



Crowmarsh Gifford C of E Primary School & Pre School

Crowmarsh Gifford Approach to Art and Design

This guidance outlines the teaching, organisation and management of the Art and Design curriculum taught and learnt at Crowmarsh Gifford. The implementation of these guidelines is the responsibility of all teaching staff

Introduction

Our overall aim at Crowmarsh School is for children to enjoy their learning journey. We put children at the centre of everything we do, ensuring they understand learning as an active process in which they play a central role. We are committed to an inclusive approach in which every child is valued, supported and challenged to achieve their potential, with learning adapted where appropriate so that all pupils can access, participate in and succeed within the curriculum. We teach children how to become effective learners by helping them to think about their own learning more explicitly, teaching them specific strategies for planning, monitoring and evaluating. They begin by learning how to be effective learners and, as they progress through the year groups, this develops into a strong work ethic that has a far-reaching impact on their secondary education and beyond.

Art 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. Our aim at Crowmarsh is for our children to enjoy their artistic learning journey through a clear progress in their learning.

School Vision and Values

A community supporting children to
care, grow, persevere & shine.



Intent

At Crowmarsh, children will appreciate and value Art. We feel that Art is a vital part in enabling children to engage with a broad and balanced curriculum. Art and Design allows children to express their individuality, creativity and imagination. As 'Artists' themselves children are inspired to progress through experimentation, invention and challenge. Children will see Art as part of their lives which contributes to and shapes culture and history.



Implementation

Throughout their time at Crowmarsh Gifford C of E Primary School, the children are given a range of opportunities to explore a wide variety of materials and techniques, developing their skills and thinking as young artists, using the split 'Access Art' scheme to form the basis of our Art and Design curriculum. The curriculum is progressive and so allows the children to build on skills, knowledge and techniques year on year. Throughout each of the three units, the children build on previous understanding through the five areas of content: drawing, sketchbooks, printmaking, painting and collage making. Various media types are explored within each unit to give the widest possible range of experiences for all children. The materials and media used are revisited throughout units and year groups to ensure progression of skills previously developed. Children have access to key knowledge, language and meanings, through the use of knowledge organisers, in order to understand and readily apply new terminology to their work in Art and across the wider curriculum.

EYFS-

Using the AccessArt curriculum pupils at Crowmarsh will explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to discover textures, movement, feel and look of different media and materials, use different media and materials to express their own ideas, explore colour and use for a particular purpose. As a result, children will develop skills to use simple tools and techniques competently and appropriately.

Impact

Children will all leave Crowmarsh with an experience of working with different media and a set of well-developed artistic skills. Pupils will be courageous and confident in challenging themselves and will learn to value the journey and process in creating an artistic piece and not just the final product. Most importantly, our children will have found an enjoyment in being creative.

Standards:

The subject leader will ensure they monitor the teaching and learning and hence the standard of work across the school, matching the knowledge, skills and understanding to the curriculum overview and age-related expectations for the subject.

Assessment:

Essential skills and knowledge are revisited, providing teachers with additional opportunities to teach any skills the children need.

Pupil Feedback:

As part of the on-going review and development of our curriculum the Art and Design the Subject Leader will seek pupil voice, this will be done in a variety of ways.



Art and Design Essentials				
Year Groups		EYFS to Year 6		
Time Allocation		3 units throughout the year		
	Resources	In every unit	In Every Lesson	Where Appropriate
INTENT	• NC Art Objectives • Access Art scheme	• Learning appropriate to agreed CG subject progression map and goals • Use of a range of well thought out resources including IT (where appropriate) • Children are aware of different skills and artists where appropriate.	• Learning appropriate to skills from appropriate year group from Access Art scheme • Focus on presentation. • Exposure to and understanding of new vocabulary • Children are encouraged to 'Think like an artist'	
IMPLEMENTATION	• NC Art Objectives • Access Art scheme	• Modelling of activities – WAGOLL shown where appropriate • Modelling thinking like an artist	• WALTs linked to National Curriculum • Success criteria where appropriate • Date, underlined using rulers • Discussion about new and unfamiliar words • Key vocabulary, resources and current learning displayed • Discussions with children • In-lesson feedback, self and peer assessment, as appropriate • Retrieval opportunities built in to refer back to previous learning	• Trips/visitors arranged
IMPACT	• Progression of skills visible in books.	• Teachers to assess against the skills taught	• Teachers to assess against the skills taught	• Peer evaluation • Self-assessment • Flexible groupings. • Children's peer and self-assessments.