

The Wolds Federation Art and Design Policy



At the Wolds Federation we believe that our Christian Vision is also intrinsically our curriculum intent

Our Christian Vision is that our children will be agents for change in their own lives, in their local community and in their global community.

“The child Jesus grew and became strong; he was full of wisdom gaining favour with God and with people. “Luke 2:54

Introduction

Art has a significant and valuable part to play in the overall ethos of the school. Art is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to develop their skills through the disciplines of drawing, painting, collage, making, printing. Each unit is approached systematically, initially through the lens of “thinking like an artist”. Children will study the work of an artist prolific in that field and make visual notes in their sketchbooks which are individual to them and based upon aspects of that artists work which inspire them. Children are exposed to work from a diverse range of artists to develop a breadth of knowledge and cultural references from the past and the present time.

Curriculum Intent

Art and Design embodies some of the highest forms of creativity, from the works of the famous artists of the past, the work of craftspeople and designers past and present, and in the rich depth of current artists and designers producing inspiring work today. It helps

children to develop their own skills of reflection and evaluation as well as using a range of media. Art helps children interpret the visual images they see all around them.

In the Wolds Federation, we believe that creativity can be taught and developed in children. We do this by giving our children a balance of a freedom to explore and construct their own understanding of art and design with the rigour of the national curriculum. Within our curriculum we set out clearly designed outcomes in both skills and knowledge which are carefully planned and taught so that every child can develop as an artist or designer in their own right.

We encourage children to experiment and try, not being afraid to make an “error” or to be stifled by a desire to produce an end product which looks like one that has gone before. Rigour in the teaching of skills means that progression is built into the tasks so that all children become “visually literate” by the end of their time with us.

Curriculum organisation

At KS1 we build on the foundation stage curriculum and continue to build on this exploration of media and techniques. We teach six units at KS1 on a two-year rolling cycle. At KS2 we teach on a four-year rolling programme and in this way the children encounter 12 different projects over their time in KS2. We want our children to learn through art as well as about art. We study artists, designers and craftspeople not so we can make copies or pastiches of their style, but so we can learn from the way they see the world. We do not expect the children to remember the names and facts about the artists but be able to reflect on their work and use it to inspire their own creativity.

The curriculum is based on five basic areas, drawing, making, collage, printing and painting. All of the areas use sketchbooks to make visual notes so all of the areas both feed into and stand on this idea. The starting point of any unit of work will be looking at the work of artists prominent in field and making visual notes about this artist. The development of vocabulary is key so that the children have the language to describe and explain their developing artistic knowledge. At the end of each unit, the children evaluate and review their own work.

Teaching and learning

Art will be taught in a variety of ways, sometimes in blocked time to allow for the development of skills and understanding in depth, sometimes in individual skills lessons and sometimes on a week by week basis linked to the topic work. Planned opportunities will take account of pupil’s previous experience in art.

All units will follow the same cycle of teaching; beginning with an artist study with the objective of “thinking like an artist”. They will then follow a process of learning skills in order to plan and produce a completed piece of work, which they will evaluate.

Our curriculum balances substantive knowledge with disciplinary knowledge, building self-reflection and nurturing traits in learners which will hold them in good stead whichever direction their learning takes them. The following table outline the “must know” substantive knowledge that we wish the children to retain. This knowledge is related to “big ideas” in art, for example, that artists help to shape the world around them, understand the genre of set design, portraits, still life or landscape. Other substantive knowledge is also identified which may be learned by the more able artists.

Disciplinary knowledge is split into two types. Firstly, the disciplinary knowledge which is directed related to the particular context or unit of work. A good example of this is “Create an arrangement of objects or elements.” This is a key skill which is a fundamental part of still life drawing and painting.

Secondly, the disciplinary knowledge that is revisited and further developed through a variety of units in a variety of contexts. For example, explore colour mixing through gestural mark making is repeated in a variety of units and contexts.

Within the sequencing of these units and the progression in knowledge these skills are revisited throughout the cycle of both KS1 and KS2. A good example of this is the teaching tessellation and repeated in both printmaking and in collage.

Sketchbook Policy

At the Wolds Federation, we believe in the children having autonomy as artists, and this is demonstrated through their sketchbooks. The aim of the sketchbook is to give children an artistic space to have ownership of, and be creative in. The sketchbooks will follow them through each class and are a place for them to be able to experiment with techniques before producing their work. This not only shows their learning journey but enables them to reflect upon, and feel proud of the progress they have made. There are no objectives stuck into sketchbooks, or any formal marking from teachers. We do not expect the sketchbooks to be pristine. They will develop a personality that should reflect that of their owner.

Roles and responsibilities of the subject leader.

- To support and guide the practice of teachers and support staff;
- To ensure coverage, continuity and progression in planning;
- To monitor the effectiveness of the art teaching and learning;
- To update documentation where appropriate;
- To produce action plans for the school development plans, prepare bids if appropriate and manage the art budget effectively;
- To liaise and consult with outside agencies where appropriate;
- To prepare and lead INSET

- To attend INSET training;
- To regularly review the contribution made to art to a meaningful curriculum.

Equal opportunities and Inclusion

Art plays an important part in the life of our schools. Children are able to enjoy and achieve. It is available to every child and all children take part in creative activities; making a positive contribution to the life of the school and the local community.

Care has been taken when developing the long term plan to study and celebrate artists that reflect the diverse country in which we live.

Assessment of Art

The substantive knowledge highlighted in red for each unit of work will be assessed by the teacher at the end of the unit of work. The child's evaluation at the end of the unit will provide some evidence of this. Progression in the disciplinary skills and knowledge will be evident in the sketchbook.

At the end of each year the teachers will make a judgement against our progression objectives for each year group. These statements are written against 7 key threads.

Resources

The subject leader will ensure at the start of each year that the resources for all units will be available. Each school will carefully plan their time to ensure the resources can be shared between the schools. This enables us to ensure we can purchase quality equipment in order for the children to achieve the best outcomes. The subject leader will regularly audit these resources to ensure they are complete and in good order. Class teachers should inform the subject leader of any resources which need replacing, to ensure they can be re-ordered before they are needed.

