

Offenham C.E. First School

Growing deep roots. Producing good fruit



Art and Design Policy

Introduction

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 work of art, craft and design. Pupils should know how art both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

We aim to provide our pupils with opportunities to:

1. share and discuss their opinions about their own work and the work of others in a respectful way
2. explore the potential of different materials, making independent discoveries
3. teach children skills and processes with a range of different materials
4. problem solve, review and refine their work
5. learn about key artists including; facts about their lives, key art works and key techniques used
6. be introduced to diverse artists from different times and places and cultures.
7. support children in making links between art and their learning in other subject areas
8. encourage children to use their own ideas and experiences to create work that is valued
9. work independently and in collaboration with a partner or a group to produce pieces of artwork
10. encourage children to use their awareness of art appreciation and to make valuable informed evaluations of their own work, their peers and other artists.

Teaching and Learning

At Offenham C of E First School, we aim to give all children a high-quality art education and inspire pupils to have a curiosity and fascination about art and craft. Art and Design is an important part of our broad and balanced curriculum at Offenham with three units taught to each class, each year, in a two-year rolling programme. The skills being taught in each class are progressive, building on prior knowledge and skills. Our curriculum provides key artists to study. The skills taught during Art lessons are also applied, where appropriate, across the curriculum. For example, sketching in History.

Within our curriculum, each unit covers one of the six main Art and Design skills. Each skill is covered four times across the two years rolling programme. Drawing skills however are taught throughout all units of work.

- painting
- collage
- print making
- Creative craft
- Installation Art/Site specific
- Sculpture
- Drawing skills - Each unit begins with this skill, for example in Cotswold Class the children practise still-life drawing/sketching a variety of plants and leaves to use when creating their own block printing designs in the style of William Morris.

Skills and Progression

Our curriculum is progressive (see Art progression of skills document), where each unit builds upon and extends the skills previously taught. (see progression charts) The key artists have been carefully selected to offer a broad range of influences, including current and historical artists, male and female, from different backgrounds and specialisms. Local artists and international artists. The curriculum has been designed to offer an insight into a range of materials, techniques, concepts and genres to provide the children with a well-rounded art education. The progression statements may be covered by any of the units challenges or sketchbook sessions and may be covered several times throughout the year.

The formal elements of art

The formal elements of art cover the ingredients that make an artwork. How these elements are arranged impact the way the art looks, is regarded and discussed. Pupils need to have an awareness of the formal elements when both discussing and creating art. These elements are an integral part of unit lessons from Key Stage One, so that they are familiar with the formal elements by the end of Year 5. We teach the basics early on to encourage children to demonstrate a natural awareness of them when they create and analyse art. Teacher led discussions about art work in each unit plan by focusing on the formal elements, as this provides a straightforward structure to initially view the artwork and stimulate conversation which can then be expanded upon.

Sketch books

Children will take pride in their sketchbook. The sketch books are used for this practise of skills and so should reflect the learning journey and progression of skills taught as the pupils move through school. Teachers promote sketch books to be seen as a 'blank canvas' upon which children can test ideas, techniques and materials, jot down thoughts, opinions and ideas exploring different ways to express their ideas, experiences and imagination. There should be a mixture of taught skills and individual exploration of the potential of materials. Sketchbooks will be used as a starting point for all the learning challenges in art. Children will comment on and reflect on their work, thinking about techniques, media and design. Children will be encouraged to use them as reference books for future art projects. They will explore the work of other artists and record their findings both textually and visually. Alongside sketch books children in Yr1-Y5 have 'doodle books' for recording their own drawings and any drawings outside of 'Art Lessons' across the curriculum.

Implementation- How is Art planned?

The 6-stage Art Process:

Teachers and subject leader plan and deliver six stages of teaching and learning as the framework of every unit of work.

Lesson One – Responding to Art or Direct Observation

Lesson Two – Artist Study/Technique

Lesson Three – Experimenting with elements, creative design and ideas

Lesson Four – Create own piece of Art

Lesson Five – Final work on own piece

Lesson Six – Appreciation and Evaluation

Adaptive Teaching

Every unit of work should cater for different needs of the pupils. When planning a project, teachers must always prepare for this. Important considerations include how the project can be extended and enriched for the more able pupils and what support is in place for the less able pupils. Examples Adaptive teaching for less able pupils: • Break the task up into smaller sections • Provide small group demonstrations of key skills

Assessment in Art

Teachers are aware that assessment should promote and improve learning for their pupils therefore assessment should ultimately be advice and positive guidance for improvement. In order to encourage a love of art, we teach pupils that art is a life-long process of improvement. For that reason, we focus on individual progress in class, directing pupils to

look back at their earlier work regularly so they can see the improvement they are making and what they need to work on next. When assessing art, we focus on four aspects:

1. Quantity and quality of participation
2. Progression
3. Attainment and ability
4. Evaluative skills

Evaluation focuses on the positives, with teachers using questions such as 'What are you proud of about your work?' If children offer suggestions about how they would like to improve their work this is then explored.

In KS1, verbal evaluation takes place between the teacher and children. The following questions are used to evaluate.

1. What techniques does the artist use?
2. Where have you used these techniques in your final piece? Can you show me?
3. Which techniques did you find difficult? Which did you think were easier?
4. What are you most proud of in your work?
5. Is there anything that you would do differently next time?

In KS2, evaluations are recorded in written format in the sketch books, along with a photograph of the final piece. The following questions are used to evaluate.

1. What techniques have you used that are the same as the artist?
2. How did you use these techniques?
3. Are you pleased with the effect?
3. What techniques have you used that are different to the artist?
4. Have you used any of your own strategies from the exploration stage?
5. What are you most proud of in your work?
6. Is there anything that you would do differently next time?

As well as assessment of their own work, pupils will be encouraged to carry out a peer assessment at the end of each unit of work. Post-it notes will be used for any written comments from adults or peers.