

ART AND DESIGN AT WILLAND SCHOOL

INTENT

At Willand School, we believe art is an important part of children's creative development throughout school, from the very beginning of their time with us. We intend on delivering an art curriculum which:

- fulfils the requirements set out by the National Curriculum by building progressively on the knowledge and skills taught throughout each year group and key stage;
- develops children's specialist language skills so that they are able to discuss with clarity and passion their responses, feelings and ideas about a range of existing artwork as well as their own creations;
- enables the children to evaluate their own work, and that of others, in a constructive manner which helps them to work out ways for improving their work;
- provides a safe environment for the children to be able to express themselves using a variety of tools and processes, increasing in confidence, technical competence and skill;
- develops an increasing knowledge and understanding of the contribution of artists, designers, and craftspeople to this and other cultures past and present, within their own locality and beyond;
- develops a confident attitude towards creating their own art which expresses their own personalities and experiences.

IMPLEMENTATION

Art and Design is taught as a discrete subject and the units are often blocked. Art is also used as a means of communication in other wider curriculum subjects.

The curriculum is designed to allow a progression of skills and for the children to revisit ideas and techniques. Skills and techniques are modelled to the children by staff who work a piece alongside the children, documenting each stage of the process for reference.

Each child has their own sketchbook from Year 1 to Year 6 to collect, reflect and develop their ideas supporting their final outcome and pieces. We believe this helps develop an understanding that art can often be a tool to express themselves beyond words and recognise how this can support their own well-being and sense of self.

Each year, children begin by considering what art is. This allows them to explore ideas related to how art is made, what art means to different people and how different people use art as a creative outlet.

Each unit of work begins with a drawing task which allows children to revisit previously taught skills of looking and closely observing. Children are taught about the different types of pencils and select them appropriately.

All units of work are 'hooked' on the work of a known artist or style of art. The children have access to contemporary artists as well as more traditional ones. These artists are signposted on the Art Unit Overview and are added to by teachers as they are adapted to suit cohort's interests.

Throughout a unit of work, key vocabulary is introduced and revisited regularly to develop language acquisition, embedding as the topic progresses. This key vocabulary will be displayed on the class art display (if possible) in yellow for Tier 2 words and blue for Tier 3 words.

Final pieces are evaluated by the children themselves and this is recorded in their sketchbooks. The children consider what skills they have learnt and what they may wish to develop further. This encourages the children to take ownership of their own artistic journey and celebrates everyone's successes, no matter their level of skill or competency.

LEADERSHIP, ASSESSMENT AND FEEDBACK

The curriculum is led and overseen by the art co-ordinator, who carries out a regular programme of monitoring, evaluation and review. The co-ordinator shares good practice across the school and all teachers celebrate children's achievements through displays and sharing of artwork with other members of the school. This contributes to the ongoing commitment to evolve and improve further.

Feedback is given verbally to children throughout the course of the lesson. If any further feedback needs to be given, then this is to be written on a post-it note and stuck into the child's book, so as not to disturb their art work.

Teachers will record their end of year assessments on Insight. Guidance for progression and assessment can be found in the NSEAD (National Society for Education in Art and Design) June 2014 document.

IMPACT

At Willand School each pupil will:

- develop a life-long love of art and enjoy the freedom of expression that it provides;
- experience a broad and balanced curriculum that is designed to allow the children to develop skills and understanding of techniques and to develop a knowledge about artwork and the processes involved;
- begin to develop an awareness of the emotional impact the arts have on themselves and on an audience;
- create their own artwork that they are proud of and reflects excellence for them;
- see themselves as an artist.

ART IN EYFS

From the beginning of school children are encouraged to represent their own ideas, thoughts and feelings through their exploration of Expressive Arts and Design. Children will do this by safely exploring a range of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children are encouraged to be curious, asking questions about what they can see in their continuous provision as well as learning about the skills and techniques needed to support their progression through direct teaching. The process that the children go through is valued as much as the final product and every child's work is celebrated.

Our art lead is Mrs Kelly Wright
Our art governor is Mrs Jo Jacobs