

What art looks like at Gilmorton Chandler



INTENT:

Our art curriculum supports the aims and objectives of National Curriculum 2014.

We believe -

- Everyone should be given the opportunity to learn about art.
- Children can produce creative work, exploring their ideas and recording their experiences.
- Children should be given the opportunity to become proficient in drawing, painting, sculpture and other art, craft and design techniques improving their confidence and ability to control materials, tools and techniques.
- We can enable children to evaluate and analyse creative works using the language of art, craft and design.
- Children can learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Many cross-curricular links can be made through art to give a connected curriculum.
- CPDL, based on research, enables us as practitioners to adapt our teaching to best benefit our pupils.
- Teachers need to have a strong, connected understanding of the material being taught.

IMPLEMENTATION:

Year	
	Skills and knowledge to be developed throughout foundation stage and key stage one: <ul style="list-style-type: none">• to use a range of materials creatively to design and make products• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space• to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
R	Artists to be studied: Kandinsky, Jackson Pollock Themed links across the curriculum: Drawing - self, others, new life Painting techniques and colour mixing - self portraits, fireworks, Elmer elephants, vehicles, new life, winter, symmetry Designing and making - Christmas, Easter and Mothering Sunday crafts, flowers, insects, CD fish Collages - Harvest, vehicles, new life Other media - pastel fish, paper sculptures, printing Harvest baskets, printing butterflies
1	Artists to be studied: Piet Mondrian, Paul Klee, Kandinsky, George Seurat Themed links across the curriculum: Drawing - What does God look like? this is me, sketching local buildings, Grace Darling portraits, take a pencil for a walk, animal sketches Painting techniques and colour mixing - self portraits, winter trees, seascapes, colour wheels Other media - pastel flowers, animals, Aboriginal art, clay starfish, printing arrays, printing hedgehogs, paper sculptures of fish, emus and turtles Other designing and making - masks, Christmas, Easter and Mothering Sunday crafts, seasonal spinners, tree collages
2	Artists to be studied: Andy Goldsworthy, Vincent Van Gogh, Tony Cragg Themed links across the curriculum: Drawing- sketching living things and their habitats Painting techniques and colour mixing - field of poppies, penguins, traditional tales

Other media - autumn collage, Great Fire of London collage, material and weaving sculptures
 Other designing and making - Sambura necklaces, Christmas, Easter and Mothering Sunday crafts

Skills and knowledge to be developed throughout key stage two:

Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- learn about great artists, architects and designers in history.

3	<p>Artists to be studied: Goldsworthy, A. Browne</p> <p>Themed links across the curriculum: Drawing - sketching, self portraits, Boudicca portraits Painting techniques and colour mixing - Stonehenge watercolours, the ice palace, viewpoints Other media - ice outdoor art, Roman mosaics, clay necklaces Other designing and making - Christmas, Easter and Mothering Sunday crafts</p>
4	<p>Artists to be studied: Alfred Wainwright, Jackson Pollock</p> <p>Themed links across the curriculum: Drawing - sketching dragons Painting techniques and colour mixing - dragons and Egyptian art Other media - clay dragon eyes, ironman sculptures Other designing and making - Christmas, Easter and Mothering Sunday crafts</p>
5	<p>Artists to be studied: Lowry, Picasso</p> <p>Themed links across the curriculum: Drawing - Lowry sketches Painting techniques and colour mixing - Lowry paintings, Blue and Rose, abstract expressionism Other media - papier mache planets, clay pots and candle holders Other designing and making - Christmas, Easter and Mothering Sunday crafts</p>
6	<p>Artists to be studied: Kandinsky, Warhol</p> <p>Themed links across the curriculum: Drawing - geometric art, pop art, people in movement - sketching anatomy, animals and nature Painting techniques and colour mixing - geometric art, pop art, perspective and landscape Other media - Ancient Greek vases, cartoon collages, the Easter story through textiles, graffiti art Other designing and making - Christmas, Easter and Mothering Sunday crafts</p>

What Art lessons look like in our school;

- We use a variety of teaching and learning styles in art and design lessons.
- Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making 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.
- Teachers encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them.
- 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. Children also have the opportunity to use a wide range of materials and resources.
- We recognise the fact that we have children of differing ability 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 including: 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; providing a range of challenges with

different resources; having more adults support the work of individual children or small groups.

This is what we do:

- We plan the activities in art and design so that they build on the children's prior learning and experiences.
- We give children of all abilities the opportunity to develop their skills, knowledge and understanding.
- We also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.
- Children's work is displayed proudly throughout the school for other pupils, staff and visitors to enjoy.
- Whole-school artist study days.
- Children are given the opportunity to attend after school art and craft clubs.
- Local and national art competitions including a Christmas card for our member of parliament.

IMPACT:

This is the impact of the teaching:

- Confident children who can talk about their own and others' artwork making links and comparisons between art that has been created by themselves and their peers
- Children have a developing understanding of the work of a range of artists, craft makers and designers.
- Children understand how to use a range of materials creatively to design and make products and develop this as they move through school.

This is how we monitor the impact

- Teacher assessment.
- Tracking grids are completed by teaching staff and analysed by the art coordinator and shared with school leadership.
- Evidence and photographs of children's work is gathered throughout the year.
- Art is displayed and shared with family members during class assemblies.
- Feedback to parents / carers during parent interviews and annual reports.
- Pupil interviews are undertaken by the coordinator.
- Marking and feedback.
- Targeted use of TAs - TA's noting and recording learning observations of individual children.
- TA/Teacher conversations and feedback time.