

# Art and Design

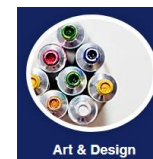
## Intent:

At Allen Edwards, we recognise the value of creativity and are committed to giving the children opportunities to express themselves through art and design. Our broad and balanced curriculum will enable our children to develop their knowledge – both practical and theoretical – of art as well as understanding the visual elements of art (e.g. line, form, value, colour). Pupils will be engaged, inspired and challenged within all aspects of art and design with various opportunities for them to experiment, explore, invent and create their own works of art. By exploring different eras of art, children will develop a growing knowledge of great artists and how they have contributed to history, culture and the development of creativity. Pupils will develop core skills and understanding in drawing, painting, sculpting and other art, craft and design techniques by exploring ideas, refining methods, experimenting with materials and analysing their own and others' work. These core skills will be built upon throughout pupils' learning journey at Allen Edwards facilitating their artistic and creative progress.

## Impact:

The structure of the art and design curriculum ensures that children are able to develop their knowledge, skills and understanding of the work of artists, craftspeople and designers from a range of historical times and cultures and apply this learnt knowledge to their own collaborative or individual projects. Through using their sketchbooks, children can review, modify and refine their initial ideas to creatively experiment and express themselves through final, high-quality outcomes. Within every unit of art, children's individuality is celebrated by all – adults and children alike. Children understand the key elements of art: line, shape, colour, value, form, space, texture and pattern and the practical knowledge that accompanies it to make it meaningful in their own artistic pieces. Effective lesson sequencing and progression allows children to develop their techniques and methods over time supporting children's attainment and progress within art and design.

## Individually Strong, Collectively Stronger!



## Implementation:

Through the use of good teacher subject knowledge, children build their contextual understanding by developing their knowledge about the different periods of art – traditional, modern and contemporary – as well as individual artists that they are learning about and being inspired by. Learning sequences begin with a focus on an artist/s whereby children analyse and evaluate their work. After children have developed their theoretical knowledge, pupils are provided with many teaching and learning experiences to develop their practical skills. A focus on developing ideas, experimentation and exploring (with techniques, media, materials) is prioritised alongside children furthering their understanding of the elements of art – line, shape, colour, value, texture, form, space and pattern. Children then work on their final outcome for the unit.

Through many teaching and learning experiences planned and provided for the children, teachers' expectations of learning remain high. This supports children's development of their creative imagination as well as development of mastery in the key processes of art: drawing, painting and sculpting. Other aspects of art, such as printing and collaging are also taught so that pupils can develop a wider understanding and appreciation of art in its many forms. Misconceptions are addressed regularly to ensure that children understand artistic and aesthetic knowledge and then they are given opportunities to apply this knowledge in a range of creative ways. Mistakes are celebrated and recognised as a form of art within themselves. Pupils are given opportunities to engage in collaborative learning and projects as well as developing individual ideas.

Modelling and demonstrations within lessons are paramount in building children's knowledge, skills and understanding. Teachers model each lesson, showcasing different ways to explore, experiment and develop ideas. These demonstrations are broken down into steps to allow the children to recognise the process of art and design as well as appreciate the final outcome. During these demonstrations, subject-specific language is used to allow children to embed their ability to apply newly learnt vocabulary to explanations of artistic process. During modelling, teacher's use a variety of strategies, such as silent modelling so that children can observe and digest but also verbalisation and questioning so that children then become heightened to the steps for success.

Questioning is an integral pedagogical tool used to support teaching and learning in art and design. Techniques such as think-pair-share and pose-pause-pounce-bounce are utilised to work towards developing experts within our art and design lessons. Children then use this learning tool themselves when working on their own artistic development with their peers and ask questions to support their learning of adults in the room. Teacher questioning ensures that all children understand the knowledge – practical and theoretical – being developed in lessons and is a good form of assessment to ensure secure understanding.

Learning from previous lessons is used to inform the next steps in the art and design sequence. Immediate feedback during lessons is important and is verbally shared with children. This may be individualised to support their personal artistic knowledge, group-based to tackle a shared misconception or if there has been a recognition for the need of whole-class support or extension. Adaptive teaching methods, such as providing templates, different artistic mediums, amending the task and focus group verbal guidance are used to support and extend learners during lessons. Peer and self-evaluation are used to show the subjectivity of art and design and to allow everyone to share their artistic opinions about a variety of individualised pieces within classes.

Lesson tasks and final piece outcomes allow for individual creativity. Sketchbooks are used as a means of recording and developing ideas to work towards a final outcome. Within the sketchbooks, children can analyse examples of art, experiment with ideas, sketch observations, practise techniques and evaluate.

For more-able pupils, they have opportunities to work at a deeper level in art and design through developing further their knowledge. For example, in sketching children develop an accurate use of scale, proportion and perspective and use colour to show depth and light. In painting, children develop their ability to incorporate unsuccessful marks into a well-established piece. They are given the opportunity to develop their sustained ability to create recognising the importance of time away to reflect on their work.