



Edward Feild Primary School ART in a Nutshell



RESEARCH	'Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported' . Research suggests that good practice is linked to taking ownership of a sketchbook and using this creatively and reflectively to study a broad variety of artists and artistic experiences that develop children's own artistic ideas. As art is a fragile process that is hard to measure and assess, questioning should be used to support and nurture the process as the main form of assessment.
VISION	As a school, we aim to inspire children through a broad range of artistic experiences to explore and develop their own creative ideas. We nurture and support children on their developmental journey through the use and ownership of sketchbooks.
CURRICULUM	<p>In Art, we offer a coherently planned sequence of lessons to help teachers ensure that they have progressively covered the knowledge, understanding and skills required in the National Curriculum. The key skills are:</p> <ol style="list-style-type: none">1. Exploring and developing ideas <p>Children start to understand how ideas are developed through processes. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, receiving and offering feedback to improve. Pupils are taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children are given ownership of these processes by encouraging them to make mistakes and to explore their own ideas by recording them in different and creative ways. Reflections are discussed and annotations may be made.</p> <p>In Key Stage 1, children begin to use a sketchbook to produce creative work, exploring their ideas and recording experiences.</p> <p>In Key Stage 2, the children are facilitated to create sketchbooks to record their observations and use them to review and revisit ideas.</p>

2. Work of Other Artists

Children learn about a wide range of artists from history, from different cultures and backgrounds. Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.

3. Drawing

The children are encouraged and supported to use a variety of drawing tools and are introduced to new technique. They become more confident in techniques already learned and use the vocabulary learned accurately. Children will rely on their sketching books to improve their drawing skills. They are encouraged to make reflections (through annotations in Key Stage 2).

4. Painting

Children explore a variety of different brushes to see what happens. They are encouraged to use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.

5. Sculpture

Children use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.

6. Collage

Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning

	<p>7. Textiles Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p>8. Printing Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p>
<p>IMPLEMENTATION</p>	<p>Across the school, staff follow an art overview and long-term plan. Teachers plan a unit using a PowerPoint planning template which includes: a <i>Big Question</i>, an artistic outcome (often a gallery of art critics) and associated WAGOLL (What a Good One Looks Like), assessment questions and key vocabulary. Teachers also consider ideas for teaching the unit within a context (including hooks, trips and links to other curricular areas). When using the template, teachers refer to the whole-school Art Progression Document to see the previous knowledge and skills taught and where their teaching of each unit fits within the art curriculum.</p> <p>In EYFS, you will see art taught through continuous provision and theme work within ‘Expressive Arts and Design’ Early Learning Goals ‘creating with materials’ and ‘being imaginative and expressive’. Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children share their creations, explaining the process they have used and make use of props and materials when role playing characters in narrative stories. Children will invent, adapt and recount narratives and stories with peers and their teacher. They will sing a range of well-known nursery rhymes and songs as well as perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with the music.</p> <p>In KS1 and KS2, art skills and understanding are built into the lessons, following a clear structure which allows for the revision of ideas to become part of good practice and ultimately help to build a depth of children’s understanding. Through revisiting and consolidating skills, our lessons and resources help children build on prior knowledge alongside introducing new skills and challenge. Sketchbooks are provided and not limited to</p>

	<p>only KS2, however KS2 children are encouraged to use these more independently for exploration of their own artistic ideas.</p> <p>Key vocabulary is explicitly taught and re-visited in each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge. Children are expected to be able to use the vocabulary orally in order to evaluate and explain ideas. Pupils are encouraged to use and apply the vocabulary speaking in full sentences to reflect upon their own work. Where possible, wider curriculum units are interwoven with planning across the school, allowing key vocabulary to be used orally or in captions/reflections.</p> <p>Children are encouraged to take risks and innovate when designing and exploring ideas. As part of this process, time is built in to explore drawing skills, using different media. Children are supported in tackling 'white fright' of blank pages, being provided with frames or the opportunity to use a range of media to create a platform on which to start exploration processes.</p> <p>Opportunities are provided for children to evaluate artistic movements and individuals who have helped shape the world, showing the real impact of art on the wider environment and helping to inspire children to become the next generation of artists. This include studying artists from a range of backgrounds so that diversity and a range of cultures are celebrated. The children are given questions to reflect, evaluate and improve their journey.</p> <p>Throughout our art lessons, we intend to inspire pupils to develop a love of art and see how it has helped shaped the ever-evolving creative world we live in.</p>
<p>CHALLENGE & SUPPORT</p>	<p>Drawing starters are used as an ice breaker and to encourage children to explore, adapt and refine their own artistic abilities.</p> <p>Children are supported and challenged through teacher questioning and working with a partner to discuss and reflect upon their own work.</p> <p>Children may be supported with starting points inspired by artists' works.</p> <p>Children are challenged to adapt and refine their ideas using some artists' works as an end point.</p>

	<p>Key vocabulary is taught, modelled and encouraged. This gives disadvantaged pupils and children with SEN the time and contextual understanding to fully comprehend and use the vocabulary effectively, therefore allowing them to make progress.</p> <p>Revision grids are used through a topic at the start of some sessions in order to reflect upon previously taught topics and lessons. This helps to revisit art forms and allow children the opportunities to link ideas within art.</p>
<p>LEARNING ENVIRONMENT & RESOURCES</p>	<p>Sketchbooks should not be used as an exercise book. As the children develop ownership over these books and become confident with using them for experimentation, they will use the book as a place to experiment with their own creative ideas including for other subjects.</p> <p>Art galleries or art on display are usually an outcome at the end of a unit.</p> <p>One art display is provided to celebrate the art work created across the school during a term, providing opportunities for purposeful learning journeys. Whole school and parental engagement may be encouraged through the use of art-specific home learning and opportunities suggested by teachers. Art successes may be shared and communicated with the rest of the school and with parents via Twitter or in galleries organised as an outcome.</p> <p>General art resources, such as paints, are available for use across the whole school, and are organised in department cupboards or art areas. Materials required are ordered by each department. Some, such as clay materials, may be available in the UKS2 area.</p> <p>Art-relevant documents for all departments and planning is made available for teachers on OneDrive.</p>
<p>ASSESSMENT</p>	<p>We encourage exploration of ideas and a journey to replicate and create. We believe that “Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported”</p> <p>Key questioning skills are built into all lessons, at all stages of learning and can be used by teachers to pupils or within pupil discussion/coaching.</p> <p>Assessment questions are provided on the overview and can be used as verbal assessment or for self-assessment through discussion or annotation.</p> <p>Success criteria are explored through the lesson and children reflect according to the objective.</p> <p>Topic pages are created to start and end a topic. This is an opportunity for children to mind map and identify “what I know and what I want to learn” as an initial assessment. At the end of a unit (individual), children create an end of unit topic page to show “what I have learned” as an end of unit assessment. This gives the children an opportunity not only to reflect upon the topic, but to consider and present the skills and techniques that they have explored in their own way.</p>

	<p>Visual prompts are given to facilitate the children’s approach to creatively presenting their topic pages.</p> <p>Big Questions about work of an artist are given to explore their understanding and application. These may be used to answer an initial or end of unit assessment.</p> <p>Short summative assessments aimed at targeting next steps in learning may be given e.g. can you draw using primary colours</p> <p>Final outcome is evaluated using reflection questions.</p> <p>Art galleries or art on display are usually an outcome at the end of a unit. These allow a purposeful art journey and an opportunity for children to become art critics and use the intended vocabulary including that of the topic and that for evaluation and self/peer-assessment.</p> <p>Revision slides are used to revise and make links to prior learning.</p> <p>Drawing progression is encouraged through drawing tasks in the back of sketchbooks as a starter to some units. Relevant documents are provided on OneDrive and shared with children as a focus for each session.</p> <p>Self Assessment Grid is used to break down lessons and for children to colour in their reflections using a traffic light system.</p> <p>In EYFS the ‘Development Matters’ document is used to supplement progression</p>
<p>FEEDBACK</p>	<p>Staff are reminded that ‘Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported’, therefore sensitivity and constructive feedback or suggestions are always encouraged so that children can develop self-assessment and development as artists</p> <p>Verbal feedback by teachers and pupils - with a focus on use of technical vocabulary, speaking and listening skills, talking in full sentences, reflection on success criteria and assessment questioning</p> <p>Self-Assessment - using Success Criteria and reflective questioning to traffic light the lesson objective.</p> <p>Airserver and partner reflection</p> <p>Annotations (KS2+)</p> <p>Art galleries or art on display are usually an outcome at the end of a unit. These allow a purposeful art journey and an opportunity for children to become art critics and use the intended vocabulary including that of the topic and that for evaluation and self/peer-assessment.</p>
<p>IMPACT</p>	<p>Our children will become life-long learners and critics of art.</p> <p>Increasing percentages of children will achieve mastery of the topic and become skilled and articulate young artists.</p>

	<p>High-quality and thoughtful art outcomes will demonstrate that children can choose and use art tools appropriately and safely</p> <p>Children's sketchbooks will evidence a learning journey, with experimentation of materials, vocabulary to reflect, ability to draw upon ideas from an existing artwork to influence their own.</p> <p>Pupils will speak enthusiastically about their art learning and articulate what they have been learning about and why it is important.</p> <p>Children's artwork will be celebrated widely.</p> <p>Children will be aware of the work and impact of great artists and those from BAME backgrounds and use them as inspiration for their own work, recognising their historical and cultural importance. They may link this to history and relate art to artefacts that help us to understand what life was like in different time periods.</p> <p>Parents will see their child's confidence, knowledge and skills in Art increase.</p>
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