

School vision and values

Vision

We want ourselves and the children in our care to be successful, resilient and inquisitive learners who are happy and well-equipped to participate positively in the community and wider society.

Values

Our school values (kindness, respect, responsibility and aspiration) are an essential point of reference on all of our journeys. British values (democracy, rule of law, liberty and respect) play an equally important role.

Definition of Art

Art and design is the process of creating something with imagination and skill and that is beautiful, interesting or that expresses important ideas or feelings.

Art and design helps us to experience, understand, express and manage what we see or feel about something.

Art and design helps us to appreciate that different people can interpret and express this in many different ways.

Headline rationale for Art

Art is studied in order to enrich pupil's knowledge and understanding of the world and the different cultures around them and help them to see and appreciate things creatively. Through it, pupils learn to respond thoughtfully to the work of different artists, craftspeople and designers by observing (looking carefully) their techniques and experimenting with different ways to achieve an effect. They learn to develop different skills using a range of different media (tools) to create their own works of art. Art can also be a way to express thoughts and feelings and explore creativity without the fear of getting the answer 'wrong'.

Descriptors written in italics are used to explain to children why we teach Art across the school

EYFS

During the Early Years, young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas.

We teach art in EYFS...

- To help you to explore and experience with a wide range of materials to understand what they are used for.*
- To help you develop self-expression by exploring new words to communicate through art.*
- To help you understand what you see around you and encourage you to respond to this.*

Further exemplification can be found here on the importance of imagination and creativity; self-expression and communicating through arts in EYFS:

<https://help-for-early-years-providers.education.gov.uk/expressive-arts-and-design>

Key Stage 1

During Key Stage 1, Art and Design is about expanding children's creativity and imagination through providing art, craft and design activities relating to the children's own identity and experiences, to natural and manufactured objects and materials with which they are familiar, and the locality in which they live.

We teach art in KS1...

- To help you to use a range of materials creatively to design and make products
- To help you to use drawing, painting and sculpture to develop and share your ideas, experiences and imagination
- To help you to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To help you learn about the work of a range of artists, craft makers and designers.
- To help you describe the differences and similarities between different methods and styles of art.
- To help you to use these ideas in your own work.

Key Stage 2

During Key Stage 2, Art and Design is about fostering children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of Art and Design in the world around them.

We teach art in KS1...

- To help you to develop greater control over a variety of artistic techniques, including drawing, painting, sculpture, textiles, printing and collage, through exploration and experimentation.
- To help you develop your creative choices and use of a wide variety of materials,
- To help increase your awareness of different kinds of art, craft and design by learning about great artists, architects and designers in history.
- To help you record your observations using a sketchbook and use them to reflect, review and revisit ideas to develop them further.

Intent in Art:

During their time at St. Margaret's, we are committed to providing all children with learning opportunities to engage in art and design in order to develop the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. Our Art curriculum enables our children to communicate what they see, feel and think. It allows them to experiment with their ideas, their use of line, colour, texture, form and pattern, and a range of different materials and processes. We believe that it stimulates creativity, imagination and inventiveness, while providing children with opportunities to develop intellectually, physically and socially. Therefore, we believe that it should be taught as an individual subject as well as incorporated into other curriculum areas. While it is essentially a practical subject, art should provide opportunities for reflection. Children are encouraged to self-evaluate their creations and are taught how to be resilient to achieve their goals. We aim for children to reflect upon the work of both modern and historical artists and upon art from a variety of different cultures. In this way, pupils should acquire the ability to make informed, critical responses to their own work and that of others.

There is great pleasure to be derived from Art and Design and, through deeper understanding; pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives and enhances cultural capital.

How the whole school 'curriculum statement' intents will be threaded through Art.

1. Underpinning everything is our work on attachment, and social and emotional learning which are integral to all that we do – *In Art we consider the purpose and aesthetic quality of the piece. We take inspiration from established artists, designers and craftspeople and critique our own and others' work in a constructive manner. As preconceptions can stifle creativity, we encourage resilience when things don't go to plan and try to adapt our work to incorporate this, demonstrating aspiration*
2. Early reading and language development across the school are core aspects woven through the curriculum

– *In Art, we encourage the use of appropriate technical vocabulary in the development of new skills. Discussion work based on established works of art can take many forms including composition and effect, story-telling, emotive responses and critical analysis allowing all pupils to engage.*

3. Teachers plan lessons that inspire and engage, and promote enquiry and imagination so that pupils at all abilities can achieve. We develop curiosity about the world beyond the bay. Progressive subject knowledge and skills are planned to take advantage of local opportunities such as the beach and local artists, as well as national events. We provide opportunities to contribute in the local and global community. – *In Art, there are numerous opportunities to explore and be inspired by a variety of arts and crafts through history and from around the world, and to consider the customs and cultures they are associated with. Whenever possible, we encourage exploration of the school grounds, participation in national events, visits from artists and craftspeople and visits to the wider community to support our acquisition of new skills and inspire future choices.*
4. We support our pupils to develop the skills they need in order to learn for themselves, and to enjoy this learning – *In Art, pupils are encouraged to explore their creativity both independently and collaboratively, taking increasing responsibility for their own learning. We encourage self-reflection in order to make changes or improvements and to develop ideas and skills through practise and experimentation in order to determine what works well. In Art, there is no right or wrong but instead we encourage justification of choices and adaptation to a variety of situations.*
5. We support our families and staff with their well-being – *In Art, staff are provided with the 'progression of skills and learning' document, outlining expectations across the school. Shared planning reduces work-load and allows for more focus to be placed on effective planning and resourcing of creative subjects. Wherever possible, close links are made to other areas of the curriculum although there are also plenty of opportunities to produce art/craft work for pleasure. Collectables are sent home to parents to support their understanding of what their children are learning at school. Curriculum blogs are accessible on website to all.*

Best practice in teaching and learning

Teachers ensure that the National Curriculum 2014 is taught and applied.

Teachers are responsible to meet the needs of all learners through their teaching of Art and provide equality of opportunity for all children whatever their age, ability, gender, race, religion or background in an environment that values each pupil and enables them to achieve their full potential. We place great value on the quality of relationships within our school community and celebrate the achievements of all pupils

Teachers plan purposeful outcomes built on secure subject knowledge that engage interest in children. Rigorous teaching and learning is achieved through distinct subject skills being explicitly taught to ensure clear progression. Topics can be linked to other areas of learning where appropriate and other opportunities for creating art for pleasure are incorporated into the curriculum. Teachers maintain high expectations of children's achievement. A sequence of teaching and learning should begin with an artist-inspired investigation, moving into opportunities to choose appropriate tools and materials and practise relevant skills (recording these in sketchbooks in KS2). Throughout this stage, experimentation, risk and innovation should be encouraged. Focus throughout a unit of work should be on skill development rather than heading towards a pre-defined end result.

'Beauty is in the eye of the beholder'. All children are able to achieve a successful outcome in Art however it must be recognised that developmental differences will impact on this. Children should be allowed the time to investigate and experiment with different styles and techniques in order to develop creatively and learn to celebrate and utilise their mistakes developing resilience. Self-reflection and critical evaluation should be an integral part of the learning process and this is encouraged and supported by teachers within a learning environment built on trust to allow the children to be freely expressive without the fear of getting something 'wrong'.

Feedback should take the form of careful, open questioning regarding making decisions or changes to a piece. Sketchbooks are used whenever children are creating, learning and developing new ideas in KS2. The sketchbook does not follow the school's presentation or marking policy; it belongs to the child and is the centre of their creativity. It's not

just a book - it is a space where children can freely express, create, develop and learn, often with limited guidance from the teacher.

Assessment

Assessment in Art focuses on the essential knowledge, understanding and skills that all pupils should learn by the end of their Key Stage. The progression of skills and knowledge document supports teachers in making their judgement in addition to the ongoing development of the school portfolio. All assessments are derived through a holistic approach taking into consideration the application of skills, understanding of processes and critical evaluation of products created. Verbal interactions or photographic evidence should form part of this judgement – no child should be penalised due to their writing ability. Sketchbooks in KS2 should not be formally marked.

Progression of skills

Please see the Art progression of skills and learning documents here:

Link here: staff shared – curriculum leadership – 2022 Art year group progression of skills and learning

[2022 Art Year group Progression of skills and learning SMA \(1\).docx](#)

Art Curriculum Map

Please see the Art long term plan here (working document)

staff shared – curriculum leadership – art – St Margaret's Academy Art Curriculum Map

[Art curriculum map 2022 23.docx](#)

Planning

Please see Long Term Planning (LTP) here:

https://drive.google.com/drive/folders/15ubJXYKQwqjLXRgbbYoPKao7l_kaTUkg?usp=sharing

Please see Medium Term Planning (MTP) here: - select year group - select Aut 2 and Spr 2 for most Year groups but also Y5 - Spr1 and Ys 1, 2 and 4 - Sum1

<https://drive.google.com/drive/folders/1Vlaw9zhbc0BShWXeMVirIgzYENEnH1ZW?usp=sharing>

Please see examples of collectables here: - select year group - select Aut 2 and Spr 2 for most Year groups but also Y5 - Spr1 and Ys 1, 2 and 4 - Sum1

https://drive.google.com/drive/folders/1sDWZOX6_PwP4dW1LivPFxa3cl-mwpp_R?usp=sharing