Teaching Art and Design at Dove Bank

Subject Statement

The study of art enables pupils to understand, appreciate and contribute to a dimension of life that taps into and expresses human innovation, imagination and thought.

(Ofsted, Research Review Series: Art and Design; published 23/2/23).

At Dove Bank we believe that art and design stimulate creativity, curiosity and imagination. We provide an ambitious curriculum that enables the pupils to have the knowledge and cultural capital needed to succeed in life. Art and design provide visual, tactile and sensory experiences that enables pupils to become; creative explorers, resilient in a face of challenge and aspirational artists and designers.

At Dove Bank Primary School, we ensure that art and design prepare pupils to communicate freely of what they feel, see and think; through the use of research, experiences of exploring different methods and building upon their artistic knowledge. Art and design encourage pupils to become involved in shaping their own environment and learn how to make informed judgements, be more aesthetic and make practical decisions. They explore ideas, skills and knowledge through the use of researching different artists, designers and exploring their skills, techniques and methods.

Through the use of art and design, pupils can scaffold their productivity; enabling them to be more proficient in aspects of producing art and become more receptive, encouraging them to learn different aspects of art and to explore their endless imagination.

Aims

Our aims are:

- To enable all children to have access to varied range of high-quality art experiences.
- To provide an imaginative, innovative and co-ordinated art programme of study which will foster enthusiasm for art and design amongst all children.
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, designers, through links with the local and wider cultural exploration and experiences.
- To stimulate children's creativity and imagination by providing visual, tactile and sensory experiences.
- To develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings.
- To cultivate children's aesthetic awareness and enable them to make informed judgements about art and become actively involved in shaping environments.
- To teach children to become confident and build on their resilience by allowing children to freely discuss their own ideas, feelings, thoughts and experiences.
- To enhance children's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects.

Subject Leader & Expert Teachers

Within school we have a wealth of experience in the teaching of Art and Design. Details of staff are detailed below:

- Dilan Guney is our art and design leader. Having studied art and design in collage, she is very passionate to promote a diverse cultural capital for art and free expression within art.
- Vicky Harley – has experience of leading Art and Design and has great skills of being creative and is an enthusiastic teacher for teaching Art.
- All teachers are creative teachers, whom enjoy delivering a creative curriculum that supports the learning and needs of all children.

Curriculum Organisation

Children first encounter art and design in the Early Years Foundation Stage

(Ofsted Research Review: Art and Design).

Children in Early Years are the building block for our art and design curriculum. At Dove Bank Primary school, we provide them opportunities to explore and express their creativity freely but also build on their previous experiences, knowledge and skills. We relate children's creative developments to the objectives set out in the Early Years Development Matters statements, which underpins the curriculum planning for children from birth to five.

During the Early Years, children are given opportunities to explore colour, texture, shape and form in two and three dimensions. They are given free access to a wide range of construction, collage, painting and drawing activities, using appropriate tools and art materials while exploring their imagination and creativity. Art and design give children the opportunities to explore and develop their skills independently. It enables children in Early Years to learn and work collaboratively, to share ideas freely, be resourceful with the opportunities given and build upon their skills.

Art and design in Key Stage 1 and Key Stage 2 is scaffolded and expanded on the skills and knowledge learnt in previous years, making it progressive through the use of vocabulary, to the skills and knowledge learnt and the artist or designers studied. Children are provided with units that are relevant to their current learning, making them cross-curricula, which allows children to make strong links between subjects and their current learning. We plan lessons following the National Curriculum objectives and follow the scheme of Kapow, ensuring that all objectives are covered and that planning is made accordingly to the needs and abilities of the children.

Subject Specific info

At Dove Bank, we use a variety of teaching and learning styles in art and design lessons. We aim to provide an art curriculum that is creative, inclusive, challenging and inspired by the real-world. We aspire to inspire future thinkers, innovators and problem solvers in an immersive environment that stimulates curiosity and supports high-quality learning, allowing each and every learner to fulfil their potential. The study of art and design are set out in the Early Years Foundation Stage Framework and National Curriculum 2014.

Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities. We draw attention to good examples of individual performance as models for the other children and encouraging children to evaluate their own ideas and methods, and the work of others. We give children the opportunity to work by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. We aim to provide meaningful opportunities for children to explore the outdoor environment through the use of arts. Children also have the opportunity to use a wide range of materials and resources, including ICT and the natural world around them.

We recognise that children have differing abilities in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- grouping children by ability, and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults support the work of individual children or small groups.

Assessment

At Dove Bank Primary School, we ensure that formative assessment is established during the teaching of each National Curriculum Objectives, children's subject knowledge and artistic ability will be assessed using formative evaluation by the teacher on a lesson-by-lesson basis. Teachers consider the art objectives covered during each session and the end-goal that is to be achieved; in doing so, they will then make judgements that are subsequently used to inform future teaching based on the children's artistic competencies relating to the piece of art produced or explored.

Summative Assessment is taken at the end of each project. Teachers make a summative judgement relating to the children's knowledge and understanding of artistic context and composition in line with the objectives set out in the National Curriculum, also how they have applied the knowledge and skills gained through the final production. Children also have knowledge organisers that is filled at the beginning of a unit and is completed towards the end of the unit, which class teachers use to assess the vocabulary learnt, along with end of unit quiz that children complete. The subject leader monitors sketchbooks, knowledge organisers and end of unit products to assess the skills learnt and to assess if the final piece of artwork is demonstrating the expected level of achievement in art and design objectives.

Art is a unique subject that is not always clear with a liner path, at Dove Bank Primary School we value creativity and individuality. Progress can be strongly demonstrated strongly through the use of sketchbooks; skills and techniques applied, the knowledge of arts or artists studied. Sketchbooks are used for reflections, recording ideas, critical analysis of artists, and development of technical skills. Therefore, each sketchbook should be as unique as the child itself.

Art and Design across the Curriculum

English

Art and design contribute to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them. KS2 children are encouraged to write down their critical feedback on post it notes for future references to the artwork criticised.

Mathematics

Mathematics and art are related in variety of ways. Art contributes to children's mathematical understanding by giving opportunities to develop children's understanding of perspective, symmetry and shape in two and three dimensions.

PSHE

Art and design contribute to the teaching of some elements of personal, social and health education. The children discuss how they feel about their own work, and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults during their work.

Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children, through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop consideration the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople.

Art and design and ICT

Information and Communication Technology enhances our teaching of art and design, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. In upper Key Stage two, children use ICT for visual information to help them develop their ideas by using digital and video cameras and scanners to record observations. The children also use the Internet, to find out more about the lives and works of famous artists and designers.

We teach art and design to all children, whatever their ability and individual needs. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language. Work in art and design takes into account the targets set for individual children in their individual education program.