



Art and Design

“The whole and wholesome development of each child in a happy, caring and stimulating learning environment”

Together we grow and learn

May Bank Infants School Art and Design Curriculum Intent Statement



Intent

The Art curriculum at May Bank ensures that every child has the right to access a broad, balanced and enhanced curriculum which supports the culture, climate and values of the school. Our curriculum is accessible to all children in our school. At May Bank Infants School, we believe that Art stimulates creativity and imagination whilst giving our children opportunities to develop intellectually, emotionally, physically, socially and culturally.

The school's aim is to provide an art curriculum, which will enable each child to reach their full potential in art, through investigating and making, through research and development of skills as well as their evaluation of their own art and that made by others. Art and design not only provides children with the opportunities to develop and extend skills but also an opportunity to express their individual interests, thoughts and ideas. Our children gain experience and skills of a wide range of formal elements of art in a way that enhance their learning opportunities, enabling them to use art and design across a range of subjects to be creative and solve problems, ensuring they make progress. Children should become proficient in a range of techniques including drawing, painting, sculpture, printing and using materials such as clay.

A high quality art and design education should engage, inspire and challenge children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and begin to develop an understanding of art and design. They should also know about how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. They

should also know about great local artists past and present and the role and significant contributions these artists have made to making our local area famous.

At our school, we intend that children should develop an appreciation for and a love of art, are confident to confidently express themselves in a range of art activities and can make use of art effectively in their everyday lives.

Implementation

The Art and Design is based on the National Curriculum and is linked to topics to ensure a well-structured approach to this creative subject. Our curriculum at May Bank follows a clear progression pathway to develop and build on prior skills and knowledge from the Early Years Foundation Stage to the end of Year 2.

In the Early Years Foundation Stage Art is taught through the specific area of learning 'Expressive Arts and Design'. Teachers plan opportunities for children to achieve the development matters statements as set out in the Early Years Foundation Profile. Teachers provide children with opportunities to sing, make music and dance. Children are taught simple techniques, using a range of media and materials and are actively encouraged to represent their own ideas.

Key stage one builds upon prior learning and knowledge. Art is taught in half termly topics and the teachers in year 1 and 2 use yearly curriculum overviews, medium term plans and progression grids to ensure full coverage. Art activities are differentiated as appropriate to ensure that all pupils can access tasks and have an appropriate level of challenge. Children's work and photographs of their work are stored in topic folders and sketch books. There is also a small sample in the Subject Co-ordinators file. All year groups ensure all skills are covered as set out on the progression skills grids.

Children work both individually and collaboratively on projects in two and three dimensions. We believe that Art should enable the children to communicate what they see, feel and think. Our children are inspired to experiment with their ideas, use of colour, texture, pattern, form, and different materials and processes. Self-evaluation of work is encouraged and children are taught how to be resilient to achieve their goals. Children develop their understanding of Art through investigating the context in which Art works were created, used and valued. They learn about great artists, architects and designers in history. Children view a wide variety of Art work, bringing their own experiences, sharing their responses and generating multiple interpretations. Children use sketchbooks and topic folders to record experience and imagination, to help develop their ideas and to show progression in their artistic ability.

We ensure that Art and Design is embedded in our whole school curriculum and opportunities for enhancing learning by using art are always exploited. Cross curricular opportunities for further learning are built into planning for other subjects as a means of enhancing the children's learning opportunities. Children also take part in many enrichment opportunities in art, for example working with visiting artists or taking part in whole school projects. Children's art work is celebrated and displayed both in classrooms and in communal areas such as they school hall; we take great pride in the vibrant learning environment that our children's artwork helps to create in our school.

Progress in Art and Design is demonstrated through regularly reviewing children's work to ensure that progression of skills is taking place.

This happens through-

- Looking at pupil's work, especially over time as they gain skills and knowledge

- Observing how they perform in lessons
- Talking to them about what they know

In EYFS observations and assessments are recorded using 'The Learning Book' and examples of work are kept in individual art folders. In key stage one work is recorded in sketch books and topic folders. In key stage one teachers assess children as working towards age related expectations, working at or exceeding age related expectations. These are recorded on class tracking grids and are updated termly.

Impact

Our children enjoy and value Art and Design and know why they are doing things, not just how. They are happy to take part in art activities and do so with confidence and enthusiasm. Children are keen to explore, develop and share their ideas and do so with a high level of creativity.

The Art and Design curriculum contributes to children's personal development, resulting in them developing further in terms of their creativity, independence, judgement and self-reflection, as well as supporting their mental health and well-being.

Our well-planned curriculum alongside our skills progression grids results in the children make good progress with their art development from their own individual starting points, which is shown through both outcomes and through the important record of the processes leading to them. As a consequence of the broad and balanced arts curriculum the children experience, with an emphasis on developing skills in a variety of techniques and using a range of media, children are able to produce varied and high quality work using a range of media. The variety of experiences the children are offered, which are revisited and build upon, mean that they become proficient in drawing, painting, sculpture and other art and design techniques. The children transfer their valuable skills across the curriculum and hopefully into the wider world as they progress onto their next school.

As a result of the range of artists they are introduced and exposed to, the children know about and form their own opinions about a variety of artists, including famous artists from Britain and other places and particularly those from our local area. The emphasis of our curriculum on focusing on where our children comes from means that the children know about how local artists have contributed nationally and internationally. Children are confident to talk confidently about their work and are keen to share their work with others. They are also keen to share their thoughts and views about the work of a range of famous artists and are able to evaluate their own and others' work using the vocabulary of art.

The colourful, vibrant, rich and varied work our children produce contributes significantly to the happy, engaging learning environments within our school and consequently the children proudly see themselves as real-life artists.

“Art is not what you see, but what you make others see”
Edgar Degas



“Every child is an artist. The problem is how he remains an artist when he grows up.”

Pablo Picasso

“Creativity takes courage.”

Pablo Picasso