

Askwith Primary School

Art and Design rationale

"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

"Since every child is born with the power to create, that power should be released early and developed wisely. It may become the key to joy and wisdom and possibly self-realisation. Whether the child becomes an artist is immaterial."
Florence Case

Intent	Implementation	Impact: to be reviewed at the end of each year
<ul style="list-style-type: none"> • Mitigate any learning loss of knowledge gained pre COVID-19 • Mitigate any learning loss due to closure/non-attendance • The planning, teaching and assessment of the art curriculum is informed by the nine principles of cognitive science (Daniel Willingham) 	<ul style="list-style-type: none"> • Recalls of previous learning will be undertaken during the first weeks of the autumn term. This will ascertain how much knowledge has been embedded into the long term memory and any gaps will then be addressed by looking back at sketch books, practical work and low-stakes quizzes. This will be followed by a 2:6:12 week sequence of recalls. Other lost learning will be integrated into the current year's planning with essential knowledge linked carefully within each unit. • Planning and learning journeys consider the essential knowledge and how to guide the children's thinking. Working memory capacity is considered when 	

- At Askwith Primary School, art is taught through deliberate practice in a supportive environment which enables children to improve their fluency leading to mastery and an alteration to their LTM. A balanced art and design curriculum enables the children at Askwith Primary School to gain knowledge of art techniques and styles which will enable them to evaluate their own and other children's work. Art and Design should promote diversity and be used to express the children's personal and cultural identity. As they move through the school, the children should also place artists, designers and styles in a chronological order.* Children should have the necessary knowledge and understanding to appreciate a range of art forms and artists/ designers from a wide range of cultures. Children will develop a love of art and design, articulating their opinions where appropriate. An obvious progression of skills and knowledge should be evident throughout the school. They will become critical thinkers and have sufficient cultural capital to transition to year 7 and beyond successfully.

planning and teaching. The acquisition of new vocabulary is key

- Blocking allows children sufficient time to become fluent in their knowledge. Art and design is taught through deliberate practice to ensure the recall of essential knowledge is fluent and there is an alteration to LTM. Low-stakes quizzes and recalls will ensure that this knowledge is embedded in their LTM and that all children meet their endpoints. Pupils articulate how they know more, remember more and therefore do more. We have a growth mindset ethos which talks about successes and failures in terms of effort rather than ability. Askwith has a balanced curriculum that is sequenced appropriately in order to develop the skills required to create final pieces of work that demonstrate knowledge of a particular technique or style. (See planning ladders) Alongside this, the

	<p>children will undertake studies of artists and designers and critically appraise known artists/designers work, offering their opinions where appropriate. Children will undertake studies of artists throughout the year and appraise their own and known artists work. Each class contributes to an ongoing timeline that plots artists/designers and styles that is added to every year.</p>	
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*Each year all previous artists and styles (where appropriate) should be ordered on a time line in order to help with recall.

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. Fundamental British Values are an integral part of this and are threaded through whenever relevant.

Substantive and disciplinary knowledge in art

Substantive knowledge

In art, substantive knowledge is based on the knowledge of the 7 elements of art. Although not directly taught at primary level, the children will also develop an awareness of the 7 principles of art. These are:

7 elements of art	7 principles of art
<ul style="list-style-type: none"> • line • shape • colour • form • value • texture • space 	<ul style="list-style-type: none"> • balance • contrast • emphasis • pattern • rhythm • variety • unity

The children will work through a range of disciplines: drawing, painting, printing, texture, collage, 3D work and digital art in order to explore the 7 elements. The substantive knowledge within these elements is progressive from Reception to year 6 and builds essential knowledge vocabulary. Substantive knowledge is also the knowledge of known artists/designers, their style and period of art. 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. Such links will help to mitigate any learning loss due to COVID closure/non-attendance.

Disciplinary knowledge

In art and design, disciplinary knowledge 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.

Assessment in Art

An integral part of our art and design curriculum is fostering the children's ability to annotate their own work and make decisions about techniques and materials. An element of this will include the children self-assessing their own work where appropriate, highlighting successes and areas to develop. This will be part of usual sketchbook learning.

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. 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.

Each unit will begin by ascertaining the children's prior knowledge and any connected knowledge held in their long term memory. Any misconceptions that arise throughout the unit are identified and addressed appropriately. Children continue to recall their knowledge throughout a unit (through low-stakes quizzes) in order to ensure an alteration in long term memory and to ensure that all children reach their endpoint.

End of topic assessment takes place approximately two weeks after the end of the topic. Two further recalls take place approximately six weeks and then twelve weeks later in order to ensure that the knowledge is embedded in the children's long term memory. The previous year's learning will also be recalled in order to mitigate any lost learning due to COVID-19. Termly, the children's work will be moderated by the staff in order to substantiate the class teacher's assessment. Pieces of artwork will be compared and ranked following the same process as the 'No More Marking' system in English. The 'process' undertaken to arrive at the finished piece of artwork will also be taken into account.

Enhancements

Each year, a programme of extra-curricular clubs is created. Alongside this, a series of visits and visitors are planned to enhance the children's knowledge and cultural capital.

"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

Reviewed September 2020