

Subject on a page: Create/Art & Design

At Ibstone CE Primary School, we believe art and design provides our pupils with an invaluable way of expressing themselves creatively and freely. We aim to inspire a love of art in our pupils and an understanding of how art and design reflects and shapes our history and heritage, and contributes to the culture, creativity and richness of societies all over the world.



Intent - We aim to...

Enable pupils to be confident, courageous and resilient artists

Deliver an ambitious art curriculum based on elements of art, where pupils will acquire important communication and creating skills, which in turn will contribute to their learning in other areas of the curriculum

Introduce pupils to artists from different periods of history, cultures and diversity, to study and use as inspiration for their own ideas, style and expression

Enable all pupils to acquire the skills, experiences and opportunities in order to produce creative and imaginative art work

Encourage pupils to evaluate and analyse their work, the work of others and key/great artists, using the language of art, craft and design, to further improve their work and outcomes



Implementation — How we achieve this...

Information about our curriculum

At Ibstone, a love of art and creativity is nurtured as soon as pupils start their Ibstone journey and is an integral part of Create. In EYFS, being creative involves enabling pupils to explore and play with a wide range of media and materials as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a wide range of activities in art.

We believe that an art and design curriculum should provide mirrors for the children in which they can see themselves reflected and windows, through which they can look into the lives and stories of people who are different. Using this approach, we select subject content from the National Curriculum and build schemes of work within art and design that represent our unique community. Through our Create focus we aim to engage, inspire and challenge our children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As they progress, they should be able to think critically and develop a more rigorous understanding of art and design.

Curriculum Design

At Ibstone we operate on a two-year rolling cycle. Our curriculum has been designed using the National Curriculum, whilst also considering the interests of the children. It is planned through our Discover/Explore/Create curriculum where the topic focus changes termly. Create is our Art and Design focus. Art and Design skills and knowledge are taught and developed across the whole curriculum however, it is during our Create term, units are planned using three interrelated strands of knowledge. These units may be taken / inspired by the Kapow units of work. By the end of KS2, we aim for the children to have a wide range of knowledge and skills, to be able to express themselves creatively and have developed a love and appreciation of a variety of art forms.

Strong Foundations

Art is an essential part of learning in EYFS as it is incorporated in everyday learning, e.g. fine motor skills. The artistic aspects of pupils work relate to the objectives set out in the Early Learning Goals (ELGs), and allow pupils to experience art in different forms through the Early Years environment and learning activities. Pupils are introduced to a range of media and they experiment with mark-making using a range of implements (including pencils, crayons, paintbrushes etc). Art and Design in EYFS allows pupils to explore the natural world around them. Pupils create visual representations of themselves (portraits), of objects e.g. plants and animals (birds) and the environments that are familiar to them.

Procedural, Disciplinary and Substantive Knowledge

Our art curriculum comprises of three interrelated strands of knowledge:

Procedural knowledge represents the skills of an artist. For example, pupils are taught how to analyse works of art. This is taught in every curriculum cycle. As pupils move through school, they are presented with an increasing range of art works (in a range of media) and are taught how to analyse them in increasingly complex ways.

Disciplinary knowledge in art and design is the critical evaluation of artists work; evaluating style and technique and having the ability to appraise a piece of work. It is also the interpretation of the 7 elements, how they can be used and combined in order to create a specific and desired effect.

The development of disciplinary knowledge means that we're able to show the pupils how artists use the different 'elements' to focus on a specific aspect of their work. The same 'elements' are taught, revisited and referred to in every year group as pupils move through school.

Substantive knowledge represents the art content that is taught in each year group – in planning, this knowledge is presented as specific 'learning outcomes' – the content we want the pupil to know and remember.

Implementation – continued

The 7 Elements defined

Shape Line Colour Value Form Texture Space

- **Shape** - Exploring the result of closed lines – shapes that are two dimensional geometric or organic. Shape is a flat (2D) area surrounded by an outline or edge
- **Line** - Exploring marks that span the distance between two points – straight or curved, 2D or 3D, implied or abstract. Lines are used to show movement and mood.
- **Colour** - Exploring hue and intensity. Colour is used to convey atmosphere and mood.
- **Value** - Exploring the lightness and darkness of a colour. Value is the intensity of colour and depends on the amount of white added.
- **Form** - When a shape acquires depth and becomes three dimensional it takes on form - Artists use form when they create sculptures or the effect of flat objects being 3D.
- **Texture** - Understanding the way something feels, or looks like it would feel.
- **Space** - Understanding the way in which line, shape, form and colour can be manipulated to create space. In artwork, space makes a flat image look like it has form.

Vocabulary

Pupils will learn vocabulary and key words specific to Art and Design and understand when to use this vocabulary. This vocabulary will be highlighted and modelled during teaching time. Teachers will have high expectations that pupils will use the correct vocabulary and encourage pupils do so too. The development of vocabulary and prioritising of talk will help pupils to build transferable skills, to allow them to communicate and share their learning.

Revisiting & Retrieving

Our Art and Design curriculum is built upon high levels of repetition to ensure that our pupils can do more and remember more as they progress through school. The two strands of Procedural knowledge and Disciplinary knowledge are revisited and developed in every class. This repetition ensures that our pupils reach the end of KS2 with the ability to apply the skills and conceptual frameworks of artists with high levels of independence. During the course of their Create project, we share significant amounts of substantive and disciplinary knowledge with our pupils. In planning, our specific learning outcomes detail exactly the knowledge that we want them to know, remember and apply.

Sketch Books

All pupils in KS1 & KS2 have their own sketchbook which is always to hand when creating, developing and learning new ideas / skills/ techniques. The sketchbooks provide a place where pupils can freely express, create, develop and learn. During our Create units, they are used for focused practice in order to develop and embed specific skills during the course of the project. They also provide a useful tool to look back through when revisiting elements and skills. Pupils are encouraged to add annotations and evaluations to their work. Sketchbooks are personal and do not follow the school's marking and feedback policy.

Assessment

We believe that Art and Design is more than just knowing artists, movements, or media. We assess our pupil's ability to apply their knowledge with a final assessment piece at the end of each project. This provides information on their ability to use a combination of substantive, disciplinary and procedural knowledge. The end of unit assessment comprises of an unseen artwork that is related to the area of art that has been studied. Pupils analyse the piece, using the knowledge and skills they have developed during the project. This is used by teachers, alongside the pupils own composition, to provide information on how well they are learning the curriculum.

Impact

Pupils show an enjoyment & curiosity and a love of art and design

Pupils will learn transferable skills which they can apply across other areas of the curriculum e.g. creative problem solving, critical thinking and analysis and presentations

Sketchbooks will show clear progression across the school. Pupils will be proficient in drawing, painting, sculpture and printing

Pupils will have been exposed to many different artists. They will be able to confidently make links between different art forms

Pupils develop their key skills and knowledge and this is reflected through their work and through discussion opportunities

Pupils can evaluate and analyse their own work, and that of others, using the language of art, craft and design