



## Glen Hills Primary School

### Art and Design

## Statement of Intent

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### Intent

At Glen Hills Primary School, we believe that delivering a high quality Art and Design curriculum, which inspires, engages and challenges pupils, is fundamental to providing a broad and balanced education.

Our Art and Design curriculum provides children with the opportunity to:

- explore and develop their creativity, imagination and self-expression
- develop their technical art skills and techniques in a wide range of media and materials through a balance of exploration, experimentation and direct high quality teaching
- develop their critical thinking and communication skills by evaluating and discussing their own work and that of others
- develop their knowledge and understanding about a broad range of artists, designers, and craftspeople and of the formal elements of art
- engage fully with the curriculum, whatever their ability, confidence level or special educational needs
- enjoy the artistic process and feel pride in their creative outcomes.

Through being given these opportunities, children will learn many transferable skills which can be applied across other curriculum subjects; it will enhance their cultural capital; and it will help them to develop creatively, intellectually, emotionally, physically and socially, preparing children for life within and beyond primary school.

### Implementation

The teaching of art at Glen Hills Primary School is in accordance with the National Curriculum. We have designed a comprehensive progression map which informs our planning and ensures full coverage of the curriculum. It covers the four main strands of Art and Design teaching and learning – Generating Ideas, Making, Evaluating, and Knowledge and Understanding.

### EYFS

Children have access to art activities in every topic. They are given the opportunity to explore and use a variety of media and materials through a combination of child initiated and adult-directed activities. In child initiated activities, teaching staff introduce and demonstrate new media, processes, knowledge, skills, techniques or subject matter, which children can then access and explore independently. In teacher led activities, children are helped to generate their own ideas and are taught specific skills to create a piece of artwork. Throughout the EYFS, children are encouraged to evaluate their work through careful questioning by adults and discussion with each other and are introduced to a wide range of artists and artworks.

### KS1 and KS2

In KS1, most art lessons are linked to topics in other subjects with a few discrete art projects. In KS2, longer, discrete art projects focussing on either a famous artist, designer or craftsman; a movement in art; or a subject matter (e.g. space or water) are taught, with some links to topics in other subjects where possible.

**Generating Ideas** - Sketchbooks are first introduced in Year 1 where the focus is on trying out different media and techniques. This progresses to include more planning of final pieces in KS2 with annotations aiding the development of ideas, as well as experimenting with and refining skills and techniques.

In KS1, the focus is on generating ideas through exploring media, skills and processes, looking at the work of other artists, and responding to the world around them (e.g. art inspired by stories). In KS2, although the children are still encouraged to experiment with new media and processes, the emphasis is on planning and developing ideas and then creating with those intentions in mind.

**Making** - The carefully designed 'Making' strand of the progression map, enables teachers and the art coordinator to ensure that art activities and projects are planned to cover a broad range of skills, techniques and processes. The 'Making' strand is broken down to elaborate on the small step, progressive skills and knowledge to be taught in drawing, painting, sculpture, and other media, beginning with exploration and developing into mastery. It also ensures the formal elements of art are being covered across each year group.

**Evaluating** - Children are encouraged to analyse and evaluate their own work and that of other artists, designers and craftspeople, using their growing knowledge and understanding (see below). In KS1, this is mainly in the form of talking about their own and others' artwork, with careful questioning from the teacher. In KS2, children are also taught to annotate their sketchbooks leading to more independence in the evaluative process.

**Knowledge and Understanding** - Children are taught about the work of a wide range of artists, designers, craftspeople, architects and artistic styles and movements. We ensure that this includes male and female artists and artists from different cultural and ethnic backgrounds.

Children are taught about a wide range of materials, techniques and processes and the vocabulary to enable them to talk about these. They also develop a thorough understanding of the formal elements of art.

### **Assessment and Differentiation**

Teachers assess children informally throughout their lessons, giving verbal feedback and adapting teaching where necessary. They formally assess pupils twice yearly in relation to our assessment statements for each year group. This is analysed by the art coordinator to inform and address any trends or gaps in attainment. All children are suitably challenged by the lessons. Differentiation is by outcome, support and extension activities. Children are continually encouraged to stretch themselves, as evaluation of their own work is a key part of the curriculum.

### **Impact**

- Children show clear enjoyment, self-expression and confidence in art and design.
- The majority of children will be working at or above the age-related expectations.
- The intellectual, emotional, physical and social development the children gain through their art and design curriculum has a positive impact on their progress in other curriculum subjects.
- Children become creative, critical thinkers with enhanced cultural capital, prepared for their next steps after primary school.