





Art and Design Subject Statement

Subject	Art and Design <i>‘Every human is an artist. The dream of your life is to make beautiful art.’ - Don Miguel Ruiz</i>			  Artsmark Gold Award Awarded by Arts Council England
Purpose and aims	<p>Art, craft and design embody some of the highest forms of human creativity. Our high-quality art and design curriculum aims to 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 will be able to think critically and develop a more rigorous understanding of art and design. They will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p>Through our Art and Design curriculum, we aim to inspire children and to develop their confidence to experiment and invest in their own works of art. We follow a scheme of work from KAPOW Primary in order to deliver the National Curriculum for Art and Design as it has been written by those who are experts in their field and has been designed to give children every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about the rich heritage and culture of the British Isles and beyond.</p> <p>Over time children will produce creative work, exploring their ideas and recording their experiences. They will become proficient in drawing, painting, sculpture and other art, craft and design techniques. They will evaluate and analyse creative works using the language of art, craft and design and know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>			
Core values	<u>Community</u> The Art and Design curriculum will contribute to children’s sense of community. This would be seen in them being able to talk about their work and sharing it with others, including through the use of display.	<u>Responsibility</u> The Art and Design curriculum will contribute to children’s personal development in independence, judgement and self-reflection. This would be seen in them being able to take responsibility of their art as well as the materials and resources used.	<u>Growth</u> The Art and Design curriculum will contribute to children’s personal creativity and their knowledge and skills in this subject. This would be seen in their work overtime as well as discussions with them.	
Knowledge and skill progression	<p>As we follow the KAPOW Primary scheme of work that has been written by experts in their field, we are confident in the progression of knowledge and skills that children will gain overtime. In EYFS, teachers plan activities linked to the expressive Arts and Design and Physical Development areas of learning, to ensure prerequisite skills from art within the national curriculum are taught before children begin KS1. In KS1 and KS2 learning objectives have been created from the National Curriculum end of Key Stage subject content. The following five strands are revisited in every unit:</p> <ul style="list-style-type: none"> • Making skills • Formal elements (line, shape, tone, texture, pattern, colour) • Knowledge of artists 			



	<ul style="list-style-type: none"> Evaluating <p>In our Art and design skills and Formal elements of art units, children have the opportunity to learn and practise skills discretely. The knowledge and skills from these units are then applied throughout the other units in the scheme. Key skills are revisited again and again with increasing complexity. This allows pupils to revise and build on their previous learning.</p> <p>Our chosen Art and Design curriculum develops pupil’s knowledge and understanding of key artists and art movements through the ‘<i>Every picture tells a story</i>’ units and links to artists through practical work. The units fully scaffold and support essential and age-appropriate sequenced learning and we are able to adapt these as appropriate during our themed weeks. We encourage creative and independent outcomes which allow children to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the child and personal.</p> <p>Each child has a sketchbook that is used as a portfolio of children’s art work and is used to track children’s progress. These sketchbooks remain with the child and go up with them until they are full. Children receive regular verbal feedback which helps children to improve specific skills.</p>		
<p>Characteristics of effective learning</p>	<p style="text-align: center;"><u>Engagement</u></p> <p>Art and Design or Design and Technology is taught weekly. Lessons are practical in nature and encourage experimental and exploratory learning. Children have access to sketchbooks to document their ideas. These sketchbooks move up with the children, providing both children and teachers with a reminder of the learning that has already taken place.</p> <p>We encourage further engagement in art activities at home through our POWER Projects.</p>	<p style="text-align: center;"><u>Motivation</u></p> <p>Children are motivated when studying a range of different artists, using different materials and media and seeing their progress and outcomes in their sketchbooks and on display.</p> <p>Growth Mindset: Children are encouraged to keep trying and they enjoy achieving what they set out to do.</p>	<p style="text-align: center;"><u>Thinking</u></p> <p>The five strands mentioned above are revisited every unit. Knowledge organisers for each unit are used to support children in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.</p> <p>Teachers support children in developing their ideas through discussion, explanation and feedback. They help children to make links in their learning.</p>
<p>Communication and vocabulary</p>	<p>Communication is something we value highly at Ashmount. We think it is essential that adults in our school are able to give children the tools they need to talk about art so they can discuss, explain, describe and evaluate their creative work. We use knowledge organisers with specific vocabulary on them that are referred to throughout units of work in order to support children in talking about their learning. Teachers also display and talk about the key subject specific vocabulary in each lesson. Over a sequence of lessons, children have opportunities to discuss, collaborate and form opinions on their own and their peer’s art work.</p>		
<p>Cultural capital “the essential knowledge pupils need</p>	<p>Through our Kapow curriculum, we ensure that the essential knowledge is taught in order for children to become educated citizens. They ask thought-provoking questions about art and design. Children will be inspired by and learn about the following artists:</p>		



<p>to become educated citizens”</p> <p>“introducing them to the best that’s been thought and said”</p> <p>“engendering an appreciation of human creativity and achievement”</p>	<p>Year 1: Andy Goldsworthy, Beatriz Milhazes, Bridget Riley, David Hockney, Edouard Martinet, Ilya Bolotowsky, Jasper Johns, Joaquin Sorolla y Bastida, John Dearle, Kandinsky, Louis Wain, Louise Bourgeois, Peder Severin Kroyer, Pierre-August Renior, Renata Bernal, Susan Beatrice, Van Gogh, Vija Celmins.</p> <p>Year 2: Barbara Hepworth, Clarice Cliff, Damien Hirst, Ed Ruscha, Edwina Bridgemen, Julian Opie, Kandinsky, Leo Baxendale, Max Ernst, Roy Linchtenstein.</p> <p>Year 3: Ann Roth, Carl Giles, Diego Velazquez, Walt Disney.</p> <p>Year 4: David Hockney, Edward Hopper, El Anatsui, Fiona Rae, Guiseppe Arcimboldo, Luz Perez Ojeda, Paula Rego, Pieter Bruegel, Sam Francis, Sokari Douglad Camp.</p> <p>Year 5: Bansky, Friedensreich Hundertwasser, John Singer Sargent, Magdalene Odundo, Paul Klee.</p> <p>Year 6: Ben Nicholson, David Shrigley, Edvard Munch, Edward Hooper, Edward Weston, Hannah Hoch, Ibere Bassani Camargo, Jaromir Funke, Kathe Kollwitz, Mark Wallinger, Monet, Pablo Picasso, Paul Cezanne, Peter Kennard, Pierre-August Renior, Raoul Haussman, Van Gough, William Morris.</p> <p>We engender appreciation in the subject by asking children to consciously think about why another person, i.e. an artist or one of their peers, has done something in a particular way. Teachers encourage children to reflect on the work of others asking questions and giving feedback.</p> <p>As we are a London school, we are lucky to be able to make use of the rich cultural experiences that the city provides and when choosing places to visit, we ensure that they are deeply tied to learning.</p> <p>Over time, children will visit places such as: The October Gallery, The House of Illustration and Kenwood House, making cross curricular links to other subjects such as English. In addition, we participate in the Islington led 11 by 11 which is a commitment to offer 11 free outstanding cultural experiences to all children and young people in Islington by Year 11. As we believe that these experiences are essential for children. We ensure each year group has at least one educational visit each half term. As part of our clubs offer, we run an Arts and Crafts club weekly.</p>
<p>Learning experiences</p>	<p>Art and design is timetabled weekly to ensure it is a regular learning experience and a taught session.</p> <p>We provide opportunities for children to visit galleries and participate in collaborative art projects.</p> <p>Each year we have a whole school Arts Week which is either structured around a theme or links to the KAPOW scheme of learning, often parents, artists or poets visit to further enrich the week.</p>
<p>High quality resources</p>	<ul style="list-style-type: none"> • The KAPOW art and design scheme of work provides high quality pupil and teacher videos to aid both demonstration and subject knowledge. • Islington Library Services – Books and Artefacts. • Museum websites such as: October Gallery, National Portrait Gallery, Tate Britain. • Scrap Project. • High quality resources and materials ordered regularly based on unit planning.