



Art and Design

Intent of the Art and Design Curriculum

AFJS Aims

Through the Art and Design curriculum, we aim to 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. We aim to provide our learners with regular opportunities to think imaginatively and creatively and to help them develop an appreciation of art and design. We hope to inspire children and open doors of opportunity into real life sectors such as graphic design, game design and curating.

- Provide a relevant, challenging and enjoyable curriculum for Art and Design for all pupils.
- Meet the requirements of the 2014 National Curriculum programmes of study for Art and Design
- Use Art and Design as a tool to enhance learning throughout the curriculum.
- To equip pupils with the confidence and capability to use Art and Design throughout their later life.
- To provide children with enjoyable and memorable experiences.
- To provide children with experiences which encourage them to think critically on their own and others' work
- To develop skills which allow children to feel success and build confidence, contributing to a healthy body and mind.
- The school believes Art and Design:
 - Can motivate and enthuse pupils.
 - Can help pupils focus and concentrate.
 - Can help foster imagination and creativity.

National Curriculum

Our school aims are closely linked to those of the national curriculum for art and design, which are to ensure that all pupils:

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

Roles and responsibilities

The Art and Design leader is responsible for developing and assessing the quality of teaching of Art across the school, through regular monitoring and feedback. They will refer to skills maps to ensure there is coverage of skills throughout the school and progression. The leader will attend training to develop CPD and feedback to staff. They are responsible for keeping an up-to-date art display which celebrates the work from the previous term. They are also responsible for ensuring the art cupboard is accessible and well stocked.

Year group teams are responsible for developing more detailed plans for art projects which are linked to the creative curriculum and follow the structure set out in the 'Teaching and Learning' section. These projects should be referenced on the Curriculum maps and should include information about the skills the pupils will develop, which materials will be used and the final outcome(s). Teams are also responsible for evaluating these projects and acting upon advice given through feedback. The progression skills maps should be updated termly, after the project, to reflect the skills taught. Prior to starting a project, Year Group teams are responsible for ensuring there is sufficient resources to complete the task and should liaise with the Art and Design Leader should any resources need to be purchased. Upon completing a project, all resources should be returned to the art cupboard.

The governors are responsible for discussing Art and Design provision with the Curriculum Lead as part of the wider curriculum and allocating some governors to monitor the provision, its strengths and areas for development when required, and reporting these to the wider governing body.

Implementation of the (subject) Curriculum

Planning

At Abbots Farm Junior School, we plan Art and Design opportunities which are linked to our Creative Curriculum. A minority of children will have particular teaching and learning requirements which go beyond the provision for that age range and if not addressed, could create barriers to learning. This could include G&T children, those with SEN or those who have EAL. Teachers will take account of these requirements and plan, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum.

Progression

Progression comes in 2 parts:

1: Progression in the skills of drawing, painting and sculpture which is mapped out in the diagram below

2: Progression in the knowledge of great artists, architects and designers in history

Skills	Year 3	Year 4	Year 5	Year 6
Drawing (pencil, chalk, charcoal, inks, pastels)				
Patterns	Use line and tone to draw shape and pattern. Create textures and patterns using a wide range of drawing techniques.	Develop intricate patterns, selecting appropriate grades of pencils and other materials to create lines and marks.	Experiment with different intricate patterns, selecting appropriate grades of pencils and other materials to create lines and marks.	Apply all skills.
Line	Use line to add detail.	Experiment with different techniques to use line to add detail.	Confidently use a variety of techniques for different purposes, such as; cross-hatching, shading to add detail.	Develop own style of drawing through development of; line, pattern, texture, tone. Use pen and ink to add detail.
Tone/shade	Begin to use tone to emphasise form in drawing.	Further develop drawing a range of tones with pencils, experimenting with a range of techniques.	Develop key elements in drawing to include; line, tone, pattern and texture. Confidently use a variety of techniques for different purposes, such as; cross-hatching, shading.	Use a variety of media to represent light, shade, form pattern and texture. Continue use a variety of different drawing techniques, such as; hatching and shading, selecting the most appropriate for the task.
Planning drawings	Begin to show an awareness of objects having a third dimension. Draw from close observation. Plan and develop ideas either from imagination or observation with detail.	Develop drawings further, featuring third dimension and different perspectives. Draw from close observations and capture finer details.	Develop simple perspectives in drawings, for example; buildings. Draw from a variety of sources, such as; photographs, observations. Continue to develop drawings further, thinking about scale and proportion in their drawings.	Continue to develop an awareness of proportion, scale and composition in drawings.
Painting				
Colour mixing	Colour mixing for a purpose, with increasing confidence.	Mix colour for tint, tone and shade with increasing confidence.	Confidently mix colour for tint, tone and shade.	Mix and use the colour to reflect the atmosphere.
Tone/shade	Use light and dark with a painting and start to explore complimentary colours	Mix colour for tint, tone and shade with increasing confidence. Use light and dark within work and show an understanding of complementary colours.	Add black and white to create tints, tones, light and shade and apply with a purpose.	Add black and white to create tints, tones, light and shade and apply with a purpose, understanding which works best and why
Control and techniques	Demonstrate increasing control. Explore with a variety of techniques to create patterns and textures, such as; dotting, splashing etc.	Begin to select technique and application that fits best for the purpose. Confidently use an increasing control when painting.	Confidently select technique and application to create an effect that reflects the mood and atmosphere.	Confidently and purposefully control the marks made and experiment with a variety of different effects.
Application	Continue to experiment with different effects and textures, such as; washes, thickened paint, creating textural effects.	Add textural materials to paint to create a desired effect.	Explore the use of texture in paint.	Apply all of previous.
Sculpture				
Decoration/textures	Use decorative techniques Replicate patterns and begin to create textures in 3D form.	Add embellishments to enhance a piece of work and add pattern and texture.	Create own surface patterns and textures to add detail to a piece of work.	
Construct/Shape and model	Shape, form, construct and model from either observation or imagination	Select appropriate materials for the task to shape, form, model and construct. Create a newspaper or Modroc framework.	Shape, form, model and join to create a piece of art	Work around constructed frameworks. Use experience to model, sculpture, construct and form a variety of different pieces of art.
Joins	Begin to consider different types of joins and join two parts successfully.	Experiment with different types of joins, considering the most appropriate for the task.	Confidently join successfully.	Apply all skills.

2: Teaching and Learning

The structure of a unit of work follows these elements:

- Research an artist/ style and record findings
- Study one or more pieces of art and annotate (use Art Detectives sheet for question ideas)
- Develop the skills needed for final piece, through small activities, allowing children the chance to practise and refine their techniques
- Complete final piece
- Reflect on their work, thinking about the skills they developed, what progress they have made and how they were successful

Cross-curricular links

Maths: Pupils may use their drawing skills to map out word problems to aid understanding.

English: Pupils may use their drawing skills to map out part of a story to learn by heart, allowing the child to practise and refine certain sentences structures. It could also be used during character and setting descriptions to engage writers and help generate more ideas.

History: Pupils are given the opportunity to study historical artefacts which help further develop an understanding of that period in history.

Science: Diagrams used to support facts and explain processes

SMSC: Art is used during Well-being Vertical Learning Days (Kandinsky). Mindfulness colouring is used as SODAs (Starter Of the Day Activities) for some children to ensure a calm start.

Wider opportunities/ enrichment opportunities in Art and Design

There is an art club which children can attend and develop skills further. At times, specialist art teachers will visit to work with the children. This can also be a CPD opportunity for staff. Children can choose to take part in different competitions over the school year including: Design a Christmas picture, design a Christmas table centre piece, design an Easter egg and design an Easter bonnet.

Local Links

One of our whole school curriculum aims is to ensure that children engage with and learn about their local community and the importance of places and people around them both today and in the past. In Art and Design, this is promoted through visits to Rugby Library.

Impact of Art and Design Curriculum

Assessment and Recording

Assessment of children's learning and acquisition of knowledge in Art and Design is closely linked to the principles of our Assessment and Feedback policy and has strong formative teacher assessment in the classroom at its heart. Teachers constantly assess children's progress throughout lessons and intervene with appropriate feedback at the point of learning wherever possible to ensure the child can make progress within a sequence of lessons. The children's planning process is documented in their topic books using the sketchbook approach and teachers should keep examples to support staff the following year.

Monitoring and Review

The Art and Design subject leader creates an annual action plan on SharePoint for the development of the subject and provides a review of the subject to the headteacher annually. They review the curriculum through pupil interviews and book trawls to determine knowledge acquisition and provision for this as well as conducting lesson drop-ins when necessary.

Health and safety

(also see Health and Safety policy and the Online Safety Policy and associated documents)

The safe use of equipment is promoted at all times.

All fixed electrical appliances in school are tested by a LA contractor every five years and all portable electrical equipment in school is tested by an external contractor every twelve months. It is advised that staff should not bring their own electrical equipment in to school but if this is necessary, then the equipment must be PAT tested before being used in school.

Damaged equipment should be reported to the Site Manager and/or Art Leader business manager who will arrange for repair or disposal.

Children should not put plugs into sockets or switch the sockets on.

Trailing leads should be made safe behind the equipment

Date: June 2020 by C. Trainer

Next review: January 2023