

ALDER COPPICE PRIMARY SCHOOL

Achievement through Commitment

Art and Design Rationale

At Alder Coppice, by studying Art and Design, we want the pupils to develop a sense of creativity and individual expression which enables them to interact with the world and convey a personal response in an original way. Through the study of Art, students learn how to use different skills and techniques successfully and creatively to produce finished pieces of artwork that convey a personal response. This creative subject encourages problem solving skills, promotes self-esteem and self-expression, while contributing to fine motor skill development and visual spatial processing. Studying arts also helps to develop critical thinking and the ability to interpret the world around us.

The UK creative industries generates more than £111 billion pounds a year to the UK economy (Department for Digital, Culture, Media & Sport and The Rt Hon Nigel Adams MP, February 2020) with an estimated 2,040,000 jobs - 75 per cent of them outside London - the UK's creative industries are developing jobs faster than other sectors despite record employment in the UK economy as a whole (<https://www.thecreativeindustries.co.uk/facts-figures/uk-creative-overview-facts-and-figures-employment-figures> March 2021). Therefore, our Art and Design curriculum will help the children at Alder Coppice to gain access to cultural richness and diversity within these industries.

Our Art and Design curriculum has been designed to be both knowledge-rich and carefully sequenced to give pupils the skills, concepts, and knowledge necessary for them to express their ideas and experiences in a visual and tactile form. It fires their imagination. While it is essentially a practical subject, Art at Alder Coppice provides opportunities for reflection and, and with increasing sensitivity, pupils acquire the ability to make informed, critical responses to their own work and that of others. There is an interplay of substantive knowledge and disciplinary knowledge: *Substantive knowledge* of known artists and an awareness of the principles of art, alongside *disciplinary knowledge*, including interpretation of the elements and appraisal of work.

The *substantive knowledge* taught in the curriculum in art is based on the knowledge of the 7 elements of art. Although not directly taught at primary level, the children will also develop an awareness of the 7 principles of art. These are:

7 Elements of Art	7 Principles of Art
<ul style="list-style-type: none">• line• shape• colour• form• value• texture• space	<ul style="list-style-type: none">• balance• contrast• emphasis• pattern• rhythm• variety• unity

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In EYFS, pupils begin to foster and develop their creative skills by exploring, using and refining a variety of artistic effects to express their feelings and ideas. By exploring materials and media the children will be inspired to think flexibly and creatively. They will also develop their fine motor skills to use a range of tools confidently. This will support their creativity as they continue their learning in Year 1, where they will build on what they already know.

In Key Stage 1, pupils understanding of *Painting and 3D Art, Drawing and Colour* is developed through naming primary and secondary colours, alongside which brush is suitable. They will learn about which are dark thick lines and begin to understand which pencil to use to make light marks. Learning progresses to explore and understand how to sketch lightly. They will learn about a range of artists, such as Keith Haring, Mary Webb and Kandinsky. They will gain an understanding of how these artists have inspired others and be encouraged to ask questions about their work.

As they progress in Year 2, their growing knowledge about art and artists should help them to deepen their understanding of the colour wheel, use viewfinders and different mediums for drawing and add tints and tones to their work. They will learn about the vocabulary linked to 3D art and print. They will also begin to make suggestions about how artists have used colour, shape and pattern and create work in response to these artists.

In Key Stage 2, pupils will build on their understanding of techniques different artists have used and begin to recognise different art from different historical periods. For example, in Year 3, the pupils will learn about Neolithic art and art from the Chinese culture. They will build on their understanding of Monet and his Impressionist style and how this contrasts with the more abstract art of the Australian artist Ken Done. As they learn how to sculpt and print they will learn the importance of adapting and refining ideas. Their exposure to a range of artists increases in more depth as the Key Stage progresses. The children will also build on their ability to recall a variety of pieces of artwork and artists throughout the different Units of work in each year group. Children will further extend their knowledge by learning how to create a wash, while using a range of brushes.

In Year 3 they should develop their use of clay to create a simple pot in 3D art. As their drawing skills develop they will learn how to use hatching and cross hatching, they will add tints and tones in sketches and improve their drawing of facial expressions. They will learn to create a colour palette linked to nature or the built up world, as well as layering colours.

As children enter Year 4 they will build on their ability to mould materials, print, adapt and refine their ideas and make observations. They should also begin to use photography to develop their art. As they build on sketching skills they should be more considerate in their use of texture, light and shadow and body language. Their colour palettes should reflect moods and colour mixing should be effective. They should be becoming more experimental and know how specific artists developed their techniques.

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Further progression will develop as the children enter Year 5 and use digital technology, a range of mediums and sketch with organisation of line, tone, shape and colour to show movement. They should know how to express emotion through art and follow a criteria. Their ability to research an artist for inspiration will develop further and they should begin to develop a more fluent grasp of visual language as they understand further features in art through history.

In Year 6, children will explore a full range of mediums for observational art using real-life proportions or more abstract interpretations. They should be able to draw on the themes they have explored through KS2 and understand the messages an artist is trying to convey. They will build on colours and techniques for effect, overprint and effectively create their own colour palette. They should demonstrate a fluent grasp of visual language.

Knowledge of substantive concepts and disciplinary concepts have been interleaved across the Art and Design curriculum, allowing the children to develop resilience through controlled risk taking and experimentation and to gain value from engaging in personal creative discovery. From year to year, Unit to Unit, the curriculum supports the children in making connections between artists and skills and building upon prior *substantive* and *disciplinary* knowledge. The curriculum has been designed to help pupils understand Art and gain access to cultural richness and diversity. As the pupils build their knowledge they will have an opportunity to explore their own ideas through the *Painting and 3D Art* Unit. In Year 6 for example, as they learn about the work of Welsh artists they will build on their key skills and concepts to create a final piece of individual art.

The Art curriculum also helps deliver British values through having a sense of enjoyment and fascination when learning about the world around them and participating actively in artistic and creative activities. We promote tolerance through different people's ideas, creative responses and understanding of different cultures and styles within art. Pupils are encouraged to question and explore ideas sensitively, while maintaining respect and tolerance for the views and beliefs of others and discuss the work of a wide variety of artists and designers. Pupils have the opportunity to work in a variety of situations, sharing ideas and resources. A supportive ethos is built on encouraging the sharing of ideas and resources, peer-assessment and students encouraging each other to build resilience.

Intent

At Alder Coppice we value, and are dedicated to, the teaching and learning of all aspects regarding Art and Design; we see this as a fundamental part of school life.

In line with the 2014 National Curriculum, we will ensure all children:

- Produce creative work, exploring their ideas and recording their experiences;
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques;

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- 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.

Through this journey the children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences within these. They will study painting and 3D art, drawing, as well as the use of colour. Understanding of the visual elements of Art and Design (line, tone, texture, colour, pattern, shape, 3D form) will be developed through providing a curriculum which will enable children to reach their true potential. We understand that the purpose of Art and Design education is to give pupils at Alder Coppice the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form; the appreciation and enjoyment of art enriches all our lives.

Implementation

At Alder Coppice we include a range of teaching strategies and techniques aimed at enhancing long term retention of substantive knowledge, including regular retrieval practice. The full details of these can be found in our *Curriculum Policy*.

We plan to ensure pupils revisit key themes and concepts and retrieve key knowledge to support long term memory, which will drive student progress and raise standards across the curriculum.

In Key Stage 1 and 2, in line with the National Curriculum, through a range of practical activities, as well as artist studies, children will be taught the knowledge, understanding and skills needed to engage in art and design techniques using a range of media and materials. As children move through the School the children gain knowledge and appreciation for a range of artists

Children learn the skills of drawing, painting, collage, 3D work, as well as digital art and are given opportunities to explore and evaluate creative ideas through the use of Sketch Books.

Key skills and key knowledge for Art and Design have been mapped across the school (see the *Long Term Plan* for full details) to ensure progression between year groups. This also ensures that the children learn about real-life artists from a range of contexts, as well as developing their skills throughout the programme of study. In art lessons children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not. This will be part of their sketchbook learning.

Some of the key strategies used to support the delivery of the curriculum are:

Knowledge Organisers – Knowledge Organisers are produced as part of each Unit of work and contain key information, vocabulary, significant artists and paintings to support understanding,

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and are regularly referred to in a Unit of work. Pupils are encouraged to read and share information from these during lessons and help pupils to make links with their learning and digest essential knowledge.

Resource Booklets – These include a copy of the Knowledge Organiser, Retrieval Practice questions in the form of Do Now activities and Exit Ticket questions to practise key learning and any practical activity or questions the pupils will answer to support their understanding of a Unit.

Key Vocabulary – As well as introducing pupils to key vocabulary on their Knowledge Organisers, pupils are exposed to challenging vocabulary during an ‘Everybody Reads’ session, where pupils are provided with opportunities to orally rehearse vocabulary and discuss the meaning of key words with their Learning Partners. This supports pupils with expanding their vocabulary knowledge and embedding new words so pupils have the confidence to use them independently in discussions or when carrying out practical work.

Retrieval Practice – Throughout a Unit of work, pupils have the opportunity to retrieve prior learning and are supported to make connections and links across lessons or Units in order to support a mastery approach to learning.

Learning Environment – The learning environment enables pupils’ knowledge to develop and evolve – artwork is displayed in the classroom to communicate key information and key vocabulary and artistic skills are displayed in corridors to help deepen pupils’ understanding of the design process.

Impact

The Art and Design Curriculum at Alder Coppice will ensure that the children’s personal development in creativity, independence, judgement and self-reflection is developed. The children will develop their knowledge of key artists and their techniques. They will build on their skills confidently in preparation for higher learning and be able to participate in an appreciation of all aspects of art in the world around them. They will develop and apply a repertoire of knowledge, skills and understanding in order to become independent, as well as innovative and celebrate originality. Through the art curriculum they will know that they are entering a diverse world and that they can add to that diversity with their own creative thoughts and passions. They will know that art and creativity can be an invaluable tool to promote wellness and positive mental health as they face the rigours of the modern world. High quality Art and Design education makes an essential contribution to a life-long love of art.

To measure progress and understanding each Unit has an End of Unit Quiz, which is designed to ensure that core knowledge is retained. These quizzes are repeated on a regular basis in line with the Rosenshine Principles to support retention in the long-term memory.

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Assessment questions are planned into each curriculum Unit of work for pupils to show progression of knowledge and understanding of key concepts taught, either through verbal or written feedback. This allows the teachers to assess pupils' skills and knowledge throughout each Unit taught.

Do Now activities completed at the start of each lesson enables the teacher to assess how well pupils have retained key learning from the previous lessons or Units of study. These activities ensure key knowledge is consistently called upon and where there are gaps, allows the teacher to identify them to re-teach and recap where necessary.

The Art Subject Leader regularly teaches a variety of year groups and carries out book trawls and questions pupils to assess the progress of pupils' art knowledge and understanding of key concepts taught.