

Bilton Grange Primary School Art Rationale

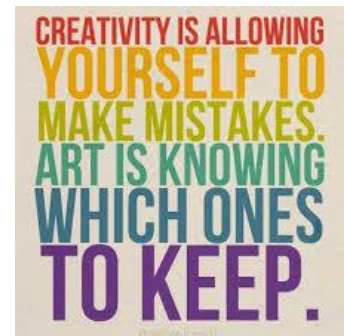


Art embodies some of the greatest forms of human creativity and has an emotional and intellectual impact. It has the power to transform, illuminate, inspire and motivate and enables our children to express themselves in a multitude of ways. It is a means for experimentation which in turn allows our children to develop their creativity, ability to make informed choices and undertake critical self- evaluation.

Through the study of Art and famous artists, our children are able to gain an appreciation of the diversity of global cultures and the significant role Art plays in our own community and different communities nation and worldwide. Art also provides our children with an insight into life across different periods of history and develops a greater understanding of the consequences human actions have had over time.

Primary Art helps our children to:

- Express themselves creatively
- Increase their knowledge of the world
- Evaluate, question and examine



Intent

At Bilton Grange Primary School we believe that our children should have as many opportunities as possible to explore their learning across all subjects in a creative way and Art plays a key role in this. We want them to observe everything around them closely, question and feel able to take risks in their work and in so-doing, develop strategies for problem-solving.

By the time they leave Primary School, we want them to know about different genres of art, notable artists through history, contemporary artists, and the artwork created by these artists. Children need to have acquired skills which will enable them to produce their own artwork with confidence, but above all, to have embraced art both intellectually and emotionally, without inhibition.

Substantive and Disciplinary Knowledge in ART

Substantive Knowledge

In our ART curriculum this is the knowledge and understanding of the practical skills needed when creating Art and is progressive from EYFS to Year 6, building on prior skills and demonstrating increasing proficiency and refinement. It also refers to the building of knowledge of artists, their work and genres. Children will be taught the vocabulary of the elements of Art: Line, Shape, Form, Colour and Texture. They will use these throughout their learning and also the vocabulary and language needed for the critical appraisal of their own and other pieces of art.

Disciplinary Knowledge

This is the application of the skills and understanding children have gained and will give children opportunities to explore different techniques and use a wide range of materials creatively to express themselves. Experimentation plays a vital role in the development of disciplinary knowledge and is a key part of our curriculum.

Enquiry in Art

From EYFS to Y6, children will be given opportunities to ask questions about their surroundings and existing artworks they are studying. They will be encouraged to look carefully and think about the visual/tactile qualities they see. This will transfer into their exploration of materials and effects and inform decisions they make regarding their own artwork.

Typical (age-appropriate) questions to facilitate this, include:

What colours can you see? Can you make that colour?

What shapes or lines can you see? How has the artist created that effect? How could you create that effect? Can you create that effect using a different medium/combination of materials? Which works best? How has the artist created the impression of texture? Can you use your brush/pencil in a different way? What if you only have these colours/materials? Which is best and why? Have you seen this effect anywhere else/in other artwork/the natural world? How could you add more detail? If you could create this in a different medium, what would it be? If this isn't quite the effect you want, is there anything else it could be used for?

Visits to Galleries will play a vital role in the enquiry element of our curriculum.

Implementation

In EYs, art is woven throughout the specific area of Expressive Arts and Design. The element of EAD is planned using a medium-term planning template and a short-term provision plan. Across these documents the following aspects are identified:

- Pre-learning discussions.
- Details of the “wow” starter and learning “end point”
- The learning sequence of lessons
- Key vocabulary and questions.
- Activities for each of the school's 4 C's drivers

Within each key stage, units of work are planned using a medium-term planning template which identifies:

- Over-learning and pre-learning activities
Key knowledge statements (remembering sentences)
- Objectives to be taught- separated into substantive (red) and disciplinary (blue) content
- Art skills teaching
- Opportunities for the critical evaluation of key pieces of Art/genres of Art
- Experimentation
- Appraisal
- Activities for each of the school's 4C drivers

Learning is planned sequentially to enable children to build upon prior learning and to acquire new knowledge over the duration of the unit.

Lessons will be blocked to enable children to become fluent in their knowledge, allowing them time to immerse themselves in new learning.

At the beginning of each unit of work, children will complete an over-learning recall activity to retrieve essential knowledge from the previous year's topic. This should identify any gaps in knowledge, enabling the teacher to provide additional support for children who have gaps in their previously acquired essential knowledge.

Children complete a pre-learning activity prior to the topic being taught. This identifies the essential knowledge children already know and enables teachers to provide additional support or challenge throughout the unit for individual children.

The essential knowledge identified in each unit provides the basis of the knowledge sentences (remembering sentences) to be shared with children. These are chanted and referred to throughout each lesson, helping the children to store this knowledge in their long term memory.

Essential knowledge and vocabulary should be displayed in the classroom and included on learning slips in children's books.

To deepen understanding, disciplinary knowledge enables children to interpret and reason their substantive knowledge across a range of different contexts.

Vocabulary is split into vertical and horizontal deepening. Vertical deepening enables children to learn new vocabulary within the unit, building upon previously learnt vocabulary each year. Horizontal deepening enables children to see how the vocabulary can be used in a range of different subjects and contexts.

- Within the school's 4 C's (Communication, Collaboration, Creativity, Community) a balance of activities are provided to help support the learning of fundamental British values. They also support the provision for personal development and in enhancing children's cultural capital within the subject.
- Following each unit of work, children complete the pre-learning activity containing the essential knowledge for the unit. This occurs 2 weeks, 6 weeks and 12 weeks after the unit has been completed. Recalls provide opportunities for children to recall previously learnt knowledge and for teachers to track their progress. During these sessions, any gaps in knowledge are discussed and children are supported in remembering. This is done in an appropriate, age-related way and work is then personalised to meet the needs of all groups of learners.
- We endeavour to enrich children's time in school with memorable experiences where appropriate, providing opportunities that may normally be out of reach eg: Art Gallery Visits, Outdoor Sculpture Exhibits, Artist workshops/visits

Impact

- The pupils in Early Years reflect on their learning by looking through their learning journey's and through class discussions. The 3 R's (Recall, remember and reflect) support the children throughout the year to know more and remember more.
- Observations in Early Years support the termly assessment of pupils and end of year judgements in EAD.
- The 2/6/12 week recalls support the assessment of children. Results are added to tracking grids which, over the year, help to support an end of year judgement in the subject.

- A subject monitoring week is conducted every year. This ensures that the subject leader has a clear understanding of the strengths and weaknesses of how the subject is being delivered throughout the school. This monitoring week includes:
 - Learning walks
 - Book scrutiny
 - Planning scrutiny
 - Data/ assessment scrutiny
 - Interviews with children
- From this, the strengths and AFI's for the subject are developed and communicated to all staff and governors. Any immediate actions will be put into place quickly. Medium/ long term actions will be added to the School Improvement Plan.
- Work moderation within the subject is completed once a year. Teachers have the opportunity to share examples of work and check the accuracy of their teacher assessment judgements.