

Art and Design at Leyburn Primary School

Intent:

'A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.'

The teaching and learning of art and design at Leyburn Primary School aims to equip our children with the skills and knowledge necessary to become artists who enjoy being creative and feel inspired to experiment with their own work. This requires the children to gain an understanding of and practise the key formal elements of art and design, knowing how these elements shape all forms of creativity. Alongside this, the study and evaluation of artists, craft makers and architects, will allow the children to compare and ask questions about style and technique, whilst also learning about the impact these individuals have had on culture, society, diversity and other artistic approaches.

Our aims are to fulfil the requirements of the National Curriculum for art and design for every child by:

- Ensuring the development of artistic skills and knowledge is progressive.
- Acquiring and practising the skills found within the formal elements of art and design (line, form, shape, tone, texture, pattern, colour, composition) to become proficient painters, drawers, sculptors and craft makers.
- Use sketchbooks to create, design and evaluate art work.
- Planning ambitious units of work that provide the children with opportunities to explore a variety of mediums and techniques (that they may have not previously experienced)
- Learn about, analyse and question the work and life of a diverse range of significant artists, architects and craft makers; developing an understanding of how they have helped shape and contribute to history, culture and creativity. Additionally, encouraging this understanding to influence the children's own work.

Which will lead to:

- Children becoming proficient artists who apply what they have learnt in various forms and for varying purposes in preparation for further learning and creativity.
- A broad and balanced repertoire of artistic approaches and knowledge of influencers.

How are British Values taught through Art?

The study of key artists, architects and craft makers are planned appropriately for year groups, providing the children with a wealth of opportunity to embrace and understand a diverse range of cultures, backgrounds, artistic style, legacy and British Values. A few examples of the artists studied include: Bridget Riley in year 1, Damien Hirst in year 2, Diego Velazquez in year 3, Barbara Hepworth in year 4, Friedensriech Hunderwasser and Banksy in year 5, Monet and Kathe Kollwitz in year 6. A specific example of the teaching of British Values is demonstrated within the year 5 unit titled 'Every picture tells a story' - here the children analyse the cultural messages art can convey and consider the principles of democracy, tolerance and law through the theme of immigration. Alongside planning, teachers and children use 'knowledge organisers' specific to each key stage to support the discussion and language involved when evaluating and analysing art work (including their own). They also assist the children in making connections between art work, creators and impact.

Implementation

Leyburn Primary School has chosen to use the support of an art and design scheme of work, 'Kapow' (year 1-6). This scheme will support staff's subject knowledge and confidence in planning ambitious units that progressively build on skills and knowledge, whilst enabling the children to strengthen their creative outcomes. This scheme provides a broad and balanced curriculum, it incorporates (and revisits frequently): all formal elements, art and design skills, knowledge of artists, architects and craft makers. The units are taught in block periods and where possible make links with other curriculum areas, including SMSC. The age appropriate units include a selection of both theme based and skill specific topics, which can be applied and consolidated into other units and other curriculum subjects. It is built so that children are revisiting prior learning and then building on this progressively both within their year group from unit to unit and the following year. For example, in year 2 they use pencils to apply tone to create form, in year 3 they practise painting geometry with tonal shading, and in year 4 they revisit tone within still life drawing. Short videos for both teachers and pupils communicate and model how outcomes can be achieved, alongside clear planning. In EYFS they will begin to build their knowledge, practise and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function through curriculum themes, in preparation for Key Stage 1. Work is presented in displays and through 'big books'. From year 2-6 the children use sketchbooks to create, experiment and evaluate ideas.

We aim to provide more opportunities for the children to apply, consolidate and build on their learning through local visitors, visits to galleries/workshops and occasions for the children to exhibit their art work. Some of the units delivered provide chances for the children to learn a new skill (such as Tie-Dye or photography) that they may not have tried before; we hope the children will gain more than skills and knowledge from these units, but experiences that will add to their primary education.

Impact

Our curriculum has been planned to increase the expectations and outcomes of all learners. If the children are assessed to be achieving the lesson aims, then they are deemed to be making good or better progress. We measure the impact of our curriculum through sketchbook scrutiny, pupil discussion and a reflection on standards achieved against the planned outcome.

Reviewed February 2020