



Motivate and Celebrate Success

Art and Design

at Mount Charles School

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1. Subject Statement

Intent

As part of our broad and balanced curriculum here at Mount Charles School, we believe that a quality art and design education is fundamental in empowering pupils to become competent young artists. Our curriculum allows pupils to develop a comprehensive range of skills and knowledge required to explore, experiment, create and invent their own works of art whilst engaging, inspiring and challenging all pupils to reach their full artistic potential.

The national curriculum for art and design aims to ensure that all pupils:

- 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.

Developing pupils' understanding and appreciation of different artists, movements and artwork throughout history and within today's society and how this opens up a world of new experiences and exploration of both their own and others' cultural heritage. Developing pupils' creativity and allowing pupils to express their individuality whilst taking inspiration from the wealth of art around them, is at the heart of our curriculum. It is through explicit teaching of skills and techniques that pupils will be encouraged to practise, experiment and combine different mediums and material so that they can become proficient in art and design. As artists, pupils should be able to critically evaluate their work and the work of others, taking influence from well-known artists and adapting their work accordingly to create a final masterpiece.

Implementation

The skills and knowledge covered within our curriculum resembles the 'key ingredients' required for all pupils to succeed in art and design. To achieve these aims throughout each key stage, the 'key ingredients' have been carefully mapped out into art and design projects. Each project covers one of three themes: human form, nature and natural materials or landscapes. Furthermore, each project will cover one of three mediums...

- **Mixed Media**- a combination of different mediums such as pencil, pen, charcoal, ink, oil pastel, collage, print or fabric.
- **Paint**- acrylic, oil, water colour etc.
- **Sculpture**- clay, papier Mache etc.

These projects have been purposefully linked to the imaginative learning projects, chosen by each year group. This is to ensure that learning is meaningful so that pupils are completely immersed within their topic whilst allowing pupils to draw on their new knowledge and understanding to support their learning.

Each year group follows a whole school 'art and design leaning process' whereby each project is broken down into thoughtfully sequenced lessons or 'steps'. This process consists of four main areas...

- Inspire
- Design
- Create
- Reflect.

This process is followed and implemented by each year group throughout the school to provide a consistent approach and a universal language around the teaching and learning of art and design. Through using this approach, in line with the national curriculum aims and objectives, the skills and knowledge covered gradually progress throughout each year group; enabling pupils to think critically and develop a rigorous understanding of art and design as they progress through the school.

Impact

By the time our pupils leave Mount Charles, they will have developed a real passion for art and design having established a broad range of knowledge and skills in different themes, mediums and techniques. They will have a comprehensive understanding of the history of art and design and gained a breadth of quality experiences including an array of different art forms. Furthermore, the art and design curriculum at Mount Charles contributes to pupils' personal development in creativity, independence, judgement and self-reflection which will be enhanced throughout the school. Our dedication to quality first teaching through regular assessment and monitoring of each subject will ensure that every pupil receives a rich, meaningful and stimulating education in art and design; making at least good progress and reaching their full potential.

2. Teaching and Learning

As a school we recognise the importance of quality teaching and learning on pupils' education. For pupils to leave Mount Charles having mastered the critical capabilities required to succeed in art and design, the 'key ingredients' of skills and knowledge must be embedded. We recognise that the best way for pupils to develop their understanding, confidence, language and techniques within art and design is to follow sequential steps, which gradually progress throughout each project. Carefully sequenced lessons allow pupils to build on their skills and knowledge each lesson so that they can acquire what is needed to create a piece of meaningful artwork as their final outcome, demonstrating their learning. Through each planned step, all of the national curriculum aims and objectives are explored in depth and pupils are given the time and opportunities to explore, experiment, discuss, compare, critique and be inspired.

Step 1: Inspire- Pupils delve into the history of art and design from both past and present society, exploring how art and design has shaped our world and our culture. Pupils are exposed to the work of significant artists and movements which allows them to develop their artistic vocabulary and visual language. They are

encouraged to make observations, ask questions, make comparisons and talk about their feelings towards different pieces of artwork, offering quality experiences which they can take inspiration from.

Step 2: Design- Pupils have the opportunity to research, compare and contrast different artwork, whilst experimenting with different techniques. It is within this step that certain skills are explicitly taught and practised and specific themes explored. Pupils gain valuable experiences in different mediums and materials, to support them in planning and designing their own art work.

Step 3: Create- Pupils draw on the skills and knowledge gained and take inspiration from significant artists and movement to create a final piece. Their final outcome is built upon over time, so that pupils have every opportunity to showcase their learning and demonstrate their true understanding to their full potential.

Step 4: Reflect- This final step allows pupils to critique their work and the work of others, respond to constructive feedback, make alterations and form discussions about what they like about their work and any improvements they would make. This self-reflective skill is hugely important to master, encouraging pupils to take ownership of their learning and recognise areas of strength and areas for improvement.

3. Planning and resourcing

At Mount Charles School, teachers use the Kapow curriculum to support planning and teaching and each year group covers an array of topics. Every topic will cover skills and knowledge in the generation of ideas, creation, evaluation, comparing and contrasting and learning about the work of specific artists, movements and artwork linked to the half termly imaginative learning project where applicable. However specific mediums, materials and techniques will alternate throughout each project. Nonetheless, every year group will have covered the mediums of paint, printing, pencil, pen, ink, charcoal, paper, fabric and malleable materials by the end of each academic year. The skills and knowledge covered by each year group are progressive, in that each year group builds upon the prior learning from the previous years.

The art and design learning process with its sequential steps to learning is mapped out across a half term, into systematically planned lessons to ensure that the appropriate skills and knowledge are being covered in a progressive way and that lessons are well-organised and resourced. Teachers use the Kapow primary website as a supportive tool in planning and teaching specific skill-based lessons. Class teachers are responsible for ensuring their classroom art cupboards are fully stocked with high quality, suitable resources required for each project. They are also responsible for the upkeep of sketchbooks, ensuring that work is neatly presented and that sketch books are treated with thought and care.

4. Organisation

Art and design is taught throughout the school from Reception to Year 6 with every year group following the same steps within the art and design learning process. These sequential steps offer consistency in both the organisation and structure of lessons and the use of terminology when referring to different elements of each project. Every year group completes three art and design projects each year which are covered within a half term. Projects are structured to alternate with design technology projects so that pupils are given sufficient time to explore each focus in depth and successfully master the skills they require to make good progress in all areas of the curriculum.

5. EYFS

Within the Early Years Foundation Stage, pupils are given opportunities to be imaginative, to explore different medias and materials and to develop and express their ideas predominantly within the 'expressive art and design' area of learning. It is within this area of learning that pupils are enabled to use their imagination and creativity to experiment, invent and practise the fundamental skills required to become successful in art and design.

Pupils have the opportunity to explore a range of different medias and materials and are encouraged to practise their handling, moving and control skills to support them in becoming competent with the techniques of painting, drawing and sculpting as well as a range of other artistic techniques. It is within these early years that pupils receive an initial exposure to a range of vocabulary rich experiences where pupils are taught about the visual language of art and design. This is fundamental for learning and development as pupils will draw on these early skills throughout the rest of their school journey. Through carefully planned provision, pupils are taught how to express their ideas and feelings and gain the key skills and knowledge ready to progress on to KS1.

6. KS1 and KS2

In KS1 and KS2, each class follows the art and design learning process within each project. The steps ensure all of the national curriculum objectives are covered.

KS1 pupils are taught...

- to use a range of materials creatively to design and make products.
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in 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 as well as making links to their own work.

KS2 pupils are taught...

- to use sketch books to record their observations as well as to review and revisit ideas.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- about great artists, architects and designers in history.

7. Assessment

The art and design learning process, breaks down the learning into specific steps allowing for continued assessment throughout each project. The majority of assessments will be conducted informally where teachers will assess pupils' use of language and reasoning when it comes to exploring different artists, movements and artwork, as well as their engagement and participation in discussions and their critiquing and evaluation skills. This continues within the design step, where pupils' capabilities in practical skills and techniques are informally assessed and constructive feedback and support is given. It is within this step that pupils are encouraged to explore, experiment, make mistakes and adapt their skills which informs teacher assessment.

Furthermore, half termly assessments are completed by class teachers who assess the final outcome of the project whilst considering the journey that pupils have taken throughout the process to create their final piece. Teachers also consider how the explicitly taught skills and knowledge have been incorporated into pupils' artwork, how pupils have taken inspiration from the experiences given to them and how they have expressed their own ideas and feelings. These assessments are made against key objectives covered within each year groups progression map outlined over a set number of weeks.

8. Clubs and Outside Opportunities

We offer an EYFS/KS1 and a KS2 after school weekly art club in which pupils are given the opportunity to develop their artistic skills beyond their classroom experiences. Key ingredients are explored and pupils are allowed to experiment with a wide range of art and design techniques. These clubs offer a fantastic opportunity for pupils to showcase their artistic capabilities whilst reinforcing fundamental skills and knowledge covered within the whole school curriculum.

In addition to this, local art events and competitions are regularly shared with pupils and parents, making links to our local society's appreciation and celebration of art and design and taking full advantage of the opportunities available to us in our locality beyond the classroom.

9. Equal Opportunities

At Mount Charles we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. The art and design curriculum considers issues of difference and is inclusive for all. We believe all pupils should have access to and participation in learning within the art and design curriculum. Significant people, artwork and movements from a range of different cultures is explored therefore issues of difference and equality will be addressed at every appropriate opportunity.

10. Inclusion (EAL/SEN/PPG/Provision for HA)

At Mount Charles School, every child is given the opportunity to develop and refine their skills and knowledge in art and design. The subject is taught to all and every pupil is encouraged to express their feelings, experiences and individuality in their own way. Art and design centres on self-expression and individuality. These skills are promoted by class teachers so that all pupils develop the confidence to experiment, create and innovate. Class teachers further support and facilitate access to the art and design curriculum through differentiated language, questioning and the level of skill being taught, as well as offering a challenge for all pupils to extend and deepen their understanding. Teachers ensure that lessons and activities are appropriately pitched and paced for all groups of pupils enabling all pupils to make the best progress possible.

11. Displays

We feel it is of great importance that we celebrate all pupils' achievements. This is achieved through the creation of beautiful displays which line our corridors, showcasing the artistic talent we have here at Mount Charles School. Each year group are responsible for a set of display boards outside their classrooms, where pupils' final pieces are presented. Alongside pupils' masterpieces are photos taken during lessons, words and comments recorded during the learning, key vocabulary covered within the project and an overview of the sequential steps taken to achieve the final pieces. As well as celebrating pupils' final masterpieces, it is important to recognise the process of learning new skills and knowledge and the steps they have taken to achieve their final outcome. Displays reflect this in a whole school celebration of the art and design learning journey. Class teachers also share photos on Dojo and in the newsletter so parents can view their children's art and design work.

12. Health and Safety

All pupils are taught to use and look after equipment correctly and safely. They are supported appropriately by adults when using cutting equipment and wear aprons when necessary e.g. whilst painting, using clay etc. Most art activities are undertaken in appropriate resource areas that have wipeable surfaces and floors. The pupils are encouraged to tidy both themselves and the areas of work. Teaching staff and support staff provide adequate supervision throughout lessons, to ensure the safety and well-being of all pupils and staff.

13. Role of the Subject Leader

The leadership of the art and design curriculum is the responsibility of the subject leader who:

- * ensures the school has an effective art and design curriculum for staff to follow. They ensure staff new to the school, including ECTs understand the art and design curriculum and how to deliver it effectively;
- * supports colleagues in their teaching by keeping them informed in current developments in art and design primary education;
- * writes a subject action plan, informed by the whole school improvement plan;
- * carries out triangulated monitoring to identify strengths across the school, CPD priorities and inform action planning;
- * delivers and/or sources appropriate training for staff;
- * tracks progress across the school with particular emphasis on identified target pupils;
- * leads planning, preparation and effective execution of specific art and design celebration/theme days and/or events;
- * ensures art and design resources required to deliver effective class teaching, are looked after and updated/replaced as necessary.
- * plays an active role in the Trust primary art and design group and ensures content is disseminated to staff.