

Art and Design at Catshill First School and Nursery

Aims:

At Catshill First School and Nursery we believe that Art and Design stimulates creativity and imagination. Art has a unique way for children to communicate their understanding and response to the world around them. We aim to improve children's ability to control materials and tools and to develop a range of artistic techniques through enjoyment and appreciation of art, knowledge of a range of artists, crafts people and designers and an understanding of historical development of art forms.

What you will see:

We use a topic-based approach to plan and deliver our Art teaching and learning. Sometimes the Art unit may be a basis for all topic work; sometimes it will be a part of topic work. In each year the children will explore six genres of art, these are: drawing, painting, printing, collage, textiles and sculpture (including clay work). In years 1 to 4 the curriculum is planned carefully to ensure coherence and full coverage of all aspects of the National Curriculum, and there is planned progression throughout the school. We carry out curriculum planning in Art in two phases (long-term and medium-term). The long-term plan maps the topics studied in each term during each key stage. Medium term planning gives details of objectives, teaching, learning and assessment.

We teach Art in Nursery and Reception classes as an integral part of the topic work using Early Years Foundation Stage framework- Expressive Arts and Design (EAD) as guidance for planning. EAD opportunities are available in both Nursery and Reception; children have continued access to painting easels, craft trolleys, dressing up clothes for role-play and small world for imaginative play. Activities including painting, drawing, collage, printing and model making are available. Children are encouraged to express their own responses, feelings and ideas using visual, tactile and verbal means.

In Years 1 to 4, each child has a sketchbook which shows continued skill progression. The aim for this sketchbook is to become a working journal for the children to express their creativity. The response to a lesson will show the individuality of each child in the classroom and is something that should be celebrated. All year groups will follow the Art teaching sequence below to provide consistency across the school.

Art teaching sequence:

- 'Big Picture' - *What is the purpose of the topic or the end product that then children will produce.* This enables class teachers to explore prior knowledge and skills of the children,
- Study of an artist (including independent research),
- Critically evaluating an artists' work,
- Experimenting and investigating with different techniques and media,
- Creating own artwork, applying new techniques, skills and media,
- Critically evaluating their artwork,
- Improving work after evaluation,
- Reflection and re-cap of knowledge and skills remembered.

Key Stage One

During Key Stage 1 the curriculum is about developing children's creativity and imagination through providing activities that relate to their own identities and experiences, the natural and made objects and materials with which they are familiar and the locality in which they live. The children in these year groups will use photographs, images and real life objects and will use discussion to form an opinion.

Key Stage Two

During Key Stage 2 the curriculum is about developing the children's creativity and imagination by building on their previous knowledge, skills and understanding of material and processes by providing more complex activities. The children will still use photographs, images and real life objects but they may be more detailed and complex, with some being unfamiliar to the children. The children will start to become more independent in their exploring and experimenting and will start to draw their own conclusions within their sketchbooks. They begin to understand that their sketchbooks are personal to them where there are no right or wrong answers. From this they will be able to verbalise their reasoning for their opinions.

Ensuring all children are able to access Art and Design is imperative; we ensure we provide a range of resourcing and support materials (such as photographs, stimulus) to give all children the support they need. We have a wide range of resources to support the teaching; all of our classrooms have a range of basic resources,

but we keep the more specialised equipment in the Art Cupboard. Special resources for key skills will be kept in the corresponding year groups, it will be the responsibility of the year group staff to look after these resources and request new stock from the Art and Design Subject Leader when needed.

Ensuring this is put into practice:

The monitoring of the standards of children's work and of the quality of teaching in Art and Design is the responsibility of the Art and Design Subject Leader and the Senior Leader Team. The work of the Subject Leader also involves supporting colleagues in the teaching of Art and Design, being informed about current developments in the subject., supporting class teachers in lessons and scrutiny of children's work form part of the review process. The Subject Leader is responsible for monitoring the standard of the children's work and the effectiveness of teaching within the school. The children's attitudes to their work will be taken into account, as well as their progress in knowledge, skills and understanding.

Teachers assess children's work in Art and Design by observing them working during lessons. Teachers then use their observations, including children's comments and children's work to plan future learning and to make an assessment of children's attainment and progress for each child through Educater. Children are given opportunities to present their artwork on school displays and are encouraged to participate in art competitions both locally and nationally.