

Art & Design Vision

School Vision

*As a church school we place a strong emphasis on a Christian ethos and our skills-based curriculum is underpinned by our four distinctively Christian values of: compassion, hope, reverence and wisdom ensuring all pupils are equipped to 'live life in all its fullness.'
(John 10:10)*

Subject Vision

To encourage pupils to be creative through enhancing design, making and evaluating skills within a range of different mediums and techniques.

Art & Design Overview

Art and Design is an important form of communication and self-expression. Our aim is to make Art and Design accessible to all. Art appreciation should develop skills in visual literacy but also acknowledge the value of different interpretations as well as validating their own. This is linked to our value of wisdom which allows pupils to recognise different perspectives and the real world in order to live life in all its fullness. Art and Design is a universal life skill which helps promote wellbeing and everyone can achieve, producing pieces for themselves and for other audiences.

Teaching and Learning of Art & Design

The teaching and learning of Art & Design are skills based, following the year group objectives. Art and Design and DT are taught in alternate terms. Children should explore the techniques and devices that various artists use. They should be equipped with skills and explore a variety of media in order to develop their own style and be able to evaluate their own and others work. Modelling of skills is key to their development. They should be given opportunities to practise the skills and create art for a variety of purposes.

What you should see in books

In Key Stage 2, you should see a sequence of lessons which lead to a final outcome. This should show progression in skills used, range of media and ongoing self/peer evaluation throughout the sequence. Evaluations should be shown by annotations in the sketch book. Pupils should be using different media in different ways resulting in unique outcomes. In Key stage 1, each term should comprise of 2 sequences of learning. Again, the learning should show progression in observational, composition skills and development in using media. In EYFS, pupils will explore a range materials and media and ways they can express themselves visually using visual language.

Identification of pupils not on track and given support

The expectation is for teaching teams to identify during art sessions where pupils are not on track for skills development and attempt to correct these during the session. Peer support can be used to aid pupils progress in the subject.

Engagement of Art & Design

In order to engage pupils in Art and Design, pupils should be appreciating art in a cross curricular manner observing art, painting, sculpture, architecture across history and geography including portraiture. Cross curricular links with English, where images for visual literacy is strong, illustrations and book covers seeing the link that art has different purposes.

Engaging parents and volunteers

In EYFS, parents are invited to join their children in creating junk model dioramas. These afternoons allow parents to engage with their children, creating a final piece whilst promoting a love for art and design. In Key stage 2 pupils will plan a sequence of lessons centred around a French artist which will lead to a class exhibit where parents can engage in the pupils' work.

Training

Staff to have CPD which will show how a sequence of lessons should build, focusing on progression of skills and theme.



Compassion, Hope, Reverence, Wisdom