

At Waterside Primary we know that Art is fundamental in helping pupils understand their place in the world as creative, confident beings.



Intent - We aim to...



Deliver an ambitious art curriculum that encourages exploratory journeys, working towards varied and individual outcomes.



Introduce children to a range of artists from different periods of history and different cultures, to study their craft and use their works of art as inspiration.



Ensure children understand that art is about expression, and allow them to express their own style and ideas in their work based on evaluations of the work of others.



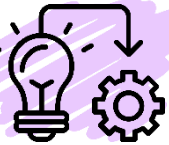
Explicitly teach skills in different areas of art and ensure these skills are developed year-on-year.



Create a sense of pride in children by displaying their works of art and celebrating their efforts (including their sketchbooks). Teaching should be aspirational yet accessible.



Encourage children to evaluate their work and the work of others (including key artists) in order to further develop their critical abilities and visual literacy skills.



Implementation - How do we achieve our aims?

Art elements taught through key disciplines

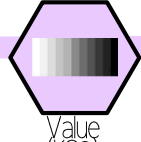
At the heart of the Art curriculum are the key disciplines of art that underpin the projects undertaken in each year group. Elements such as an exploration of line, colour, form, shape etc are woven throughout the disciplines. At Waterside, we utilise the AccessArt disciplines of: Drawing, Sketchbooks, Printmaking, Painting, Collage, Digital Art, Making and Visual Literacy. This enables a broad and rich curriculum to be taught so that art is inclusive and accessible to every child.



LINE



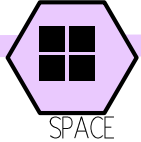
COLOUR



Value (KS2)



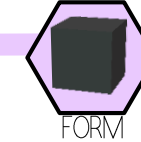
SHAPE



SPACE



TEXTURE



FORM



PATTERN (EYF & KS)

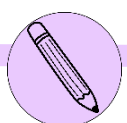


Explicit teaching of knowledge & skills

Our Art curriculum, recognises the importance of both explicit and implicit knowledge. By learning through specific disciplines, children encounter a broad range of skills whilst amassing a specific body of knowledge. We also recognise that Art is mostly made up of knowledge that is not factual but instead by nature "experiential". We recognise the value of this type of knowledge in enabling children to grow and evolve in their creative journey. By recognising the value in experiential knowledge alongside theoretical and practical knowledge, we are able to celebrate the particular nature of Art as a unique curriculum subject. Both substantive and implicit knowledge are mapped out to show progression across the key disciplines and year groups. Key pathways are referenced to show more clearly where knowledge is built upon.

Exploring Art in different forms

In KS1 & 2, art is taught weekly every other half term. Each half term (or within each allotted topic time at KS2), art is taught through pathways that links to one of three areas of focus (Drawing & Sketchbooks, Surface & Colour and Working in Three Dimension). Each pathway has a clear focus and clear links to other curriculum areas. Giving children a breadth of art exploration allows for a rich appreciation of art in all its forms. Within each pathway, key disciplines of Art are explored and revisited as children progress through the key stages.



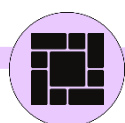
Drawing



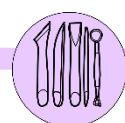
Painting



Printmaking



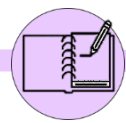
Collage



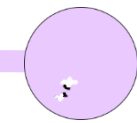
Making



Digital Art



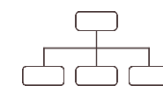
Sketchbooks



Visual literacy



Implementation (continued)



Clearly structured pathways

Across the school, pathways are clearly structured to allow children to develop essential knowledge and skills. In KS1 and KS2 pathways follow the following structure to ensure consistency:

INTRODUCE

Introduce the pathway and create conversations around discipline area

EXPLORE

Explore key artists, artworks or texts that will inspire the project

EXPERIMENT

Learn and practice the key skills and knowledge needed for the project

CREATE

Use appropriate media to produce own artwork

REFLECT & DISCUSS

Share, reflect and discuss the work which has been made in the pathway



Critically evaluating work

In EYFS children talk about their work & techniques used, and in KS1 and KS2 this is developed further. At the end of each pathway, children will reflect and discuss the work that has been produced by themselves and their peers to appreciate what has been made and to listen to feedback from others. This process can take place even if the work the children has produced is unfinished. Learning how to talk about art, especially art you have made yourself, is all part of making art. We call these parts of the pathway 'Crit in the classroom'. As the adult, teachers are there as a facilitator and to ask questions and open up conversations. Through developing critical thinking skills, by the time children reach UKS2 children will have a greater understanding that the quality of art is subjective and linked to personal tastes and this will support children in considering which areas of art they may like to explore further beyond primary school.



Studying a range of artists

Across year groups, children will explore key artists in the pathways they undertake. From KS1 onwards, children have the opportunity to engage in studies of key artists from a range of eras, countries and cultures, learning about an increasing number of great artists, designers and craftspeople from around the world, past and present. Contemporary artists are juxtaposed with more traditional artists, and the way in which artists are studied is so we can learn from the way they see/saw the world.



Using sketchbooks

In KS1 & KS2, children use sketchbooks in Art lessons. Sketchbooks are used to nurture creativity and to share the creative journey that children undertake. They are used to collect and comment on artwork from key artists, and to understand more about our own creativity as individuals. We believe that where sketchbook use thrives, creativity thrives too. Teacher show pupils what sketchbooks can be in the widest sense and create opportunities for pupils to practice sketchbook skills and explore exciting projects.



Strong vocabulary development

For every pathway, key vocabulary is taught to enable the children to use the language accurately and effectively to communicate their ideas, intentions, reflections and outcomes. This will allow children to discuss art confidently. Overtime, these carefully selected pieces of vocabulary will help to shape the way pupils think about what kinds of creative activities work best for them.



Reading in Art lessons

Reading across the curriculum is important at Waterside Primary School. In Art lessons, children have the opportunity to explore books and other texts that will inspire projects. During non-art half terms, children are encouraged to explore books to help practice skills and techniques to help them become proficient artists.



Impact - How will we know we have achieved our aims?



Children grow within the pathways/creative journeys, developing skills that are transferable across the curriculum such as critical thinking.



Children can discuss key artists/artwork and how these have inspired them and shaped the world we live in



Children understand that art is subjective and they produce work that demonstrates how they have drawn inspiration from key artists, artwork or texts, yet expressed themselves in their own way



Children gain experience in developing a range of skills and knowledge which supports them in developing and articulating artistic preferences in terms of style and media



Children have a strong sense of ownership over their work and are proud to see their work displayed in school and children are keen to share their own work and the work of others



Children think critically about their work and the work of others by evaluating their work. Children are confident in articulating their thoughts about art and