



Subject Rationale- Art.

Our vision for Art

At Abram Bryn Gates we aim to inspire creativity through a wide variety of forms and expression. All children are encouraged to develop their artistic creativity, learn new skills and processes and develop their artistic talents through a challenging curriculum. They are given opportunities to explore a wide range of materials, tools and techniques in 2D, 3D and digital media.

Art and Design allows children to understand and respond to the world around them by communicating what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. It gives the children a platform to develop self-esteem and individuality- raising self-confidence across the primary curriculum.

As Artists we will:-

1. Use visual language skillfully and convincingly (for example- line, shape, pattern, colour, texture and form) to express emotions, interpret observations, convey insights and accentuate their individuality. The ability to communicate fluently in visual and tactile form.
2. Draw confidently and adventurously from observation, memory and imagination.
3. Explore and invent marks, develop and deconstruct ideas, and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
4. Develop an impressive knowledge and understanding of other artists, craft makers or designers.
5. Think and act like creative practitioners by using our knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
6. Use independence, initiative and originality to develop our creativity.
7. Select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalize on the unexpected.
8. Reflect on, analyze and critically evaluate our own work and that of others.
9. Develop a passion for and commitment to the subject.

Content

Art and Design is a foundation subject in the National Curriculum. Our school uses the objectives from the National Curriculum as a basis for planning Art alongside the Chris Quigley Essentials Curriculum, which exceeds new National Curriculum expectations. Planning is progressive and skills are revisited from years 1 to 6 to

ensure children have deeper understanding of concepts and techniques. Knowledge, skills and understanding are progressively built upon through each of the areas of experience of Drawing, Painting, Printmaking, Collage, Textiles and 3D. Within each discipline this has been provided through gradually extending the breadth of content, increasing the depth of knowledge and understanding and focusing on improving the quality of responses and outcomes.

In the EYFS children will follow their early learning goals to explore expressive arts and design, using a range of artistic skills – observations, questioning and investigating.

In Key Stage 1 children will be taught about a range of artists where they can then explore a variety of techniques used by these artists which promotes them to share ideas about drawings, paintings and sculptures as well as use their own experiences and ideas as inspirations for artwork.

In Key Stage 2 children learn about great artists, architects and designers in History where they improve mastery of techniques. They also develop and share ideas in sketchbooks and finished products. Children's experiences influence their inspiration for artwork and they are exposed where possible to cross-curricular links.

Teaching and Learning

Long Term Plans ensure that the children experience key skills in six main areas of Art (Drawing, Painting, Printmaking, Collage, Textiles and 3D) across all year groups. Art teaching within our school maximizes the use of a Creative Cross Curricular approach, and all Art units are linked to each phase's termly topics, clearly showed as Medium Term Plans. We aim to plan for strong cross curricular links in order to maximize Art learning opportunities, while ensuring that lessons are meaningful and purposeful for the children. Long and Medium term plans are available for Parents to view on the school website, and addition to this, Curriculum Newsletters are also sent home termly. The planning process involved in developing a scheme of work, has ensured a progression and continuity of learning experiences from Year 1 to Year 6. In Reception, art and design skills are promoted and teachers plan in accordance to the Early Years Foundation Stage.

Progression of skills and knowledge:

Our curriculum has a strong focus on developing children's skills, knowledge and vocabulary by building on their prior learning. All aspects for Art and Design are introduced in EYFS and developed throughout each year group, building on prior skills, knowledge and exploring new vocabulary.

Inclusion

At Abram Bryn Gates, art adheres to the whole school equal opportunities policy. Art is planned to ensure that it meets the varied needs of all learners, regardless of their gender, background, culture, physical or cognitive development. Is Differentiation is provided in a range of ways when implementing short term plans, including a variety of individual, paired or group work. Opportunities are provided

to reflect and promote positive attitudes towards cultural diversity, and medium term plans to ensure that relevant and appropriate links are evident and included.

Opportunities & Resources

At Abram Bryn Gates we provide children with the opportunity to use effective and appropriate art equipment on a regular basis, as well as, offering opportunities to further their knowledge through visitors and trips – including trips in our local area to art galleries as well as using the area to work on observational drawings outdoors in the wider community.

Health and Safety

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

1. About hazards, risks and risk control.
2. To recognize hazards, assess consequent risks and take steps to control the risks to themselves and others.
3. To use information to assess the immediate and cumulative risks.
4. To manage their environment to ensure the health and safety of themselves and others.
5. To explain the steps to control risks.

Assessment

In Abram Bryn Gates, assessments will be made over time based on evidence of a range of activities across the strand taught over a period of time. The nature of assessment will vary from formative to summative assessments, through observation, discussions and evidence of work - including the progression of skills, knowledge and vocabulary evidenced in sketch books or on Tapestry.

Assessments of children's work are made against the Chris Quigley Milestones from the Essentials Curriculum for Years 1 to 6 and ELGS for EYFS.

We will use insight 3 times per year (in each term) to monitor and assess Art in every year group so we can track children as they move through school.

Monitoring

Following an action plan being completed, the Art lead will work to carry out the tasks; book monitoring, auditing, pupil voice, teacher feedback and observations. The feedback will then be shared with colleagues, including what is working well, areas to consider and next steps – this will then be reviewed and will feed into the following academic year's action plan.