can bring.

## Curriculum Intentions

Art and Design can initiate and support learning across the curriculum. However, the National Curriculum supports our view that Art and Design must be studied as a subject in its own right. Pupils at Charlton House Independent School are actively involved in an education ***through Art, in Art and about Art*** within the whole curriculum.

### Learning Through Art

- In the Early Years, a large part of the curriculum is taught creatively through Art-based activities (expressive arts and design).
- The processes of ‘making’ provide many rich contexts for language development.
- Topic work is supported by illustration, model-making and displays.
- Observation is sharpened and recorded through drawing, for example to explain scientific investigations.
- Art materials are investigated and used constructively in historical, geographical, mathematical and technological contexts.
- As so much of what we learn is assimilated visually, it makes sense to use Art and Design activities to stimulate, explore and record.

### Learning In Art

The entitlement to learn Art and Design as a discrete subject is recognised by its place as a foundation subject in the National Curriculum. Art has its own tools, equipment, processes, vocabulary and conventions. We believe the best way to learn about Art is by making it.

Progression occurs as a result of experimentation and evaluation, leading to the development of new ideas. Like any new language, each child has to learn systematically from the basic elements to make more complex communications. Support from an expert teacher speeds up and enriches this process. Interaction with an expert teacher empowers the child to become more fluent and confident.

Development in Art should be supported alongside other areas. Children need a full education in Art activities – gaining control and developing the skills of ‘investigating and making’ throughout their school career.

### Learning About Art

Art education is more than a practical expressive activity or a support for topic work. There is a wealth of art, craft and design, from past and the present and from a variety of cultures, which children can learn to recognise, identify and appreciate. Visual culture defines what Art has been and gives us a context for inventing its future. It also gives us an insight into the diversity and richness of human ingenuity and expression.

The National Curriculum’s attainment targets are aimed at ensuring children learn about a wide variety of cultural traditions, and make connections with their own work. They also need to develop the ability to make their own judgements and to talk about their own and others’ work, developing ‘visual literacy.’

## Curriculum Implementation

**Art & Design Techniques** are discretely taught each half term in conjunction with a topic.

### Art & Design Techniques

Collage	Drawing	Painting	Printing	Sculpture	Textiles
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**Visual Elements of Art** and **Principles of Design** are introduced progressively to support learning aspects of artistic techniques and support children's decisions as artists:

#### ***Visual Elements of Art***

**Years 1 and 2:** line, colour, shape, space

**Years 3 and 4:** tone, texture, value, form

**Years 5 and 6:** consolidation

#### ***Principles of Design***

**Years 1 and 2:** pattern, size and proportion

**Years 3 and 4:** emphasis, variety and focus

**Years 5 and 6:** balance, movement, unity, rhythm and gradation

#### **How is Art and Design organised?**

Children benefit from a consistent approach to the teaching and organisation of Art and Design throughout the school. There is an agreement between all teaching staff about the resources, teaching strategies and assessment opportunities to be used. A balance has been sought between three important roles of Art Education at our school:

- A means through which children can learn in all areas of the curriculum (**integrated Art**). Art is an integral part of topic work in the EYFS, Key Stage 1 and 2.
- As an end in itself (**discrete Art**). Each practice (drawing, painting, printing, collage, mixed-media, sculpture and textiles) has its own unique areas of knowledge, skills, specialist language, tradition and value.
- Develop knowledge and understanding of some of the world's artistic and cultural heritage making particular links with, and extending from, the children's own cultural background and experience.

Children are given access to:

- Teacher-directed learning activities which are planned for continuity and progression.
- Self-directed activities with the opportunity to work at their own pace, making choices about the content and direction of their work.

Art & Design is taught regularly each week. Children in Years 1 to 6 receive one hour per week of discrete teaching time. Children in Year R are discretely taught for 40 minutes per week, but also have access to the creative areas in their classroom on a daily basis through continuous provision.

We want pupils to take responsibility, including finding appropriate equipment and materials to use during lessons. Classrooms and the Art room are arranged and clearly labelled to encourage independence and choice. The Art room is used by all pupils as we recognise art and design flourishes in stimulating environments where there are visual resources to study; natural forms, artefacts and Art (real or reproduced).

### **How does learning progress in the Art and Design Curriculum?**

Experiences are carefully planned to build coherently on developing knowledge, skills, attitudes and understanding of a child transition from year to year in school. Teachers use observation and interaction to judge the best way forward to support, stimulate and challenge. A developing culture of discussing the children's own work as well as other artists' work requires the gradual introduction of appropriate and specific vocabulary. Teachers use questioning to elicit children's thoughts. Children's work is never judged by inappropriate adult's standards.

### **How are tasks designed?**

Activities such as observational drawing, painting (including colour mixing), sculpture and looking at and talking about art are so important that they need to be seen as 'core activities' which are returned to regularly in a variety of contexts. Others, such as 'tie-dye' may only be experienced once in each Key Stage.

Units of learning are planned in the following sequence:

- Exploring and developing ideas
- Investigating and making
- Evaluating and developing work
- Extension activities

### **Provision for SEND and Greater Depth**

It is important to value and support the individual child's self-image as an artist. At Charlton House Independent School, we want to ensure that our curriculum is accessible for all children and therefore bespoke provision can be provided for those pupils who require additional intervention or adaptations from planning to access knowledge and practise skills.

*Typical barriers to prevent full access of our Art and Design curriculum may include:*

- Fine motor skill development
- Communication barriers
- Lack of experiences beyond school
- An inability to think creatively

*We aim to remove these barriers to learning by:*

- Providing fine motor interventions
- Providing speech and language interventions
- Explicitly pre-teaching new vocabulary.
- Ensuring a good understanding of every child, including their family and background
- Use differentiated knowledge organisers to aid understanding of concepts
- Provide a specialised teaching space
- Display all children's outcomes

*Challenge is provided by:*

- Giving children more ownership over the purpose and form of their products
- Increasing the cognitive load through more complex problem solving opportunities

## Curriculum Impact

We know that good writing comes from vivid experience and the same is true of Art and Design. At Charlton House Independent School, we want children engaged in activities which are not just 'one offs.' Therefore, our curriculum provides opportunities for children to: investigate, record, evaluate, discuss, change and refine their work. To collect evidence of learning, folders are used in Key Stage 1 and sketchbooks in Key Stage 2. Teachers use 'skills passports' to assess children's competencies in core artistic domains.

