**Art at All Saints**

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| **Purpose of Study at All Saints** | |
| We believe every individual is naturally creative and that through the arts this creativity can be developed, nurtured and enriched. We believe that through the arts curriculum children develop awareness of the world around them, they explore colour, pattern, shape, ideas and they experiment with new ideas. We believe that children develop confidence and are able to express themselves in a variety of ways.  At All Saints we provide rich and varied opportunities for all pupils in the Arts to enable pupils to explore values, attitudes, feelings and meanings. All pupils find success in the arts and their self-esteem is enhanced. High self-esteem is the key to all learning. With high self-esteem come good self-image and inner confidence and the ability to apply success to other areas of learning. The Arts contribute to the quality of life both within and beyond school.  At All Saints we believe that Art can help children express their feelings and emotions and we share the attitude that everyone is good at art. We ensure that all children are confident at art and use the lessons and to express their interests and unique style free from judgment. | |
| **National Curriculum Aims** | |
| “Art, craft and design embody some of the highest forms of human creativity. 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.” National Curriculum 2014  The core curriculum for art and design aims to ensure that all pupils:   * produce creative work, exploring their ideas and recording their experiences * become proficient in drawing, painting, sculpture and other art, craft and design techniques * evaluate and analyse creative works using the language of art, craft and design * Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. | |
| **Planning at All Saints** | |
| At All Saints, our engaging curriculum ensures that the children are exposed to a range of artists, techniques, mediums and cultures. We ensure that our children develop a value for their art lessons through experimentation and we use a skills based cross-curricular approach to teaching and learning using objectives taken from the National Curriculum.  **Key stage 1 Pupils should be taught:**   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work   **Key stage 2 Pupils should be taught**   * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: * to create sketch books to record their observations and use them to review and revisit ideas * To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.   At All Saints, Art is planned in a cyclical manner across the school. This is to promote familiarity for the pupils and to ensure progression of skills across the Key Stages.In Early Years Foundation Stage, Art is an integral part of topic work, relating aspects of the children’s work to the objectives set out in the Early Learning Goals, and Expressive Arts and Design. To facilitate our objectives different teaching styles and methods are used as appropriate. These include small group and individual work.  To meet the requirements of the National Curriculum it is essential that each teacher carry out the Art activities with a year: - Sketching, Painting and other medias and 3D Form. There are 5 stepping stones to our Art cycle that all Art topics will follow. Each stage will be recorded in the child’s own unique sketchbook.  Sketch  Research  Experiment  Evaluate  Apply | |
| * **Research** | |
| * + In EYFS, this will be in input of the session.   + In KS1 this may be in the form of whole class teaching around the topic and may not be documented in Topic books individually.   + In LKS2, the children should begin to conduct teacher directed independent research. During this stage, the teacher should model how to research and children should be encouraged to present their findings in a range of ways. Teachers may scaffold research by printing out art pieces for the children to research further. This should be documented in the child’s unique sketchbook in a method of their choosing, this may be sketching, experimenting with coloured pencils, patterns and/or. Teachers should model appropriate layout in LKS2 to set a high standard. Children should be encouraged to use one A4 page for a research lesson.   + In UKS2, children should conduct independent research either individually or as a team. Children should be confident at displaying their research in creative ways; this should be documented in the child’s unique sketchbook in a method of their choosing, this may be sketching, experimenting with coloured pencils, patterns and/or. High sketchbook standards should be encouraged at all times. | |
| * **Sketch** | |
| * + In EYFS, the children should be encouraged to use a range of materials in mark making to strengthen their fine motor control.   + In KS1 the children should begin to look at different techniques in mark making with heavy modelling from staff. Pupils should be encouraged to use a range of marks when drawing across the curriculum in lessons such as science. With the support of the teachers, the children should be encouraged to use sketching specific vocabulary from the vocabulary grid. Teachers should ensure the children know the difference between sketching and drawing. Children may create collaborative mark making pieces that can be recorded through photograph.   + In LKS2, the children should continue to see sketching modelled heavily in sketching lessons with specific vocabulary used by all members of staff. Children should begin to use a variety of materials in sketching lessons and should begin to learn how to use mark making for effects such as shading. Children should be supported in justifying their choice of mark or material and they should be encouraged to reflect upon their own sketches. Teachers should demonstrate how to represent designs in a sketchbook style showing the evolution of ideas. Teachers should ensure the children know the difference between sketching and drawing. The children should begin to create their own sketching experiments in their sketchbook. They should be encouraged to annotate these.   + In UKS2, the children should be encouraged to develop their own style of sketching and should apply techniques taught previously to independent pieces. Children should be able to apply techniques to a variety of materials in sketching lessons and use mark making for effect. Children should justifying their choice of mark or material and they should reflect upon their own sketches. Teachers should demonstrate how to represent designs in a sketchbook style showing the evolution of ideas. Children should know the difference between sketching and drawing and be able to switch between the two skills in appropriate situations The children should be using their sketchbook independently when they are inspired annotations and reflections should be added each lesson. | |
| * **Experiment** | |
| * + In EYFS, the children should experiment with different materials, methods and techniques.   + In KS1 the children should be exposed to a range of materials including paint, pastel and clay. This may be completed as a class activity and the children can work in pairs to support each other’s learning (for example children may colour mix using their hands as a group to experiment with colour). Staff should model techniques using appropriate language from the vocabulary grid. The children should be taught techniques such as colour mixing and blending o help with independent experimentation. This stepping stone should be recorded in sketchbooks.   + In LKS2, the children should begin to select materials for appropriate projects based on artists of genre. They should begin to experiment independently using trial and error and they should be encouraged to reflect on the effects of different techniques through annotations. Teachers should model techniques using appropriate language from the vocabulary grid. The children should be taught how to apply techniques to different materials. This should be evidenced in the children’s individual sketchbooks – this may be guided by the teacher to model presentation.   + In UKS2, the children should be able to independently select materials for appropriate projects based on artists of genre. They should experiment independently applying taught techniques and make annotations to reflect and justify choices. Children should be able to explain the techniques appropriate for each material (such as wet on dry, wet on wet and dry on wet for watercolours). Teachers should model techniques using appropriate language from the vocabulary grid. This should be evidenced in the children’s individual sketchbooks independently. | |
| * **Apply** | |
| * + In EYFS, the children should be given an aim based on their topic or material of choice. This could be painting with the lines or using techniques (finger painting to look like leaves).   + In KS1 the children may be asked to demonstrate the application of one element of the Art cycle. The teacher may choose for them to sketch and object using techniques, apply colour mixing skills to a printed shape or copy a 3D object using clay. The teacher will assess one element in the final piece.   + In LKS2, the children should begin to merge their skills to create a finished piece. At this stage in their Art education the children may produce similar finished pieces (such as a landscape of the local area). The teacher will then assess sketching and application of material individually. For SEND children Teachers may assess their skills at each stage rather than in the finished piece.   + In UKS2, the children should be able to layer the skills they have developed across the Key Stages and apply them to one piece. In UKS2, children should be creating unique artwork for example, if the focus is on a particular artist, the children should select their own object/landscape to sketch/paint using their chosen material. Teachers should assess all elements of the final piece. For SEND children Teachers may assess their skills at each stage rather than in the finished piece. | |
| * **Evaluate** | |
| * + In EYFS, the children should verbally respond with their likes and dislikes about their own pieces and be encouraged to evaluate their peers’ work positively.   + In KS1 the children should be expected to self- evaluate their final pieces. This could be annotations around their final piece or a sentence underneath. All children should be encouraged to comment on improvements they would make. The children should be asked to verbally evaluate the final pieces of their peers.   + In LKS2, the children should be expected to self- evaluate their final pieces in a written from. This could be annotations on their final piece, response to directed questions provided by a teacher or a written piece of work. All children should be encouraged to comment on improvements they would make and the teacher should model how to justify design decisions when discussion their own work. The children should be encouraged evaluate the artwork of their peers through Art walks, post-it note commenting of through the use of IT.   + In UKS2, the children should be expected to self- evaluate their artwork in a written from. This could be annotations on their final piece, response to directed questions provided by a teacher, an artist’s statement or a written piece of work. All children should be encouraged to comment on improvements they would make to their final piece and make justifications for their choice of material and technique. The children should be encouraged evaluate the final pieces of their peers through Art walks, post-it note commenting of through the use of IT. | |
| **Sketchbooks** | |
| Sketchbooks are used from Year 1 through to year 6 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record although teachers will teach children when it is appropriate to use them and for what purposes including reviewing the contents to ensure the purpose of the sketchbook at frequent intervals. The children’s sketchbooks will be unique as at All Saints out sketchbooks are used to gather ideas and experiment informally and will not be judged by teachers in a formal marking method. Sketchbooks are used to remove the fear of ‘doing it wrong’. To respect the children’s pieces teachers will not write in sketchbooks but they will provide feedback using the two stars and a wish method on post-it notes.  The contents of the sketchbook could include: Experiments with using various marking media drawings in a range of media that are:  • A record of what has been seen  • Preparatory studies for further work  • The development of ideas for further study  • A record of the basic skills development  • Photograph and other illustrative material to support on-going work  • Colour schemes and trials  • A record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit • Details of something that will be drawn or painted in entirety  • ICT prints and image manipulations Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes. | |
| **Vocabulary and Reading** | |
| All members of staff should use subject specific language to expose children to higher-level vocabulary wherever possible. Teachers and other members of staff should refer to the progressive vocabulary grid to ensure that all new vocabulary (green) for the Key Stage is covered across the year and any pre-existing (purple) vocabulary is recapped to encourage use. New vocabulary should be taught explicitly at the beginning DT lessons following the DERIC methods from the reading policy. Vocabulary should be displayed and used appropriately in all DT lessons and teachers should encourage children to use higher-level vocabulary from the vocabulary grids in their annotations and evaluations. | |
| **Equipment and Resources** | |
| Equipment availability is the responsibility of the class teacher. Orders will be made on a termly basis where needed. Any specific equipment is to be ordered by the class teacher. The DT subject Leader will be responsible for:   * textiles: needles, thread, buttons * woodwork: tools, nails, screws * mechanics; balloons pumps * cookery and nutrition: tools   Any other equipment such as wood must be ordered a term in advance by the class teacher. | |
| **Assessment** | |
| Assessing a child’s performance is a continuous process carried out over the full seven years of Primary school and our assessing methods include the following as appropriate:-  1. Looking at a child’s recorded work i.e. model, photographs, written work.  2. Individual discussion.  3. Listening to the children’s ideas as they discuss between themselves.  4. Group discussions in both planning and reporting back sessions.  5. Observing the children’s skills in Design and Technology.  6. Record the progress that children make by assessing the children's work against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the Key Learning Skills.  Teachers should not mark sketchbooks. This is to develop a respect for artwork and the creativity of the individual. Feedback can be verbal or written on a post-it note and should be mainly positive with suggestions rather than critiques and corrections. | |
| ***Written by subject leader*** | Miss Martin |
| ***Signed by Head Teacher*** | Miss Mackle |
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