

## Our vision for Art & Design at Birley Spa Primary Academy

### **Intent**

At Birley Spa Primary Academy, we are Artists! We want children to love Art and to grow up wanting to be Artists, Designers and so much more! Art & Design is taught as part of the school's overall curriculum and the skills, techniques and experiences of this subject embody the Art and Design curriculum. Discrete lessons also support the teaching of Art Skills. Opportunities to experience, practise and develop skills acquired are provided across the curriculum through cross-curricular themes. We encourage children to participate in a variety of creative experiences through which we aim to build the confidence of all children as the appreciation and enjoyment of the visual arts that enriches all our lives. As creativity is a core value it takes a lead in many cross curricular lessons. We want children to experience art in different ways and to have the opportunity to gain cultural capital and to have depth of knowledge which is key to address social disadvantages.

### **Implementation (including pedagogy)**

The implementation of the Art and Design Curriculum at Birley Spa Primary Academy is based on the 2014 National Curriculum, ensuring the teaching of a broad range of skills. Art is taught in every year group over three half terms during the year. Topics are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth. We have developed a progression of skills with each year group, which enables pupils to build on, develop and revisit their skills each year.

Medium term planning ensures a coverage yearly of three end products, including sculpture, textiles/collage and printing. We also cover a range of 6 drawing skills which are covered on a two-year cycle. These include; still life, portrait, imagination, landscape, portraits and building.

#### **EYFS:**

In EYFS, Art and Design is explored within the Expressive Arts and Design Early Learning Goal. Children have daily opportunities to develop their own creativity using a variety of media and materials. Invitations and provocations are introduced by adults to support this. Children also explore the work of a variety of artists within the curriculum.

Pupils should be taught:

- To explore and use media and materials: children sing songs, make music and dance, and experiment with ways of changing them.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- To be imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

#### Key Stage 1:

In KS1 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
- Talk 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:

- 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 T
- Talk 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.

#### Art Pedagogy

Key pedagogy that underpins the teaching of Art and Design at Birley Spa Primary Academy includes the following stages:

- Step 1 – Observational Drawing

During the first part of our learning journey, children are immersed into observational drawing. This is linked to the final outcome and links directly to the drawing focus of that half term. This also plays a key part in revisiting the key formal elements of Art, allowing children to develop their skills in line, tone, shape & form, texture, colour and pattern. This stage encourages children to be open-minded and helps children to develop their knowledge and understanding around intention, appreciation and reflection alongside experimental and traditional drawing.

- Step 2 – Links to an Artist

Building upon the observational drawing in stage 1, children are now introduced to an Artist that links to their final outcome. Throughout school, we aim to ensure a wide range of artists are covered both contemporary artists and traditional artists, men and women artists and artists of different races. As a school, we want to ensure children are exposed to a number of

different artists rather than the same ones being covered regularly. This will also help to develop the children's cultural capital.

- Step 3 - Exploring other forms of drawing

During this stage, children are enabled to develop their ideas. This will be developed over the year groups as we follow the progression document. The teaching of this stage allows our children to experiment with different media such as ink, charcoal, pen, pencil grades ect. This will be focussing on line, shape and pattern.

- Step 4 – Exploring and working with colour

Within this stage, our children will have the opportunity to work with mixed media such as watercolours and acrylic. They will also explore warm/cool shades, textures and marks ect. This will be linked to the artist already studied in step 2 and the skills needed to create the final piece.

- Step 5 – Investigating, developing and planning a final piece

For this stage, children build upon their knowledge and understanding throughout the unit and bring this altogether to plan their final piece. Their final piece will be based on inspiration from the Artist/s studied alongside skills they have developed over the past 4 weeks.

- Step 6 – Final Piece

By the end of the unit children are able to bring all of their skills developed over the previous 6-8 weeks and create their final piece. Each half term this will either be in the form of a sculpture, textiles/collage or printing. This allows our children to have constant exposure on a yearly cycle to creating final pieces in these areas. This means by the end of their primary schooling they will have created at least 6 examples in each area in which their skills have progressed throughout the year groups. During this stage, children also develop their critical and reflective skills by thinking about and discussing their final product.

## **Impact**

The impact of this curriculum will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Outcomes in art sketchbooks demonstrate a development of key skills and demonstrate the children's acquisition of identified key knowledge. Children to leave our school with secure, embedded understanding of Art. They will have been given the opportunity to experience Art, to gain a cultural capital, and to gain a depth of knowledge.