



Buckden CE Primary Art Subject Guidance

Whole School Curriculum Intent

Every child is loved by God and is educated for wisdom, aspiration and global citizenship, to thrive in our community through a culture of dignity and respect. Their gifts, talents and wellness are cultivated with knowledge and skills to live life purposefully in all its fullness. In faith we 'act' 'For nothing will be impossible with God'. Luke 1:37

School Curriculum Intent Statement

Educating for sustainability in a progressive, student-centred way. We are focused on preparing young people to thrive in a changing world. Our carefully researched educational approach is designed to ignite a love for lifelong learning, a joyful, wondrous journey, and teach our students the skills we believe are required to thrive now and in the future.

In Art and Design, it is our intention to help children develop skills and knowledge that will enable them to confidently express themselves through a range of media.

We regard art as an important subject because:

- Artistic creation can provide fulfilment throughout life.
- Artistic observation can heighten perceptions.
- Art can contribute to cultural understanding.

'Art' should be interpreted as 'art, craft and design' and artists should be interpreted as artists, crafts people and designers throughout all documentation. The art policy follows whole school guidance on the curriculum and how it is managed, organised, delivered, assessed and evaluated. It also reflects agreed approaches to the whole school issues, i.e. teaching and learning strategies, differentiation, behaviour and discipline, special educational needs and equal opportunities and living sustainably.

At Primary School art, craft and design has a significant and valuable role to play in the overall ethos of this school. Art is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in variety of media, style and form. It enables children of all abilities to use their creative imagination to achieve their



potential with guidance and given criteria. It should enable children to become visually literate: to use and understand art as a form of visual and tactile communication. Children work individually and within a group to develop the social and personal skills. Art is not taught in isolation, although it retains its creative base and its skills and techniques. Wherever appropriate it is linked to other areas of the curriculum and time is given to allow the children the opportunity to develop specific art skills and reinforces skills already established.

Implementation

The implementation of the policy is the responsibility of all the teaching staff and they should ensure that all children:

- Have entitlement to a broad and balanced, enriching curriculum.
- Enjoy an active involvement in art, craft and design.
- Have the confidence as well as the skills and experience necessary to communicate their ideas through their artwork.
- Have the opportunities to experience a broad and balanced range of art activities and show progression within these experiences.
- Have opportunities to learn about art from different times and cultures.
- Become visually literate and able to identify and apply the key elements of art.
- All pupils will be given equal access to the experience of the art regardless of the gender, race or disability.
- 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, and understand the historical and cultural development of their art forms

The National Curriculum prescribes that at Key Stage 1 pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop their imagination and share their ideas and experiences.
- To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

The National Curriculum prescribes that at Key Stage 2 pupils should be taught:

- To develop their techniques, including their control and use of material, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas.



- To improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials.
- About great artists, architects and designers in history.

Planning and teaching

EYFS

In the EYFS (Early Years Foundation Stage) pupils are given the opportunity to explore texture, colour, shape, form and space.

They develop their imagination and creativity and begin to investigate the qualities of materials and processes.

They begin to use colour and shape to express themselves.

They investigate the use of pattern and texture to represent ideas or emotions.

Key Stage 1

At Key Stage 1 pupils, develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences.

At this stage, pupils use colour, shape, pattern and texture to express their emotions and ideas.

They begin to ask questions and learn about other artists and art from a variety of cultures.

They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.

Key Stage 2

At Key Stage 2, pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes.

Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world.

Pupils learn to improve their use of tools and become confident in using a variety of techniques.

Pupils increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of art works.

Learning environment

Activities are organised at the teacher's discretion and according to the availability of materials. Art activities may be carried out individually, as a small or large group, or as a whole class activity.

Planning for art and design is provided for in medium and long-term plans.

Assessment and recording

Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons.

At both Key Stage 1 & 2, pupils are required to show their progression in their sketchbook.



Progression and achievement is tracked against learning objectives.

Photographic records and some work may be kept until the end of the year.

The subject leaders

The school's appointed subject leaders will oversee the continuity of the subject and the progression of teaching and learning within annual and medium-term plans.

They will monitor the quality of teaching and the standard of work produced.

Evidence will be kept from year to year.

The subject leader will offer support to colleagues and share their expertise and experience.

They will encourage staff and pupils to be creative and advise teachers on teaching methods they may wish to explore.

Resources

Art resources are kept centrally and maintained by the teachers and replenished on request, subject to budget by the subject leaders.

Displays

The school promotes the displaying of art work. It can influence how children feel about their environment, convey standards and promote high expectations. We use displays to celebrate achievement and support teaching and learning. Displays should communicate ideas, stimulate interest, celebrate children's work, reflect the ethos of the school and respond to the children's interests.

Health and safety

Certain health and safety concerns are inherent with art, including the storage of materials and tools and the use of equipment within lessons.

Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources.

Children are supervised at all times during activities.

A risk assessment covering the use of craft knives, saws and other sharp tools has been conducted and is updated as needed.

Equal opportunities

Equal opportunities are addressed in the whole school Equality Policy and care is taken in art lessons to ensure all pupils are provided opportunities to experience the range of activities on offer.



Dyslexic Friendly School

We recognise that some pupils, despite intellectual and other abilities, have unexpected difficulty learning to read and/or to spell and write fluently. These pupils may be described as having dyslexia.

We recognise that some of these pupils have special educational needs; that these needs have to be met to the best of our ability and resources; and that these pupils have the same right of access to the Art curriculum and to all the activities of the school as all other pupils.

Rights Respecting Curriculum

Article 28 – I have the right to education, Article 32 – I should not be made to do dangerous work, Article 31 – I have the right to rest, play, culture and arts.

Culture Capital

Through art, pupils are taught about creative careers and are exposed to professional artists (both dead and alive). They are taught a range of artists of different ethnicities, cultural backgrounds, genders, disciplines, movements and social/political backgrounds. Pupils are given access to a wide range of mediums including graded pencils, acrylic and watercolour paints as well as charcoal, lino and screen printing, and the use of natural materials for sculpture such as clay and willow. Pupils have been given access to in-person and virtual visits to museums and art galleries. Pupils are provided a range of extra-curricular clubs such as photography, digital art, sketching, the history of art & craft, clay and origami.

British Values

By connecting our British Values through the teaching of Art, we explore issues that affect us all in our lives and this helps inform decisions that will shape our future. An example is the right to have a different opinion and the need to respect the views and opinions of others.

Art is taught in blocks within the main curriculum topics – geography, history and science. Art skills are connected by using the subject knowledge within each of these areas as inspiration. For example, children in year 5 develop their geographical understanding of coral reefs and the impact of plastic pollution on ecosystems, they then further develop this knowledge when constructing sculptures of jellyfish and sea turtles to promote conservation through an installation. Students are given the opportunity to explore a range of mediums and to develop their artistic creativity whilst developing understanding and experience of focussed skills/technique.

Children discuss the work of artists, craftspeople, other sculptors and designers by asking and answering questions for example: What do you see, what do I think about it and what impact does it have on you?

In EYFS, children begin their art journey at Buckden and each have their own sketch books that continue with them through each year group. They explore mark making using various media, nature art and explores tonal values through silhouettes and shadow making. They explore shape and form using plasticine and still-life observational drawing.



In Year 1, the students begin to develop their drawing skills using different grades of pencil and chalk – these are familiar mediums and build on the children's learning from the Early Years, relating to the children's own identity and experiences. This is further explored by moving from 2D drawings to 3D representations of features within the local area with a variety of materials. The final unit continues this connection through exploring painting and printing techniques to represent the colours and shapes within the local environment.

In Year 2, the children transfer the drawing skills from Year 1 to the use of charcoal and pastels. The 3D representation continues by making models using different medium for example, plasticine. The final focus is painting, by connecting children's understanding of primary and secondary colours learnt in Year 1 to create tints and tones through colour mixing. The children use these colours to explore different brush strokes.

In Key Stage 2, children improve their mastery of art and design techniques learned in Key Stage 1, through applying them in a range of different contexts.

In Year 3, they build on the drawing skills learned from Key Stage 1. They continue to deepen their understanding of colour mixing as well as using chalk and pastels to create the effect of light and shadow. They begin to look at form and tone through their study of Greek pottery and explore shape, line and colour in abstract art as they analyse artists to inspire their own work. The 3D focus continues as children explore Scarpace and use relief, impressed and slab techniques in clay. For printing, they build on monoprinting in Year 1 and relief printing blocks in Year 2, with incised quickfoam printing in 1 – 2 colours and become introduced to digital collage.

In Year 4, children build on the connections made previously with colour mixing, light and shade, brush size and technique along with tones and tints. They explore these techniques with watercolours. Form is explored through the medium of clay, building on slab and relief work in Year 3, to create coil bowl. They also expand on crafts with a focus on representative textile weaving. In Year 4, they also explore digital art as they look at perspective, scale, layers and proportion to create a scene before Year 5 when they strengthening their understanding of depth and perspective. Sketch books are used to develop and evaluate their designs.

In Year 5, their sketching skills are further developed by learning to apply one-point perspective as well as using their sketch books to evaluate and improve their own ideas. They develop their understanding of architecture and design through their geography topic as well as sculpture as they create a conservation installation. The final focus is using collage and Lino print techniques to create more complex designs and effects, building on their work from Year 3.

In Year 6, pupils consolidate, deepen and apply all of their previously learnt skills and knowledge about painting, drawing, sculpture and use of materials to independently select the most appropriate medium and techniques to represent their ideas, giving valued reasons for their choices and its impact on the audience. Opportunities are given for this throughout the year.

Contribution of art in the core curriculum

English: Art encourages pupils to ask questions about the starting points for their work. They learn to compare ideas and approaches, to express feelings and to visualise descriptions before conveying them through words. Art supports oracy skills as pupils verbalise and justify opinions as well as



develop an understanding that all arts (including literature) are influenced by geographical, historical and the social context they are made in.

Maths: Art allows children opportunities to develop their understanding of shape, pattern, space, and dimensions.

Computing: ICT is used to support art and design teaching. Children use ICT software to explore shape, colour and pattern and it allows older children to develop their ideas using digital cameras and the internet.

PSCHE: In art lessons, children are taught to discuss how they feel about their own work and the work of others.

SMSC: Art offers opportunities for social development. Working in groups allows children to learn from each other and to share ideas and feelings. Art helps them to develop a respect for the abilities of other children and encourages collaboration.

Impact

Through the teaching of art our children will:

- Find enjoyment in art and creativity.
- Hold a positive self-image and confidence.
- Discover a sense of purpose and fulfilment in artistic expression.
- Appreciate a wide range of artists and art works from across the globe.
- Experiment with a range of media.
- Use a range of materials and techniques competently.
- Develop their observation and description skills.
- Express ideas and feelings through creative work and in both two and three dimensions.
- Value and respect their work and the work of others.
- Discuss their work using appropriate vocabulary.