



Thornaby Church of England Primary School

Art and Design

Art and Design in the Curriculum

Art and design stimulates pupil creativity and imagination. It provides visual, tactile and sensory experiences and a way of understanding and responding to the world. Pupils are encouraged to use colour, pattern, texture, line, tone, shape, form, space and different materials and processes to communicate what they see, feel and think. Through art, craft and design activities they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in making images, objects and learning to shape their own environment. They explore, through discussion and the making of art, the ideas and meanings in the work of artists, craftspeople and designers. They learn the part that art, craft and design plays in their own and others' lives in contemporary life and in different times and cultures. This enables pupils to become involved in, enjoy, understand and appreciate the visual arts which enriches their personal lives and enables them to understand the role they play in society.

Expectations

By the end of Key Stage 1, the performance of the majority of the pupils should be to meet end of year expectations. With a group of children in each year group expected to exceed their end of year expectations.

By the end of Lower Key Stage 2, the performance of the majority of the pupils should be to meet end of year expectations. With a group of children in each year group expected to exceed their end of year expectations.

By the end of Upper Key Stage 2, the performance of the majority of the pupils should be to meet end of year expectations. With a group of children in each year group expected to exceed their end of year expectations.

Aims

It is our aim that children:

- Develop knowledge, understanding and enjoyment of art and design;
- Develop the pupils' ability to observe, learn and record from the world about them;
- Use a variety of materials, tools and processes, including ICT, safely, experimentally and with increasing confidence, technical control and skills;
- Develop the pupils' ability to express their own responses, feelings and ideas using visual, tactile, verbal and written means where appropriate;
- Recognise the contribution that art makes to learning in other subjects and aspects such as literacy, numeracy and the spiritual and moral dimensions;
- Develop an increasing knowledge and understanding of the contribution of artists, designers and craftspeople to this and other cultures, past and present;
- Develop the ability to discuss and evaluate their own work and that of others in a constructive, but critical manner, developing a specialist vocabulary;
- Develop the ability to recognise different kinds of art, craft and design and why and how they are different;
- Develop aesthetic sensibilities so that they can respond sensitively and thoughtfully;
- Develop the pupils' ability to improve their own unique and personal ideas, working with increasing independence.

Teaching and Learning

The class teacher teaches all pupils art and design. All pupils experience a variety of materials and processes in two and three dimensions, including drawing, painting and other media (e.g. collage, print making, digital media, textiles, sculpture). The three main starting points for work are first-hand observation, experience (memory) and imagination. Pupils are encouraged to evaluate and talk about their own work during

and after they have made it. Pupils develop their knowledge and understanding of colour, pattern, texture, line, tone, shape, form and space through the making of images and objects and through talking about and studying the work of other artists, craftspeople and designers. Pupils are encouraged to work in collaboration when making large-scale work.

Assessment

Assessment is based on Cornerstones Essential Skills statements through mastery and craftsmanship.

- Examples of children's work to be evident in their sketch books and topic books
- Sketch books to be used as a starting point for creating their pieces of Art and then use of ICT to capture images of final pieces of work.
- Assessment should record their ideas, developments and at points in their study their evaluations. These evaluations can be recorded through discussion, reflective notes or the child's peer and own written feedback.
- Assessment of skills to be recorded on the Cornerstones Cohort tracking system and maintained very half term.
- Art Co-ordinator to PDF at the end of the year for progression analysis.

Organisation

The Art and Design Curriculum is organised through the Creative Cornerstones Curriculum. Topics are varied across school and incorporate Art amongst the other subjects. Mastery of the core skills and craftsmanship are to be taught through a variety of ways to enable children to use them in other areas.

Foundation stage follow a predominantly skills based curriculum within their topic. Throughout the school, children will develop and practice particular skills and knowledge through the making of paintings, drawings or practical tasks. Children will work as individuals and in groups and class teaching will be used where appropriate.

Across school there will be focused Art weeks where teachers plan and teach art for a week based upon a media style or artist/craftsman.

Art is also used where appropriate to support and extend teaching and learning activities in other curriculum subjects. This can be achieved through paintings, drawings, sculpture, collage, print making, digital media, textiles or other outcomes.

Sketch Book

Each child will receive a sketch book in Year 1. The sketch books will be used as an assessment tool for teachers. The books will show the progression of art skills from Year 1 to Year 6. Each child will be asked to produce one sketch in their books per term. Teachers are required to follow the structured timetable below and add pieces of draft work during their topic themes:

Timetables

Year A	Autumn Term Still Life/Observational drawing	Spring Term Portraits	Summer Term Landscapes, seascapes and architecture
KS1	Sycamore seeds	Themselves	A Garden
LKS2	Autumn Leaves	A Friend	Local landscape
UKS2	Bunch of Flowers	Icon/Celebrity	Famous Landscape

Year B	Autumn Term Still Life/Observational drawing	Spring Term Portraits	Summer Term Landscapes, seascapes and architecture
KS1	Shells	Animal Portraits	Beach and Sea
LKS2	One Single Flower	Someone Special	Our School
UKS2	Fruit Bowl	Family Group	Five Lamps

Media Checklist

Poster Paint			
Water Colours			
Oil Pastels			
Chalk Pastels			
Pencil			
Drawing Pencil			
Coloured Pencil			
Chalk and Charcoal			

Artist, Craftsman or Sculptor

Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

Resources

Each classroom has a set of painting materials that are stored near the sink in each room. Other art and craft materials are stored in the PPA room.

Other resources (located in Class 8) include:

- A range of art and craft books
- Air drying clay
- Watercolours
- Pastels
- Chalks and charcoal
- Oils pastels
- Gluing
- Glue guns
- Range of card
- Range of paper
- Printing and rollers
- Fabric painting
- Glass painting
- Wire mesh
- Paper Mache
- Newspapers

Inclusion

Teachers will ensure that every pupil within the school has access to the art and design curriculum. Teachers will provide the opportunity for children to participate in activities that support their needs. All children are encouraged to work to the best of their ability and extra support will be given where necessary.

Equal Opportunities

The planned use of Art and Design in the curriculum will enable all children to benefit from participation. There will be no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability. Working towards equality of opportunity requires that teachers will treat all children as individuals taking into account their own abilities, difficulties and attitudes. The staff will aim to create an environment in

which, from the earliest age, children and their teachers learn to respect and value each other. It is important that all children are given opportunities to work in groups, as well as an individual situation, and that groupings be organised with consideration being given to the educational needs of the children. It is also important to emphasise the children are more important than the activity in which they are engaged. Art and Design, as with all parts of the curriculum, is child-centred.

Extra-Curricular Opportunities

The school organises an art and craft club after school. During enrichment on a Friday children have access to craft, art and DT activities to start, develop and complete projects.

Reviewed October 2012 Chris Gell

Reviewed October 2014 Chris Gell

Reviewed October 2015 Chris Gell

Reviewed October 2016 Chris Gell