

# Curriculum Leadership - Subject Vision

## Subject / Curriculum Area: Art

### **Vision**

At Dovers Green we want to give all of our children the opportunity to be creative and expressive individuals. We want our art curriculum to provide children with the skills they need to express themselves in different forms, as well as learning from artists and crafts people along the way. We want children to be able to reflect on their work, and the work of others, so they are able to start forming opinions and preferences. We encourage art to flow through the wider curriculum, encouraging topics to come to life. We want to harness a love of art and creativity through focused weeks such as 'Take One Picture' and giving the children opportunities to work alongside artists in school.

### **What does your subject area offer the Dovers children?**

Art and design at Dovers Green should engage, inspire and challenge pupils by equipping them with the knowledge and skills to experiment, invent and create both inside and outside the classroom. Children will become critical thinkers and begin to develop an understanding of art and design and how it contributes to culture and shapes history.

### **How does your subject enhance the curriculum?**

Creative thinkers are able to think outside the box and look at the bigger picture. Children who are confident in their creative ability will be more independent learners, have the ability to express themselves creatively and self-evaluate. Weaving art through all areas of the curriculum keeps learning visual and exciting for young children and those with SEND.

### **What use is it to children later in life?**

To succeed in life we need a diverse range of skills, both academic and creative. There is no right or wrong in art as there is in most academic subjects and so creativity leads to risk taking and achieving things out of your comfort zone.

### **What are the main skills and knowledge (overarching objectives) you want teachers to focus on?**

Children need to be able to:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
  - Hold a pencil effectively and begin to show accuracy and care when drawing.
  - Be proud of what they have produced by sharing their creations and explaining the processes they have used.
  - Explore mark making using a variety of tools such as drawing pencils and colouring pencils, chalks and pastels and use these tools to represent objects in line drawings
  - Know the names of tools, techniques and elements that they have used
  - Study a range of artists, craft makers and designers from other cultures and times and learn about their impact on the history of art

- Explain what they like about the work of others and give reasons for their preferences when looking at art/craft or design work
- Try out different activities to make sensible choices about what to do next.

# Curriculum Leadership - Intent, Implementation and Impact

Subject/Curriculum Area: Art

## Intent

### **What is being taught?**

#### EYFS:

In Early Years the children have many opportunities to engage independently with art activities during learning time. The children are taught how to use the resources available to them during adult focus activities. In Autumn Term the children are shown how to access the materials available to them i.e. paint pumps to colour mix, paper and resources to collage, sellotape and glue to use when making pictures or models. In Spring Term the children are further encouraged to be objective about their work and start to think about how they could make improvements. They are also encouraged to develop their colour mixing skills further. As the children's knowledge of resources develop they are provided with further resources and challenges during learning play in the Summer Term. Planned adult led activities also focus on teaching and supporting children in using different techniques; for example when making cards for specific occasions. The art activities that are planned during continuous provision are modelled during the morning walk round of the classrooms and an example is always provided to give the children an idea of what they could create. The children are introduced to the work of artists such as Kandinsky, Matisse and illustrator Lauren Childs.

#### Year 1:

In Year 1, children will take part in taught art lessons to develop the art skills they have explored in Reception. They will begin to use a range of materials creatively to design and make products and to record and explore ideas from first hand observation, experience and imagination. They will know the names of tools, techniques and elements that they have been taught and will begin to use subject specific vocabulary to talk about their work. All of the children will start to use a sketchbook to gather and collect art work. Their sketchbook will be used to record their journey towards their finished piece of art and will go up to Year 2 with them so they can use it to retrieve previous learning and ideas.

In Year 1 children will be taught these skills:

They will be taught the skill of art critique through looking at their own work and the work of other artists and illustrators from other times and cultures and saying what they like or dislike about the work. The children will be taught the skill of making marks in print to create repeating patterns such as Rangoli patterns using colours, texture and shape. They will be taught how to make structures with different materials and then create a 2D or 3D product using their knowledge of what they have learnt. The children will learn the skill of cutting and joining fabrics and creating images from a variety of media. Progression of their fine motor and drawing skills will be taught using a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Finally, the skill of using their artwork to record their own ideas, observations and experiences will be overriding through each taught art lesson and through other discrete learning activities, including exploring the skills taught through continuous provision.

#### Year 2:

In Year 2, children will build upon the skills and knowledge taught in Year 1. They will also have the opportunity to work on an art project during 'creative afternoons' held weekly in the first half of the Spring term. The children will continue to use their sketch books to record their journey towards a finished piece of art work and they will continue to critique their own and others' work. They will be encouraged to look back at previous art projects and use their sketchbooks to retrieve previous knowledge.

Through building on their prior skills and knowledge of artistic techniques the children will be taught these skills: To give reasons for their preferences when looking at art, craft or design work. Progressing on from saying what they like or dislike and looking at why. Children will be taught the skill of carbon printing and fabric printing, building on their previous learning of using print to create a repeating pattern. The skill of making structures in Year 1 will be refined by creating sculptures using the medium of clay or soap. The children will also be encouraged to experiment

with basic tools such as scissors, clay carving tools and sewing needles on both rigid and flexible materials. They will also develop their knowledge of using and manipulating different mediums by learning simple sewing techniques to join fabric and by making textured collages from a variety of media and by folding crumpling and tearing materials. The skill of drawing will be practised and children will be taught how to use pencils, chalk or charcoal to create tones through techniques such as shading and cross-hatching as well as the techniques of relief and rubbings. Once these techniques have been taught the children will be given plenty of opportunities to select particular techniques to create a chosen product and to develop some care and control over materials they have used. Through art teaching, continuous provision and cross curricular links all children will be given the opportunity to try out different activities and make sensible choices about what to do next.

### **How does it cater for PP/SEND and higher attainers?**

Visual resources are used to support learning in Art, we provide children with a visual stimulus of what they could create. Adults also model the activity step by step and provide support during continuous provision if needed. We also encourage peer support during craft activities. Children are also encouraged to build their resilience by 'giving it a go' before asking for support from a peer or an adult. We are also mindful that children can have sensory preferences and may not like to engage in some art activities so we try to provide them with an alternative that they can join in with i.e. instead of finger painting use corks. In Years 1 and 2 sketchbooks are used for retrieval of previous learning which in turn can be used as a scaffold when building on skills that have already been taught. We also differentiate by giving the more able artists a trickier picture to copy or encourage them to add more detail to their picture. Children are invited to attend 'aspiring artists' club where they are encouraged to develop their artistic skills and knowledge.

### **What is Mastery?**

A child's ability to skilfully apply their learning in more in-depth ways is called Mastery. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations to extend their learning. Mastery also enables children to work in ways which show a deeper understanding of a given task.

### **Mastery in Art**

Higher attaining children are challenged through outcome and expectation. They are given the opportunity to attend 'aspiring artists club' in Years 1 and 2.

## **Implementation**

EYFS: Through continuous provision children are encouraged to explore different media and materials such as junk modelling, painting, sculpting with playdough, collage. Art and craft activities in Early Years are available to access during continuous provision, both in the classroom and in the outdoor environments. Opportunities are planned in specifically to support and build on the children's learning and to link to the learning in their topics.

Year 1: Children have access to art and craft activities during continuous provision both in the classroom and outdoor environment. Art is taught during focused weeks and incorporated into cross curricular learning activities.

Year 2: Children have access to art and craft activities during continuous provision both in the classroom and outdoor environment. Art is taught each week in the first half of the spring term, by TAs during creative afternoon. The sessions all have cross curricular links and focus on building on skills and knowledge taught in Year 1. Year 2 also teach an Art week each term.

## **Impact**

There are lots of opportunities to focus on art throughout the school year with weeks such as Book Week and Creative Arts Week that enable children to focus on all round creativity.

The impact of our curriculum will be that all children will leave us having achieved expected or better than expected progress in Art. Each child will see themselves as an artist and will have the confidence to try different techniques and skills. Our assessment will show that the curriculum is well planned and progressive with clear golden threads running through from EYFS to Year 2 as highlighted in the progression grids. Cross curricular links will be focused and will support the children's learning in both art and other subjects.

Assessment is collected and analysed twice a year and informs the progress of skills and knowledge in Art. It is also used to identify areas of development. Teachers will be involved in termly discussions to celebrate what has gone well and what has contributed to the successes in progression of skills, knowledge and children's enjoyment of Art.

EYFS assess using assessment statements put together each term, to judge whether a child is 'on track' or 'not on track' for this time in the year. This information is then put on Target Tracker as a 'Point in time assessment' (known as PITA).

COIN unit children are assessed using Target Tracker under EYFS for EYFS and Year 1 children and when the children get to Year 2, if and when it is appropriate they are assessed under Band 1. Their data is analysed along with data from KS1.