

Askwith Primary School

Art and Design Rationale

'The study of art enables pupils to understand, appreciate and contribute to a dimension of life that taps into and expresses human innovation, imagination and thought.

At an individual level, a high-quality art education can build pupils' ability to 'appreciate and interpret what they observe, communicate what they think and feel, or make what they imagine and invent'. At its best, the subject is both intellectually challenging and creatively demanding.' (*Ofsted Research review series: art and design 2023*)

Art at primary level is a vehicle which can help to shape and define who we are and how we understand ourselves and our possible selves. Artistic experience in the formative years can fuel imagination, which in turn can fuel creativity. Art can help us understand our history, our culture, our lives, and the experience of others in a manner that cannot be achieved through other means. A well thought out art curriculum can foster transferable skills, leading to better future work opportunities, enhanced well-being and self-esteem.

At Askwith Primary School, we believe that **all** children's education begins in Early Years (this includes SEND, EAL, PP and vulnerable children). 'Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.' (*EYFS Statutory Framework, 2021*)

Our curriculum is aligned to the Early Years Framework and shows the sequential steps of essential knowledge acquired from Reception to Year 6. We have a determined approach that drives us to ensure that all children meet the expected standard in art and have the knowledge required for secondary school. Our intent is that all children know more, remember more and do more. As our art and design curriculum is broad and balanced, it provides a wealth of opportunity to embrace artists, designers and their work from both our locality and a wider range of cultures and religions. We strongly believe that our art and design curriculum will facilitate the development of our children's cultural capital in order for them to become good UK and global citizens.

As a school, we have decided that sketchbooks should not follow the school's marking policy; it belongs to the child. It's not just a book - it is a space where children can freely express, create, develop and learn, often with limited guidance from the teacher. The artwork that children create is theirs and theirs alone, it holds special value for them and does not require the judgment of others to be correct or incorrect. As a result, children learn that they possess the authority to say what the image is about and what it communicates. This increases their self-confidence and self-esteem. Where necessary, post-it notes can be used to add any relevant feedback, from either the teacher or peers, without it being written directly onto the pages or artwork.

Why this, why now?

The whole school long term plan is designed in year groups but can equally be used for mixed age classes. Art and design is taught in a block at least once per term.

Art and design encourages children to think about and understand the world in a visual way. The ability to observe the world around them more closely as they work allows them to see shapes, shadows, and different shades of colour. As a result, this helps them to pay more attention to the details that surround them and *facilitates the visual sensitivity of children towards the world.*

'Art to the child is more than a matter of painting pictures or making objects. It is a means by which he/she expresses his/her individuality and communicates his/her ideas about him/herself about his/her world.' (*Jane Cooper Bland*)

Drawing:

Drawing plays a fundamental part of the art and design curriculum. As a result, two units of knowledge are taught each year: mark making/lines and composition. Each year, the children use viewfinders and create quick studies or more detailed observational drawings in order to practise their skills.

Painting:

Painting not only improves neurological and motor skills, it also has many positive effects on children's character and personality. When children paint, they express themselves through colours and open their imaginations to a world of possibilities. Children can gather their experiences of the world and transform them as they create with colours. At the same time, they form new connections and relationships through their creative minds.

Sculpture:

Sculpting helps children to develop their observational skills; how to see the world in full detail. They will be more considerate in looking at each part of an object, picturing the world in a more realistic manner. Sculpture can be made out of every material imaginable. Sculpture can be made through an additive process (construction) or through taking away (carving). Sculpture can be conceptual. Creating sculpture is about working with materials and processes, in space, to communicate intention.

Printing and collage:

Printing and collage are incorporated into the painting units. Printmaking offers the opportunity to explore cause and effect, for example, changing the amount of pressure applied while making the same print more than once. Printmaking also enables children to deliberately practise their knowledge of colour theory and colour mixing.

Collage involves understanding the pliability of different materials and how objects/shapes fit together in a given space. Collage allows the children to explore a range of mediums and

experiment with how they complement one another and understand how different materials change when glue, paint or other composites are added to them. Because of the mixed-media nature of collage, they are created as part of other units of essential knowledge.

An artist is chosen each term and is displayed in the hall in order to expose the children to a range of artists and designers from different time periods, genders and cultures. They are added to a large timeline display each half term.

Knowledge in art and design

The Ofsted research review in art and design (February 2023) suggests that there are three main domains of knowledge within the art and design curriculum. The key principle is that there are subject-specific forms of knowledge in art:

- 'practical knowledge', which is about developing technical proficiency
- 'theoretical knowledge', which is the cultural and contextual content that pupils learn about artists and artwork
- 'disciplinary knowledge', which is what pupils learn about how art is studied, discussed and judged

Substantive knowledge includes the **practical** and **theoretical** knowledge that children are required to learn. The **practical knowledge** is specific to ways of creating art and is based on the knowledge of the 7 elements of art. (OFSTED refer to these as foundational aspects of art.) Although not directly taught at primary level, they are interwoven into each unit taught.

7 elements of art			
• line	• shape	• colour	• form
• texture	• value	space	

The children will work through a range of disciplines: drawing, painting, printing, collage and 3D work in order to explore the 7 elements. Substantive knowledge can be categorised as declarative knowledge - the 'know what' and procedural knowledge - the 'know how'. In art and design, declarative knowledge is the facts associated with styles and techniques, for example: knowing that mixing red and blue will create purple. Procedural knowledge is the practical application of knowledge, for example: creating a specific colour to match a given criteria or using a particular style of painting effectively. The substantive knowledge within these elements is progressive from Reception to year 6 and opportunities for deliberate practice are planned within and across units. Vocabulary is taught explicitly and deliberately practised and applied to different units of knowledge within and across year groups.

Substantive knowledge is also the **theoretical knowledge** of known artists/designers, their style and period of art. Theoretical knowledge is not simply knowing dates or facts about artists and their artwork, it is also the knowledge of themes and diverse connections that have existed over time and in different places. Within each unit of essential knowledge, there is an opportunity to undertake an artist study that looks at a particular artist who exemplify the particular style or technique that is being studied.

Purposeful and natural links to other elements of art and design/artists and designers as well as other subject areas are identified in order to connect essential knowledge.

Disciplinary knowledge in art and design is the interpretation of the elements, how they can be used and combined in order to create a specific and desired effect. It is also the critical evaluation of artists' work; evaluating style and technique and having the ability to appraise a piece of work. It requires a meta-cognitive approach.

For example, when children have an understanding of basic colour theory, they can build their own reasoned choices when deciding on a colour palette for a specific outcome based on their knowledge of the visual effects of how colours mix, match or contrast with each other.

'Pupils should be encouraged through research, investigation and experimentation to explore all aspects of society and their place within it. Contextual studies should allow pupils to understand cultural differences and the diversity of belief. Individuality and personal responses should be valued ... and pupils should be encouraged to discuss and present, through their work, opinions, values, beliefs and experiences.' (Croner 182 CCH)

Reading opportunities in art and design

Reading underpins our entire curriculum. Key texts and pieces of information are carefully selected ensuring that the content and reading age are appropriate. Key texts are on display and made available for the children to access during daily 'reading for pleasure' time.

SMSC in art and design

Art and design should promote diversity and be used to express the children's personal and cultural identity. **Fundamental British Values, SMSC and global themes** are an integral part of this and are threaded through whenever relevant.

Spiritual, moral, social and cultural attributes are developed in our pupils throughout the art and design curriculum:

Spiritual education in art and design is encouraged through experiencing and responding emotionally to pieces of artwork as well as the creative process. Pupils are given the opportunity to reflect on the beauty and wonder of artistic expression.

Moral education art and design involves pupils expressing their own response and emotions. Critical discussion in response to a wide variety of art forms enables pupils to discuss moral and social dilemmas such as whether graffiti is a form of art or vandalism.

Social education in art and design involves group collaboration enabling pupils to develop social skills such as co-operation and mutual agreement. Art provides the opportunity to explore and express ideas and feelings. Pupils will develop their ability to discussing their

beliefs, feelings, values and responses to personal experiences in a mutually respectful environment.

Cultural education in art and design involves students developing an aesthetic appreciation of the arts drawn from a wide variety of cultures, traditions and diversity of genres. Pupils are given the opportunity to explore a range of cultures, including their own, and are able to recognise and embrace differences. Pupils are encouraged to make connections between different cultures.

Enhancements in art and design

At Askwith Primary School, we have a carefully planned rolling programme of enhancements to ensure that all year groups are exposed to a wide range of opportunities that enhance children's knowledge and cultural capital in all subjects.

Visiting an art gallery provides the unique opportunity to see a wide range of pieces of artwork from a variety of iconic and prominent artists under one roof. Galleries provide a space for reflection, experimentation, inspiration, creativity, enjoyment and allow for authentic learning experiences. A visit to an art gallery could spark a passion that a child would not have otherwise discovered.

In addition to planned visits, a programme of extra-curricular clubs is created.

Art priorities for improvement 2024-2025

Art will be monitored throughout 2024-2025 to identify any emerging priorities.

Reviewed: September 2025