



Subject Philosophy: Art

Our Art curriculum supports and supplements the delivery of the national curriculum, by providing a bespoke enquiry led context for learning, which provides:

- Meaningful links in learning following a theme based approach.
- Broad and balance coverage across a range of subjects.
- Purposeful experiences that bring learning alive through visits and visitors.
- Opportunities to respond to the needs and interests of our pupils.
- A local, national, international dimension.
- A response to the continually evolving educational perspective.

We intend our Art curriculum to develop the whole child by encouraging the attitudes for learning that are displayed through:

- A resilience and resourcefulness in learning, where all children are confident to make mistakes and try new approaches.
- An active contribution in lessons, by posing questions, evaluating their findings and sharing resources, ideas and thoughts.
- Respect and consideration towards others and the learning environment.
- To work happily and productively on their own, or with a wider group of pupils.

We intend to teach Art with passion and strong subject knowledge:

- To create enjoyment and pleasure in understanding colour, form, texture and pattern
- Instil curiosity and develop enquiry skills.
- Provide access to a range of tools and media that they can manage independently to manipulate their art.
- Hold an appreciation for the creative arts through learning about past and present trends.
- Encourage children to initiate their own learning and research, so they are able to use, explore and experiment different media with confidence.
- Create investigative activities for children of all abilities.
- Making systematic and careful observations.
- To underpin by appropriate use of I. T.

Through our Art curriculum we:

Ensure that children will learn the elements of art



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- Line & Shape
- Colour
- Tone
- Texture
- Space
- Form

Teach the skills of:

- Drawing – Portraiture, Tone, Texture
- Painting – Brush work , Colour mixing, Watercolour, Oil
- Printing – Patterns, Block, Relief
- Sculpture – Wood, Paper mâché and Clay
- Textiles – Batik, Tie dye

Ensure that children will learn about:

- Great artists, architects and designers in History
- Use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share ideas, through effective use of sketchbooks

Subject content

| Key Stage 1 | |
|--------------------------------|---|
| Subjects | Year 1/2 Aspect |
| Drawing Great Artists | Observational drawing Experimenting with lines and tones |
| Painting Great Artists | Colour mixing Use of brushes |
| Sculpture Great Artists | Natural / wood |
| Printing Great Artists | Vegetable printing |
| Digital media Great Artists | Digital cameras |
| Textiles Great Artists | Collage Weaving |

| Key Stage 2 | | |
|-------------|------------------|-----------------|
| Subjects | Year 3/ 4 Aspect | Year 5/6 Aspect |



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| | | |
|--------------------------------|-----------------------------------|--|
| Drawing Great Artists | Portraiture Shading techniques | Pen & ink Shading techniques Perspective |
| Painting Great Artists | Still life Shades and tints | Landscape Complementary/ contrasting colours |
| Sculpture Great Artists | Mask making | Greek pottery |
| Printing Great Artists | Block printing | Block printing – 2 tone colour overlay |
| Digital media Great Artists | Paint shop Photography | Ipad Paint shop Photography Import scanning |
| Textiles Great Artists | Tie Dye / Weaving | Batik |

Assessment and expectation

We are committed to the belief that the nature of open ended tasks allows pupils to be driven by their own curiosity, deepens their understanding and enables all children to fulfil their potential leading to greater performance.

At Essendine, our expectation is that all pupils will at least meet age related expectations as prescribed in the new national curriculum September 2014, but will be challenged to achieve greater than this.

Where pupils are falling behind, work will be undertaken to close the gap including differentiation in planning, use of key/target questioning, small group work and teacher intervention. These strategies encourage all pupils to have access to Art, learning, gain in confidence and sharing ideas with each other.

Assessment of Art

A range of assessment evidence will be collected to support teacher's judgement and will include:

- Photographs



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- Records
- Sketch books
- Work scrutiny
- Ongoing assessment tasks
- Pupils' discussion and consultation

Teachers' will use these judgements to report the children who are most able and those who are not reaching age related expectations. Subject leaders use this information to support teaching and learning, provide challenge and help address the gaps of these children.

Exceptional performance

- Pupils explore ideas, critically evaluate relevant visual and other information and make connections between representations in different genres, styles and traditions.
- They initiate research, document and interpret information in visual and other ways appropriate to their purpose and audience.
- They exploit the characteristics of materials and processes to develop ideas and meanings and realize their intentions.
- They extend their ideas and sustain their investigations by responding to new possibilities and meanings.
- They identify why ideas and meanings in others' work are subject to different interpretations, using their understanding to extend their thinking and practical work.
- They communicate their own ideas, insights and views.

Key questions to ask pupils

Paintings

- What condition is it in?
- What effect does this have upon your mood?
- What can you see?
- What do you think is happening in this painting?

Photographs

- What does this photograph tell us?
- Where can we see shadow / light and dark?



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- What has the photographer positioned the subject this way

General

- What do you want to learn about?
- What have you learnt about?
- What skills have you developed?

Monitoring

The Phase leader will liaise with the subject leader to ensure monitoring is being undertaken and recorded.

The Subject leader will:

- Monitor books, provide feedback and support.
- Provide training sessions to ensure subject knowledge is accurate.
- Attend CPD courses.
- Monitor the budget and order resources where required.

Governors will liaise with the Subject Leader to support improvement planning processes and be aware of standards.

Parents

Essendine positively promotes and encourages parents to support the work of the school in developing a love of Art. This can be done by inviting parents into Art workshops, reading texts linked to art and taking children to museums. An outline of the Art to be studied in a term is also detailed in the Parent's Information meeting.