

Art and Design Policy Document

Introduction and Wider Curriculum Intent

At Carnagill School, our curriculum is built around the attitudes and values of independence, curiosity, aspiration, commitment, kindness and pride. Our school motto of 'Inspiring Bright Futures Together' demonstrates our commitment to developing the whole child so that they can succeed in life. Mental health and well-being is a key driver in restoring our school community after the disruption of the pandemic.

We believe that the curriculum we offer our children will:

- Respond to the shifting needs of our changing and diverse community
- Have high quality and engaging learning opportunities
- Be practical, flexible and provide real life experiences
- Develop the whole child – social, emotional, moral and spiritual development
- Promote positive well-being and develop resilience and emotional regulation
- Develop an understanding of their place in their community and in the world
- Be knowledge and skills based which will prepare the children for life
- Create a lifelong love of learning



Intent, Implementation and Impact

Through our Art and Design curriculum we aim to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they develop lifelong skills and knowledge.

Art is one of the highest forms of human creativity. We believe that our Art and Design curriculum encourages our pupils to express their creativity through planning, designing and making. Our Art

and Design curriculum enables pupils to develop a natural sense of curiosity about the world around them.

Art also contributes to children's personal development, covering and encouraging our basic skills and linking to our school attitudes; independence, commitment, aspiration, kindness, pride and curiosity.

Basic Skills and Attitudes across the Curriculum

The quality of education is underpinned by:

Basic Skills	Attitudes
Talk	Independence
Vocabulary	Commitment
Handwriting	Aspiration
Spelling and grammar	Kindness
Arithmetic (as appropriate)	Pride
	Curiosity

Intent

At Carnagill, we aim for a high-quality Art and Design curriculum which engages and inspires children. Our Art and Design curriculum provides children with opportunities to develop and extend their knowledge and skills and to be able to express their individual interests, thoughts and ideas.

Our curriculum is skills-based and, over time, children will develop their knowledge and skills within a range of medias such as drawing, painting, printing, collage, textiles and sculpture. Children will be given the opportunity to explore and evaluate different creative ideas. During each Key Stage, children will be introduced to a range of artists and designers, past and present, and develop a knowledge of a range of styles.

Implementation

Curriculum design:

Our Art and Design curriculum is taught through engaging and exciting topics where children are given opportunities to link their learning in a cross-curricular way, through a journey based approach, as well as creating links to real-life.

We aim to ensure that children:

- produce creative work, exploring their ideas and recording their experiences
- Become proficient in basic art skills such as drawing, painting and sculpture
- Evaluate and analyse creative work, using language related to Art and Design
- Know about past and present artists, craft makers and designers
- Understand the historical and cultural development of different art forms

Key Questions:

Art and Design lessons are linked to a key question relating to the children's current topic. This develops the children's natural sense of curiosity and creates links within the children's learning, allowing them to understand how all learning is connected through the curriculum.

Knowledge:

Key skills and knowledge is a high priority at Carnagill. Key knowledge and skills for Art and Design are selected from the National Curriculum and have been mapped across the school to show a clear progression from EYFS to KS1 and then to KS2. Basic skills underpin all learning throughout the Art and Design curriculum.

Within Art and Design, children explore ways to represent and express their feelings and emotions, as well as show their knowledge and understanding of other subjects.

Children are encouraged to build on their independent learning skills, allowing them to build ownerships of their work and resilience.

Teaching:

Within our Art and Design lessons we use a variety of teaching styles. Our main aim is to develop children's knowledge, skills and understanding. Learning opportunities will include individual, small group and large group work to give children the opportunity to share their ideas and reflect upon their work, thinking critically and creatively

Direct teacher inputs will be used to develop children's understanding of skills and techniques as well as correct vocabulary. Journey based learning will give children the opportunity to share their own thoughts, ideas and feelings relating to their learning.

Teaching and learning shows the progression of skills as children move throughout school. In line with the National Curriculum, children learn basic art skills such as drawing, painting, printing, collage, textiles and sculpture in EYFS and KS1 and are able to refine and develop these skills during KS2.

Children will be given constructive, verbal feedback when a piece of work is finished and next steps where appropriate, with further opportunities to improve their work and ensure that their skills are being developed.

The evidence of children's work is collected within an art sketch book which follows the children from Year One throughout school. Photographs of larger, group or 3D pieces and work relating specifically to another subject may be kept within specific topic books which allows links between learning to be made and seen by the children.

Vocabulary Development:

Vocabulary and the development of vocabulary is at the heart of our curriculum.

Our children will be introduced to a range of subject specific vocabulary throughout the topics they learn about each year. This vocabulary will be highlighted and modelled during teaching time. Teachers will have high expectations that children will try to use correct vocabulary and encourage them to do so. The development of vocabulary and prioritising of talk will help children to build transferable skills to allow them to communicate and share their learning.

Impact

Children will:

- Know more, remember more and understand more
- Be excited and proud of their learning, keen to share it with others
- Understand the links between Art and Design and other curriculum areas through our journey based approach

- Retain knowledge about their focus artists for each unit of work, remember this knowledge and understand how to use and apply this in their own art and design work
- Understand what it means to be an 'artist'
- Be able to use relevant, subject specific vocabulary for Art and Design
- Learn how to take risks within their learning, becoming resourceful, innovative and independent

Expectations- Art

EYFS

I can make choices of colours and textures to create new effects.

Year 1

To know about the work of famous artists.

To know the primary colours and to mix some secondary colours.

To choose the correct tools and to create for a purpose.

To use and understand vocabulary including; primary, secondary, colour, print, sketch, draw and paint.

Year 2

To compare their own work to the work of famous artists

To know how to show patterns, lines, textures and shading in my drawing.

To know how to use simple clay techniques and to talk about the techniques I used.

To use and understand vocabulary including; shading, light, dark and blending.

LKS2

To know how to replicate techniques of famous artists in their own work

To know how to mix secondary and tertiary colours.

To know how to pinch and pull clay to create a stronger model.

To use and understand vocabulary including; tone, shade, secondary, tertiary and perspective.

UKS2

To be able to give examples of the work of famous artists and to create original pieces inspired by these, comparing and reflecting upon their own work.	
To know how to mix tertiary colours, tints and tones and to do so accurately.	To use shadows and light to create realism.
To use and understand vocabulary including; reflection shadow, portrait, landscape, texture, contemporary, subject, abstract and process.	

