

Art and Design at Leyburn Primary

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.’ (DfE National Curriculum Art Programme of Study).

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, preparing our learner for future success in their next steps.
- 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.
- 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.
- Planning ambitious units of work that provide the children with opportunities to explore a variety of mediums and techniques, that will also support our children to become more resilient, confident and independent learners.
- Planning units of work which understands and reflects the children’s needs, taking into consideration lost learning due to COVID.

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.
- The children will have been encouraged to develop their own individual ‘final piece’ which reflects their understanding and artistic perspective (whilst encompassing the skills and knowledge learnt so far).
- Gaps in the children’s learning being addressed and planned for.

Due to the lost learning occurred during the COVID pandemic, we have decided as a school to prioritise the areas we feel the children need exposure and development of. Therefore, the whole school will be: drawing, painting (with colour) and using clay. We feel this will allow us to strengthen these core areas, consolidate, address gaps in the children’s learning and give the children stronger foundations before moving onto to more advanced areas of the curriculum. This will be reviewed in the school year of 2022-2023.

Implementation

At Leyburn Primary School we have developed our own progression document which we are currently using to ensure knowledge and skills are built upon throughout the primary years. In previous years, we have used the support of an art and design scheme of work, ‘Kapow’ (year 1-6). This scheme was beneficial in supporting staff’s confidence in planning ambitious units, however as a staff we felt that some units were too sporadic and didn’t clearly show a journey of learning. We have since decided to primarily use our own progression document to plan and the use of Kapow as a supportive planning tool where or if appropriate.

By using our progression document, we are confident that we are building on skills and knowledge, whilst enabling the children to strengthen their creative outcomes. We have found that by focusing on the progression of skills and knowledge, the children (and teachers) have more flexible opportunities to apply and consolidate their learning in other units and other curriculum subjects. For example, in year 1 the children will experiment and explore line, marks and texture using pencil. In year 2 they use pencils to create a range of patterns, textures and tones, using techniques such as 'hatching'. In year 3 they practise tonal shading and blending to create light and shadow and techniques to create texture in observational work. As the art and design lead, I monitor the planning to make sure units provide a broad and balanced curriculum, which incorporate and revisit: the 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. 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 1-6 the children use sketchbooks to create, experiment and evaluate ideas.

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, appreciate, understand and promote respect within a diverse range of cultures, backgrounds, artistic style, legacy and British Values. A few examples of the artists studied include: Italian artist Giorgio Morandi and David Hockney in year 3, Lucy Arnold, Charles Darwin and Renoir in year 4, Monet and Kathe Kollwitz in year 6. A specific example of the teaching of British Values is demonstrated within the year 6 unit 'Clay heads' - here the children analyse the social messages the artist Kathe Kollwitz conveys and consider the principles of wealth, economic status, tolerance within society and cultures.

Alongside planning, teachers and children use 'knowledge organisers' specific to each unit to support the understanding of skills, knowledge, 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.

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 events as these experiences will add to their primary education.

Impact

Our curriculum has been planned to address lost learning, 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 September 2022