



## Winslow CE School Statement of Intent for Art and Design

### **Vision:**

At Winslow Church of England School, our vision is '**Let your light shine**'. The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning.

### **Intent**

At Winslow Church of England School we are committed to providing all children with learning opportunities to engage in art and design. The purpose of Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others.

There is great pleasure to be derived from Art and Design and, through deeper understanding; pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives.

Art and Design offers opportunities for children to develop:

### Communication

- To enable and inspire children to develop creative and critical thinking and making skills as well as inspiring confidence, value and pleasure in art
- To develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- To enable all children to explore, question and make

### Curiosity & Courage

- Children will develop creative risk-taking and willingness to experiment – a Growth Mindset.
- To stimulate children's creativity and imagination by providing visual, tactile and sensory experience with a varied range of high-quality art experiences
- To provide an imaginative, innovative and co-ordinated art programme which will foster enthusiasm for art and design amongst all the children

### Community

- To help children explore the world at first hand, using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live

- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, through links with the local and wider multicultural community
- To cultivate children's aesthetic awareness and enable them to make informed judgements about art and become actively involved in shaping environments

### Compassion

- To teach children to express their own ideas, feelings, thoughts and experiences
- To enhance children's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects.

### **Implementation**

The children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Art and Design, the children learn a range of skills, concepts, attitudes, techniques and methods of working. The teaching of Art and Design is shared through the year with Design Technology, which means it is taught over 3 half terms over one academic year, in all classes. Our curriculum follows the Access Art Split Curriculum which maps the curriculum sequentially to include three pathways - Drawing & Sketchbooks, Surface & Colour and Working in Three Dimensions.

**Early Years** - Young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas.

**Key Stage 1** - Art and Design is about expanding children's creativity and imagination by providing art, craft and design activities relating to the children's own identity and experiences, to natural and manufactured objects and materials with which they are familiar, and the locality in which they live.

- Children will explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture, to represent their own ideas and feelings.
- Children will focus on the work of artists, craftspeople and designers by asking and answering questions, such as: 'What is it like?' 'What do I think about it?'

**Key Stage 2** - Art and Design is about fostering children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of Art and Design in the world around them, including looking at a diverse range of artists, designers and craftspeople.

### **Progression and Continuity**

The school uses a variety of teaching and learning styles in Art and Design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making includes exploring and developing ideas, evaluating and developing work. We do this through a mixture of direct teaching and individual/ group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the

opportunity to use a wide range of materials and resources including other artists' work, educational visits and computing.

### **Special Educational Needs and Equality**

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

### **Safeguarding**

Safety is paramount in all lessons and where children are using technology to support the learning in Art & Design the safeguarding principles are applied. All forms of technology are checked regularly, and children know how to safely report any unwanted sites or images that may appear despite the filters and precautions taken. We have ensured our child protection policies cover the use of technology by adults and children within the school. Appropriate filters and monitoring are in place to protect pupils from potentially harmful online material.

### **Spiritual, Moral, Social & Cultural Education**

The teaching of Art and Design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding. They also develop an understanding of different times and cultures through their work on artists, designers and craftspeople.

### **Impact**

Progression in Art and Design is shown through the different expectations at each key stage.

The following expectations are based on the national curriculum outcomes for the majority of children at the end of Key Stage One. By the end of Year 2, most children will attain the age-related expectations and will be able to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- know 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.

By the end of Year 6, most children will attain the age-related expectations and will be able to:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint]
- know about great artists, architects and designers in history.

## **Marking and Assessment**

- At Winslow CofE School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.
- Each child has an art sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Samples of children's work are also collected. Monitoring takes place regularly through sampling children's work, teacher planning as well as pupil voice.
- Sketchbooks are not marked by staff as Art is a unique subject in the curriculum where the work / outcomes are not subject to being correct or incorrect. This will empower the children in their willingness to experiment and be creative.
- Dates and formal titles and or learning objectives are not used to separate lessons. The object of lessons should be apparent in the output found. Use of sketchbooks will give children the opportunity to add comments, reflections and titles as part of their creativity. As children become more familiar with their sketchbook journey through Years 1-6, they will become more proficient in this task.
- Subject knowledge will develop with examples of artists, craftspeople and designers embedded into the planning alongside the children's development of their creative skills.
- Local context is important to the school and as such local artists, designers and craftspeople will be used as often as possible.
- Subject leaders will monitor coverage and quality of the subject.

## **Equality of opportunity and Inclusion:**

At Winslow CE School, we are committed to creating a positive climate that will enable everyone to work free from discrimination in order to achieve his or her potential. Opportunities to take part in speaking and listening are open and available to all pupils. All children are allowed access to and given confidence in the different activities offered, regardless of their ability, gender, religion or cultural/ethnic background. The content of lessons and the resources available ensure that all pupils are valued equally, are able to participate with enjoyment and are able to achieve qualities and standards appropriate to their age, experience and abilities. Provision is made for children with Special Educational Needs so that they can take part in any programme with the other children.