



Art and Design at Clifton Primary School

INTENT –

Art and Design aims to stimulate creativity and imagination. At Clifton Primary School, our intent is to provide visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils will learn to use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through Art and Design activities, they will learn to make informed value judgements and aesthetic and practical decisions, thus enabling them to become actively involved in shaping environments. They will explore ideas and meanings in the work of artists, craftspeople and designers. They will also learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. By understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.

At Clifton Primary School, Art and Design is a foundation subject, which can appear within most areas of the curriculum, as an illustration, as mark making to communicate structure or rhythm, or as appreciation of aesthetic qualities of an object or being.

'Art and Design is not just a subject to learn, but an activity that you can practise: with your hands, your eyes and your whole personality.'

Quentin Blake, Children's Laureate

The children will be involved in -

- Discussing and comparing the work of individuals, groups and classes.
- Respecting the views of others, appreciating and respecting work by other artists and from other cultures.
- Appreciating the world around them, what has been and what might lie ahead.

'Awareness and interaction with design is part of the contemporary professional environment. Design issues enter our life every day.'

Peter Saville, Art Director and Designer

Our aims and objectives in Art and Design are to -

- Develop a knowledge, understanding and enjoyment of Art and Design.
- Develop the pupils' ability to observe, learn about and record from the world about them.
- Use a variety of materials, tools and processes, including computing, safely, experimentally and with increasing confidence, technical control and skill.
- Develop the pupils' ability to express their own responses, feelings and ideas using visual, tactile, verbal and written means where appropriate.

- Recognise the contribution that art makes to learning in other subjects and aspects such as literacy, numeracy and the spiritual and moral dimensions.
- Develop an increasing knowledge and understanding of the contribution of artists, designers and craftspeople to this and other cultures, past and present.
- Develop the ability to discuss and evaluate their own work and that of others in a constructive, but critical manner, developing a specialist vocabulary.
- Develop the ability to recognise different kinds of art, craft and design and why and how they are different.
- Develop aesthetic sensibilities so that they can respond sensitively and thoughtfully.
- Develop the pupils' ability to develop their own unique and personal ideas, working with increasing independence.
- To enable children to become visually literate to encourage the use and understanding of art as a means of visual and tactile communication.
- To develop skills, both creative and technical, so that ideas can be realised and artefacts produced.
- To express ideas/feelings through imaginative creation in two and three dimensions.

IMPLEMENTATION –

All pupils at Clifton Primary School are entitled to have equal access to the programmes of study for Art and Design as laid out in the National Curriculum. The programmes of study followed in school will be driven by the Key Learning set out for EYFS, KS1, Lower KS2 and Upper KS2 in line with the Lancashire Key Learning for Art document.

The Art and Design key skills are made up of six key strands. The key strands include skills in:

- Painting
- Digital Media
- Printing
- Textiles
- Collage
- 3D

The following key skills will also be covered within the six key strands,

- Drawing
- Exploring & Developing Ideas
- Evaluating & Developing Work

These areas will include references to artists, designers and craft workers and their influence within each strand. Teaching should also involve other cultural elements, using ideas and artefacts accordingly.

The mode of Art includes co-operative group work, individual work and class teaching as appropriate.

IMPACT –

The subject leader maintains a portfolio of work exemplifying a range of work. The subject leader also moderates artwork annually to ensure that the correct provision for the subject is made, as well as ensuring that standards are maintained, progressed and improved.

A range of the children's own work will be assessed and records made each year by the class teacher in order to inform progress and attainment for the end of year assessments.

Assessment techniques used will ensure that teachers assess the on-going process and not just the finished products or outcomes.

Formative assessment is used to guide the progress of individual pupils in Art and Design. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in their learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Suitable types of assessment include:

- Teachers' observation of pupils
- Teacher - pupil discussion and teacher questioning
- Observing pupils' sketch books, rough drawings
- Looking at examples of pupils' work - photographs of display
- Pupils' on going analysis of their achievements
- Photographs of children engaged in art and craft activities

A sketchbook or journal is used for practising skills, collecting ideas, and experimenting. It is also a continuous record of the progress the children make within Art and Design. Other larger pieces of work are kept in a portfolio.