

EYFS – Expressive Arts and Design

Birth to three – babies, toddlers and young children will be learning to:

- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Explore different materials, using all their senses to investigate them.
- Manipulate and play with different materials.
- Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas.

3 and 4-year-olds will be learning to:

- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.
- Show different emotions in their drawings – happiness, sadness, fear, etc.

Children in Reception will be learning to:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

Art

1. Statement of Intent

At St Neot Primary School all children follow a broad and balanced curriculum that includes the ten National Curriculum subjects and Religious Education.

Our aims in teaching art are that all children learn to:

- Find enjoyment in art and creativity.
- Hold a positive self-image and confidence.
- Discover a sense of purpose and fulfilment in artistic expression.
- Appreciate a wide range of artists and art works.
- Experiment with a range of media.
- Use a range of materials and techniques competently.
- Develop their observation and description skills.
- Express ideas and feelings through creative work and in both two and three dimensions.
- Value and respect their work and the work of others.
- Discuss their work using appropriate vocabulary.

We regard art as an important subject because:

- Artistic creation can provide fulfilment throughout life.
- Artistic observation can heighten perceptions.
- Art can contribute to cultural understanding.

2. The National Curriculum

The National Curriculum prescribes that at Key Stage 1 pupils should be taught:

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

The National Curriculum prescribes that at Key Stage 2 pupils should be taught:

- To develop their techniques, including their control and use of material, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials.
- About great artists, architects and designers in history.

3. Implementation – Planning and Teaching

Art and Design is an integral part of the school curriculum and is embedded into the planning and may be taught discretely or as part of a wider topic. Teaching and learning time is managed effectively to allow children to work on sustained pieces of work. Each year group will participate in one art and design project per term that will be thematically and subject linked where possible and appropriate. These are documented on a long-term curriculum map.

EYFS

In the Early Years Foundation Stage pupils are given the opportunity to explore texture, colour, shape, form and space. They develop their imagination and creativity and begin to investigate the qualities of materials and processes. They begin to use colour and shape to express themselves. They investigate the use of pattern and texture to represent ideas or emotions.

Key Stage 1

At Key Stage 1 pupils develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences. At this stage pupils use colour, shape, pattern, and texture to express their emotions and ideas. They begin to ask questions and learn about other artists and art from a variety of cultures. They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.

Key Stage 2

At Key Stage 2 pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes. Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world. Pupils learn to improve their use of tools and become confident in using a variety of techniques. Pupils increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials, and significance of a variety of art works.

4. Learning environment

Activities are organised at the teacher's discretion and according to the availability of materials.

Art activities may be carried out individually, as a small or large group, or as a whole class activity.

Planning for art and design is provided for in medium and long-term plans.

5. Assessment and recording

Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons.

At Key Stage 2, pupils are required to show their progression in their sketchbook.

Progression and achievement is tracked against progression of skills document by each class teacher.

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Pupils self-evaluate at the end of the unit.

Sonar - Sonar Curriculum is an innovative way of designing and delivering the curriculum across your school through a robust, rigorous framework. Objectives across all subjects are sequenced and standardised to ensure progress and enable children to build on prior knowledge.

6. The subject leader

The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning within annual and medium-term plans.

They will monitor the quality of teaching and the standard of work produced.

The subject leader will offer support to colleagues and share their expertise and experience where possible.

They will encourage staff and pupils to be creative and advise teachers on teaching methods they may wish to explore.

7. Resources

Each classroom has basic art resources maintained by the individual teachers.

8. Displays

The school promotes the displaying of artwork in classrooms.

It can influence how children feel about their environment, convey standards, and promote high expectations.

We use displays to celebrate achievement and support teaching and learning.

Displays should communicate ideas, stimulate interest, celebrate children's work, reflect the ethos of the school, and respond to the children's interests.

9. Health and safety

Certain health and safety concerns are inherent with art, including the storage of materials and tools and the use of equipment within lessons.

Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources.

Children are supervised at all times during activities.

A risk assessment covering the use of craft knives, saws and other sharp tools is in place as provided by the local authority.

10. Equal opportunities, Special Educational Needs and Differentiation

Teachers ensure that all children are able to access the curriculum through planned and differentiated lessons and resources.

Teachers ensure that all children are able to access the art curriculum and support is provided through differentiated resources and focus activities where need is identified to both support and challenge students within their work.

11. Contribution of art in the core curriculum

English – Art encourages children to ask questions about the starting points for their work. They learn to compare ideas and approaches and to express feelings.

Maths – Art allows children opportunities to develop their understanding of shape, pattern, space and dimensions.

Computing – I.T is used to support art and design teaching. Children use I.T software to explore shape, colour and pattern and it allows older children to develop their ideas using digital cameras and the internet.

PSHE – In art lessons children are taught to discuss how they feel about their own work and the work of others.

12. British Values and SMSC

Art is integral to teaching children about British Values and nurturing the Spiritual, Moral, Social and Cultural values for all children.

Through art we aim to

- develop a sense of enjoyment and fascination about themselves and others

- Use their imagination and creativity to reflect on their experiences
- Develop a range of social skills when working with others
- Have a developing appreciation and understanding of a range of cultural influences
- Participate and respond to artistic opportunities.

13. Impact

We measure the impact of our art curriculum using various formative methods of assessment, including self and peer assessment. Children are able to evaluate one another's work, offering constructive advice and points of development. Children's work will be evidenced using floor books, on-going sketch books and classroom displays.

The intended impact of the Art Curriculum is that the majority of children in each year group are working at or above the expected level for their age.

In addition, it is the intended impact that the children:

Are inspired by the Art Curriculum and want to learn more. Their enquiry skills are improved as is their inquisitiveness about the world around them

Show the progression in their skills, knowledge and understanding in the work in their books.

Can discuss the learning and remember what they have learnt.

Can use technical vocabulary with accuracy.

Can identify some key artists and talk about their work.

Summative Assessment

Sonar - Sonar Curriculum is an innovative way of designing and delivering the curriculum across your school through a robust, rigorous framework. Objectives across all subjects are sequenced and standardised to ensure progress and enable children to build on prior knowledge.