

# 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
<p>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.</p> <p>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 should promote diversity and be used to express the children's personal and cultural identity.</p> <p>As they move through the school, the children should also place artists, designers and styles in a chronological order.*</p> <p>Children should have the necessary knowledge and understanding to appreciate a range of art forms and artists/designers from a wide range of cultures.</p> <p>Children will develop a love of art and design, articulating their opinions where appropriate.</p> <p>An obvious progression of skills and knowledge should be evident throughout the school.</p>	<p>Blocking allows children sufficient time to become fluent in their knowledge. Low stake quizzes and recalls will ensure that this knowledge is embedded in their LTM.</p> <p>Have a balance 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)</p> <p>Alongside this, the children will undertake studies of artists and critically appraise known artists work, offering their opinions where appropriate.</p> <p>Children will undertake studies of artists throughout the year and appraise their own and known artists work.</p> <p>Create an ongoing timeline that plots artists and styles that is added to every year.</p>	

They will become critical thinkers and have sufficient cultural capital to transition to year 7 and beyond successfully.		
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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 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"> <li>• line</li> <li>• shape</li> <li>• colour</li> <li>• form</li> <li>• value</li> <li>• texture</li> <li>• space</li> </ul>	<ul style="list-style-type: none"> <li>• balance</li> <li>• contrast</li> <li>• emphasis</li> <li>• pattern</li> <li>• rhythm</li> <li>• variety</li> <li>• unity</li> </ul>

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.

Substantive knowledge is also the knowledge of known artists, their style and period of art.

**Disciplinary knowledge** in art 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 address appropriately. Children continue to recall their knowledge throughout a unit in order to ensure an alteration in long term memory.

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.

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.

"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 2019