

Being an Artist at St George's School is an entitlement and means;

1. Exploring our creativity:

We explore our ideas and record our experiences using and developing different mediums and techniques. We want our children to experiment with paints, photography, collage, fine art drawing, ceramics, sculpture, textiles and other media to increase awareness of different kinds of art, craft and design.

2. Become proficient in using different mediums to create and communicate:

We develop technical skills to improve their mastery of art and design techniques including drawing, painting, sculpture and other art, craft and design techniques such as printing, collage and textiles.

3. Evaluate and analyse creative works:

Art & Design involves a lot of analysis and evaluation of creative works. We will do this by:

- Exploring different creative works such as the work of other artists (historical and contemporary)
- Using and evaluating secondary sources such as information books, websites and documentaries.
- Creating questions for analysing and evaluating.
- Debating and discussing different creative works using the language of art, craft and design.

This will support and guide us to be able to understand, appreciate and critique our own work, as well as the work of our peers.

4. Explore and appreciate the work of different artists:

By the time we leave school, we should:

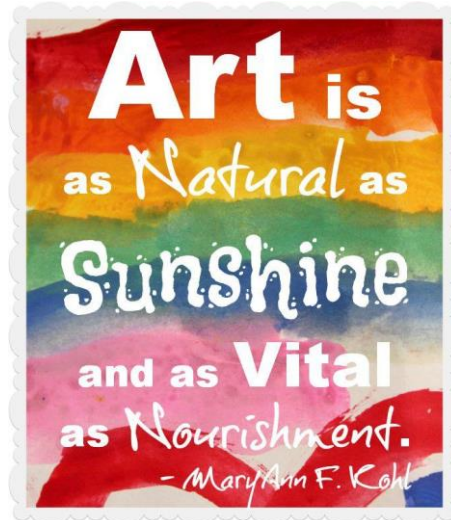
- Have a good understanding of the technical vocabulary used in art, craft and design.
- Have an understanding of the historical and cultural developments of different art forms.
- Have knowledge about the work and impact of a range of artists, craft makers, architects and designers from history, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- Have visited different galleries.

5. Developing our preferences, likes and dislikes.

As artists we should have opinions about art and develop our own preferences. We should be able to communicate and articulate our opinions using artistic vocabulary, further developing our oracy skills.

6. Sharing and producing art work.

We want our school to be an environment that celebrates art. Through progression of skills, we want to share the creative journey of our art work. Whether in class, display boards, gallery events or even producing our work for community projects, we want our art work to enhance and improve our environment. We will create sketch books to record observations, annotations and evaluations, using them to review and revisit ideas.



We will teach our children to describe art and design as:

EYFS and KS1	Creating things that are beautiful and valuable.
Years 3 and 4	Learn new skills and make choices using materials and skills to create pieces of art that are important to us.
Years 5 and 6	Process when we use techniques and skills to experiment, invent and create our own valuable works of art, craft and design with inspiration from art work around us.

We learn about Art and Design because it enables us to understand how it reflects and shapes our history and contributes to the culture, creativity and wealth of our nation. We ask key questions such as:

- What do we like/dislike about a piece of art or a specific design?
- What choices has the artist/designer made on shape, material, colour?
- What techniques has the artist used to achieve their work?
- How can we improve our initial work or design?
- How does art and design improve people's lives and communities?

St George's Primary School – *Promoting 'Respect, Resilience and Results'*

ART and DESIGN CURRICULUM STATEMENT

- How does art and design reflect and shape our culture and history?
- Who were the important artists in history?
- How do I think critically and develop a more rigorous understanding of art and design?
- How did different artists and periods in the history of art and design compare? What was different? What is similar?
- How can I investigate different artists?

Essentials and Desirable Art and Design 2021-22

Each year we will review our essentials and desirable aspects of teaching to ensure that we are securing consistent high-quality learning across the school.

Essential in Art And Design	Desirable in Art and Design
<ul style="list-style-type: none"> • Ensure that key knowledge, vocabulary Learning Intentions and success criteria have been quality assured before teaching starts. 	<ul style="list-style-type: none"> • Shared planning details resources, activities and sequences for learning journey over the unit of work.
<ul style="list-style-type: none"> • Ensure that all topics make emphasise cultural capital and enrichment with: Exposure to high quality art and design through: <ol style="list-style-type: none"> 1. Gallery Visits (in person or virtually) 2. Having art displayed within school community. 3. Using VR to visit galleries and experience artwork across range of forms and cultures https://www.classvr.com/school-curriculum-content-subjects/art-design-vr-teaching-resources/ 	<ul style="list-style-type: none"> • Explore use of trips/visitors for enrichment.
<ul style="list-style-type: none"> • All topics start off using prior learning. • Teachers have knowledge of topics taught in previous year groups. 	<ul style="list-style-type: none"> • Children can access their prior learning in their sketch books, including from previous years.
<ul style="list-style-type: none"> • All planning identifies expectations for SEND support and recording so children can access and communicate their learning in art and design. Might include use of pre-teaching, accessible resources, vocabulary, cultural context etc. Do not want different curriculum for SEND pupils. 	
<ul style="list-style-type: none"> • Learning is assessed in all lessons using self and peer assessment, formative assessment, review of oral feedback. This feedback is used by pupils to guide their next steps. Children must evaluate their designs continually through a unit NOT just at the end – the iterative design process. Opportunities are built in for this at the planning stage. 	
<ul style="list-style-type: none"> • All topics have identified opportunities to enhance learning with links and resources on See-Saw and Google Classroom (beyond curriculum learning). 	<ul style="list-style-type: none"> • Specific opportunities for home learning promoted. • Should enable peer feedback/celebration on see-saw, google classroom for learning beyond taught curriculum (videos, power-points, podcast clips etc).
<ul style="list-style-type: none"> • The skills children need to create and design are discreetly taught, prior to creating products. Absolutely essential in sketching as well as other creative forms (focused practical tasks). 	
<ul style="list-style-type: none"> • Investigate and evaluate art from a range of artists and cultures using primary and secondary sources to develop and deepen an understanding of design. Examples include :- Actual products, photographs, books, VR, internet images etc. 	<ul style="list-style-type: none"> • Make links with artists so children understand how creative artists work.

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Helping SEND Children Access Art and Design

We have the highest ambitions for all pupils. Children with SEND needs must be supported to develop their artistic design knowledge and skills. We referenced several papers on this including

<https://dera.ioe.ac.uk/13784/1/artanddesign.pdf>

Accessing Design and Technology	Recording
Use of pre teaching to allow children to access vocabulary and ideas for a lesson or unit of work. Supported with ongoing resources such as vocabulary cards, video, picture reminders.	Use voice recorders, photographs, and other software and other aids to help children record and capture their learning.
Grouping pupils with care. Evidence shows that manageable mixed-ability grouping or pairing is effective except when carefully planned for a particular purpose such as QFT (pre teaching, feedback etc).	Ensure that as part of QFT. Children are supported to be secure in recording and communicating learning in the lesson. Immediate feedback (in the lesson) has a significant impact on all pupils but especially SEND pupils.
Support above with access to high quality visual resources to: <ul style="list-style-type: none"> Summarise key ideas. Show art and design ideas Give a sequence of steps to produce something. Pictorial step by step guide. 	Adapting tasks. For example: Giving children sentence stems to evaluate their own , or others work. This could include giving choices of language. <i>Eg I think this is a good design because. I think I can improve my design/creation by..</i>
Ensure that if a child has specific needs re fine motor skills that appropriate adaptations have been considered e.g. specialist pencils, brushes scissors or implements to hold items. May need an adult to support with these aspects.	Capture their notes, ideas and observations using photographs and / or digital voice recording. Collate this learning on See-Saw/Google classroom so it is not lost.
Ensure that children have time to revisit prior learning before the lessons starts. This might be looking at their sketch book, resources on google classroom. Help strengthen working memory. Encouraged to communicate this using oracy techniques.	Avoid time being wasted on unnecessary tasks that will distract from core learning. Examples for some children include: <ul style="list-style-type: none"> Writing long titles (never ask any child to write out success criteria). Cutting out and sticking in sheets.
Heavily emphasise use of learning intentions and success criteria to specific instructions so there is a clarity and guidance to learning. <ul style="list-style-type: none"> May reduce instructions/number of success criteria steps. May chunk learning into manageable and achievable steps. 	Display these steps as simple visuals with simple explanations if needed. These could be cards they go through to complete the task.
Minimise any auditory or visual barriers with careful seating and support.	
Give children with motor skills or disabilities more space to work in so they are not constricted.	

Cross Curricular Links

Promoting RESPECT

Resilience	Developing high quality art takes time and a determination to practise and master key skills. Artists regularly have to learn from mistakes and be willing to experiment.
Empathy	Artistic expression can show great empathy and understanding. A lot of art focuses on key messages and empathy. Examples includes poverty, slavery and equality. Allowing children to communicate through art can develop feelings, understanding and empathy.
Self-Awareness	Children can communicate their self-awareness through art. That can include sculpture, portrait and photography. Artistic expression is a key opportunity to consider personal feelings and those of their audience.

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Positivity	Art is representative of differences in history, cultures, people and beliefs. It allows people to communicate their heritage and identity with positivity. Children will be taught an appreciation of how art represents diversity and positivity.
Excellence	Art is a great field for excellence. Its diversity also develops richness and personal choice. We ensure our children experience excellence from a range of sources and times. This could include; Michelangelo Bouratti, Ruebens, Monet, Anthony Gormley and Beate Khun.
Communication and Teamwork	We believe that communication is the core aspect of all art. Children are encouraged to develop the skills and confidence to communicate (not replicate) through art. We will develop collaboration through big pieces of art, encouraging children to design, construct and reflect in teams.

Oracy	Our children should art and design as an opportunity to develop their expression, feelings and vocabulary. Art can trigger strong emotions. Our children need the skills to verbalise their response and intent. Should also have opportunities to ask questions; present information orally about their learning; undertake discussions about merits of pieces of art.
Writing	There are numerous opportunities for high quality writing in art and design. These include; non chronological reports; instructional writing; explanations and developing high quality evaluative writing.
Reading	We will access a wide range of literature in art and design. This will include information texts; primary sources such as paintings, documents and diaries; information on computers and the internet. Art and design is also referenced in many novels.
Humanities	Art and design have shaped the history of many cultures across the world. Art an ddesign gives us clues into different cultures and periods of history. Art reflects history, culture and geography. It should help us deepen our understanding of different eras, places, civilizations and cultures. We will use a range of exciting artefacts and secondary sources to inspire our creations.
Creative Arts	Links between art, dance, drama and music should be explored. What links do they notice? Do any artists specifically use different creative arts to explore their creativity? STEM links through measurement, patterns, precision and beauty should also be referenced.
STEM	Art and design influences science and technology and vice versa? As well as links in artistic works, we should also acknowledge how nature replicates/influences artistic patterns and design. Creativity is valued and evident in computing and engineering.
SMSC	Essential that we broaden our children social, cultural and life experiences through art and design. Children develop a wider cultural awareness through projects that link to our creative heritage as a nation and we seek to expand children's knowledge of cultural influences in design. They should be familiar with some of the great British artists and their importance to our heritage. In addition, understanding the religious and cultural beliefs of communities are important in art and design. Children should learn to explore the beauty and awe of this. There are numerous examples including geometric patterns in Islamic art and design, story telling and contrasts in Ancient Greek art or nature references throughout aboriginal art.

ART and DESIGN CURRICULUM STATEMENT

1. Art and Design in National Curriculum

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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 should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Key stage 1

Pupils should be taught:

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

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

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