

## Art

### **Intent**

Throughout the children's journey at Cradley Primary School, Art and Design forms an important part of the curriculum. Art and Design develops creativity and engages, inspires and challenges children as well as giving all children opportunities to experiment, invent, think critically and enjoy learning. It also gives opportunities for cultural and spiritual development, such as studying local artists and taking part in, 'Spirited Art'. An Art club is held as an afterschool club to use art techniques learned in the curriculum in a range of creative ways.

At Cradley School, Art is taught in each term and is linked to other subjects, where appropriate. A carefully chosen scheme assists in managing and monitoring planning, in order to ensure progression and full coverage of all aspects of the Art curriculum across the Key Stages. Cradley school wants children to recognise that art and artists are intrinsically valuable in society.

The art and design projects are well sequenced to provide a coherent subject scheme that develops children's skills and knowledge of visual elements, art forms, artists and art movements. Projects are placed alongside other subject projects where there are opportunities for making meaningful connections. For example, Beautiful Botanicals has been placed in the same teaching sequence as the science project Plant Nutrition and Reproduction.

Where possible, projects with similar materials are spaced out to have as little strain on resources as possible. For example, in Key Stage 1, clay work is taught in different terms. Seasons are also a consideration for the placement of art and design projects. For example, if children are required to work outdoors, these projects have been placed in either the latter part of the spring or summer term.

### **Implementation**

In Key Stage 1, children will use a range of materials creatively to design and make products. They will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination: embedded within these, they will develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space. Alongside these, the children will learn 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. Finally, they will evaluate and analyse creative works using the language of art, craft and design.

Each autumn term begins with the colour project, Mix It. The teaching of this project in Years 1 and 2 enables children to be introduced to and then revisit colour theory and provides plentiful opportunities for children to explore primary and secondary colours. Year 1 begins by exploring themes directly related to the children themselves, such as their facial features, the surrounding natural world and their local community. In Year 2, the projects expand children's artistic horizons to study a more comprehensive range of artists, artistic movements and creative techniques.

In Key Stage 2, children will improve their mastery of art and design techniques and become proficient in drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). We will incorporate learning about great artists, architects and designers in history. Throughout the key stage, they will create sketchbooks to record their observations and use them to review and revisit ideas.

In Lower Key Stage 2, each autumn term begins with the colour project Contrast and Complement. In Years 3 and 4, the teaching of this project enables children to build on their previous understanding of colour and further develop their expertise by studying theory. In Year 3, children expand their experiences to study a broader range of art forms, artists and genres. They also begin to study art from specific and diverse periods of history, including prehistoric pottery and Roman mosaics. Other genres studied in KS2 build on previous techniques learned in Key Stage 1 and include more complex techniques in printmaking, drawing, painting and textiles.

Children develop more specialised techniques in drawing, painting, printmaking and sculpture. They explore ways in which ancient cultures have influenced art and crafts by studying, for example, medieval weaving techniques and the religious significance of Islamic art.

In Upper Key Stage 2, each autumn term begins with the colour project Tints, Tones and Shades. Teaching these projects in Years 5 and 6 enables children to build on their previous understanding of colour theory and develop further expertise with colour by studying tonal variations and more complex colour charts. In Year 5, children develop and combine more complex artistic techniques in a range of genres, including drawing, painting, printmaking and sculpture. Children continue to build on their understanding of other historical periods and cultures by studying the ancient Chinese art form of taotie and the significance of the Expressionist movement.

Children are encouraged to work more independently in projects like Environmental Artists and Distortion and Abstraction. Such projects require them to consider more conceptual representations of personal, environmental, social or political messaging. Children explore diversity in art by studying the projects Inuit and Trailblazers, Barrier Breakers. Throughout the art and design scheme, there is complete coverage of all national curriculum programmes of study. It also allows you to interrogate the sequencing of curriculum aspects and concepts, vocabulary and connectivity of the art and design scheme with other curriculum subjects.

### **Impact**

Children will gain a respect and passion for Art and artists; they will know that they are all artists in different creative ways, whilst learning the skills to develop their own creative aspirations. I believe that Art should be expressed, perceived and celebrated in a variety of ways and that mistakes are simply part of the process. Children are encouraged to evaluate their work. Progression and ability are assessed through a 'skills' focus through the work completed in pupils' topic and sketch books. Attitude to Art is recorded in the child's annual report to parents.