



Scholes (Holmfirth) Junior and Infants Art and Design Curriculum Statement

Staff Responsible: Mrs C. Stitchman

Introduction

This document outlines the purpose, nature and management of the teaching and learning of Art and Design in our school. It reflects the views of all the current teaching staff and was drawn up as part of whole-staff INSET training. It has the full agreement of all subject leaders. The implementation of the subject is the responsibility of all staff in school and will be monitored by the SLT and subject leader(s). An action plan is linked to this curriculum area in order to develop the subject within our changing school.

The Nature of Art

At Scholes (Holmfirth) J and I School, we aim to provide a high-quality art curriculum, valuing art as an essential subject to include in a child's education, both in school and as part of lifelong learning. We believe that making time and space for creativity helps children to learn to observe the world around them more closely. Teaching strives to help children to find a balance between representation and self-expression. They develop a creative process using technical skills and by drawing on the work of significant artists.

Intent

At Scholes J & I School, we believe that high-quality art lessons will inspire children to think innovatively creatively.

The aims of our Art curriculum are to ensure that all pupils:

- Learn the skills of drawing, surface and colour and working in three dimensions, developing these through clear skill progressions.
- Use sketchbooks to explore new ideas and practice and develop skills and techniques.
- Have opportunities to retrieve, explore and evaluate different creative ideas.
- Study current, local and historic artists, developing their knowledge of a range of techniques and artistry.
- Begin to develop their own appreciation and preferences when exploring and discussing artwork.
- Reflect and evaluate their own work and their peers work in order to continue developing skills.
- We credit 'Access Art' for the project titles and follow or adapt their suggested pathways to meet the needs of our children and ensure full coverage throughout all key stages.

Through our CLEAR intent, we ensure that learning is planned thoroughly around the distinct needs of children at Scholes School.

Communicative

At Scholes J&I, we value art and design as a vital method of communication in all its forms. Our curriculum incorporates drawing, painting, sculpture, craft and mixed media which provide opportunities for children to explore feelings and ideas- expressing thoughts that they may not yet have the words for. We support the development of new concepts and vocabulary and encourage the children to speak confidently about their own

work, artistic preferences and opinions of artwork that they are exposed to. We work on collaborative projects to communicate the skills and the ideas of all children involved.

This is demonstrated through:

- Developing sketchbooks
- Annotations of artwork
- Teacher and peer questioning
- Vocabulary used by teachers and pupils
- Opportunities to share artwork with wider school community

Local

At Scholes, we draw upon the richness of our local area, utilising the beauty of our picturesque views to support the drawing and painting of landscapes.

- In Reception, children are encouraged to develop their sense of belonging by painting portraits. They draw, paint and create in many forms to support the Early Learning Curriculum. Their artwork contributes to building and ownership of their learning environment.
- In Year 1, children use the plants and trees and minibeasts in our outdoor areas to understand 'Flora and Fauna' (Access Art).
- In Year 2, pupils are inspired by local Holmfirth artist, Ashley Jackson. They learn about his work, techniques and develop their own skills with drawing and painting lands. They have also established a link with Ashley Jackson's gallery.
- In Year 3, pupils learn about Castle Hill as an Iron Age hillfort, linking their history exploration with their artwork using gestural drawing with charcoal.
- In Year 6, pupils learn about the Holmfirth Flood, linking the history of our area to their artwork.

Work is shared with parents via Dojo and the use of a gallery to showcase work at the end of a topic is encouraged.

Enriched

Our use of Access Art to support our art and design curriculum enables pupils to consider the purpose of art and the contribution artists make to our lives and surroundings. We encourage our children to feel entitled to express and understand themselves, their feelings and the world around them through creating and talking about art. We believe that this entitlement will help develop balanced citizens who feel empowered to help shape, value and contribute to society for the better. Each year group is required to follow a collaborative project once a year. This allows previously taught knowledge and skills to be put into practise in a different context and a final piece of work which demonstrates the skills and ideas of the whole class.

Ambitious

At Scholes, all areas of our art curriculum are ambitious for all children. We firmly believe that 'Every child is an artist.' (Pablo Picasso) and encourage the children to think and talk about themselves in this manner. By nurturing creativity, we identify that art encourages and supports problem solving skills, independence and the ability to adapt to challenge. Our curriculum is adapted, designed and developed to meet the needs of children with SEND, developing their knowledge, skills and abilities to apply what they know with increasing fluency and enjoyment. The ambition is for all children to feel pride and accomplishment as their skills develop and excitement and anticipation of things to come.

Remembered

Within our art lessons, opportunities are given to recap knowledge and vocabulary taught previously, using retrieval techniques. Children are encouraged to use their sketchbooks to practice and refine previously taught skills, develop new ones and to have the freedom and confidence to apply what they know in new contexts. We encourage children to make links in their learning to reinforce their knowledge and understanding in other areas of the curriculum. Key vocabulary is explained and displayed in every lesson and the children are supported with using this as they work.

Implementation

Organisation and Planning

Art at Scholes (Holmfirth) J and I School is taught according to the Key stage guidance as part of the 2014 National Curriculum *and is supported by Access Art*. Access Art provides an option for a split curriculum to develop a broad, rich, contemporary and diverse creative curriculum. Due to the extensive nature of art as a curriculum subject, elements such as an exploration of line, colour, form shape etc are woven throughout the disciplines and include implicit teaching of drawing, printmaking, sculpture, design, painting, craft, textiles and digital work.

The ethos of Access Art is for schools to be less focussed on outcome and more focussed on the creative journey. Staff plan using the whole-school medium-term planning format, using the predetermined substantive and disciplinary knowledge for each project. The school requires no particular level of short-term planning as this is the responsibility of teaching staff to determine themselves. Staff are free to include the level of detail on their medium-term planning which they find sufficient for themselves to teach (or another member of staff to teach in the event of absence).

See our EYFS policy for information on how our early years curriculum is delivered.

Continuity and Progression

Senior Leaders and the Art Lead have mapped out the long-term plan using the Access Art Pathways, ensuring statutory objectives from the National Curriculum have been covered and that there is progression through school. There is a clear vocabulary progression document to ensure that the children are taught accurate and ambitious ways to talk about their skills, work, resources and inspirations. Class teachers plan activities to ensure these objectives are covered across the half term unit. The subject leader will ensure that all objectives have been taught by the end of each key stage.

Cross Curricular Links

Teachers at Scholes School make links across the curriculum where necessary and appropriate to focus on the desired learning objective.

Examples of links are as follows:

- In English, high-quality texts are chosen and illustrations are studied to develop inference skills and a greater understanding of the authors intent. Children are encouraged to listen and imagine as stories and poems are read to them. Children create artwork to accompany their writing to appreciate and complement the texts they are engaged with.
- Artistic styles are explored for example, Eric Carle's paper painting and layering technique in the 'Hungry Caterpillar' is demonstrated and used to inspire artwork in the 'Flora and Fauna' pathway.
- Art is closely linked to learning in history - particularly in learning about Ancient Greece and The Stone Age.
- The understanding of shape and dimension is key to art - drawing on children's mathematical concepts and age-appropriate awareness of space and proportion.

Teachers are free to organise their curriculum timetable and are encouraged to be creative in their delivery to provide:

- appropriate challenge for all abilities;
- a variety of learning tasks;
- opportunities for discovery;
- correction of misconceptions;
- appropriate assessment – predominantly formative activities.

Resources

Access Art have provide a materials list that covers the materials that may be needed to facilitate the pathways through the entire curriculum, from year 1 through to year 6. Each pathway has its own materials list in the “Teaching Notes” section of the pathway. Teachers are required to plan accordingly to ensure that they have the range of materials that they need.

Inclusion

Teachers set high expectations for all pupils. They use appropriate assessment to plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

Impact

Recording and Assessment

Staff are trusted to ensure children’s work reflects the learning completed at an appropriate level. Examples of this include:

- Regular use of sketchbooks and evidence of fluency of skills.
- Clear demonstration of the creative process within a pathway and evidence of refining and improving.
- Appreciation of each skill and piece of explorative work, not just the end result.
- Children’s confidence to ‘have a go’ and not see mistakes as a negative.
- Time to look at and evaluate their own and work of others.
- Develop the ability to provide and take constructive criticism.
- Annotations of work
- Sketchbooks travelling with children as they move up the school so that they can look back on previous work and see for themselves how they have developed.
- Displays of finished artwork.

Monitoring

Monitoring of Art at Scholes (Holmfirth) J and I is carried out in a variety of ways. These include:

- Work scrutiny to explore specific, pre-discussed aspects of teaching.
- Observations where appropriate – these are usually linked to SIP requirements or Performance Management objectives
- Peer observations are encouraged for staff to explore teaching styles and activities in a less formal way than observation
- Pupil discussions are used to gain insight to knowledge recall and attitudes towards Art.
- Medium-term planning are monitored by the subject leader and support/guidance provided as required.