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| Art non-negotiables 2023/24 | |  |
| Systems and practices | | |
| 1. Art should be taught for a minimum of 1 hour every week or the equivalent to this. Art should be taught for at least one half term in each termly period. 2. Each piece of work must be clearly dated and have a learning objective. 3. A minimum of two artists should be studied across the year. 4. Children’s books should show a build-up or progression of skills across each unit of work; these skills should then be applied to a final piece of art work. 5. Final pieces which are too large to be stuck into books should be photographed and stuck into sketchbooks/topic books. 6. All final pieces should be discussed and evaluated by the child and/or their peers. 7. Those who deliver art should nurture individuality and creativity. 8. Children should have access to and be encouraged to explore with a range of different materials and mediums. Final pieces may be completed using different art materials in order for the individual to create a desired effect. | | |
| A completed unit of art at Shavington will look like: | | |
| * **Session 1** - Research session on the artist or project (this may include a cold task). * **Session 2/3** - New skills being taught and/or old skills being developed. * **Session 3/4** - Opportunities to practise and develop these skills over a number of weeks. * **Session 5/6** - Application of new or developed skills to a final piece of art work. (Final piece should be an application of skills and/or based or inspired by the work of a notable artist and children have the option of how to complete) * Evidence or photos of final art work in topic/sketch books. * **Session 6/Extra session** - Evidence of evaluations, discussions and reflections of final art work – peer or self (post its/purple pen). | | |
| What should be on display/available within each year group: | | |
| Displays | General Resources | |
| * Each year group to display one piece of work on a corridor display to be changed each term. ***This must show some evidence of the build-up of skills and key vocab as well final pieces.*** | * Paints (poster, watercolour etc) and painting materials (paintbrushes of varying sizes, paint pots and or palettes) * Sketch pencils and drawing resources (charcoal, chalk etc) * Collage materials * Sculpture materials | |