Art and Design

Intent

At Hightown Primary School, we believe that Art and Design provides opportunities for children to develop their creativity, express themselves freely and show skill in a range of art techniques. Art can excite and motivate children; it is inclusive and all children can achieve. We recognise the role that Art has in supporting success and therefore providing opportunities for children to learn, practice and apply essential **knowledge and skills.** Children are excited to experiment with drawing, painting, sculpture, collage and textiles, refining their skills and showing a growing sense of proficiency. They work both **independently** and collaboratively to create art forms. Children build their **emotional resilience** by thinking critically about their work and how they can make improvements. Children engage in **purposeful** learning linked to their projects and focus on both the process and the final outcome. We understand how important it is for children to learn about culture and history through introducing children to great artists, craft makers and designers. Children are encouraged to use this knowledge as inspiration for creating innovative artwork that is **relevant** to them. Extra-curricular activities, trips and ready access to art resources provide the children with motivational enrichment activities and **experiences**. Children take pride in showcasing their artwork in the learning environment and talk positively about the impact of Art on their wellbeing. We are **aspirational** about the achievement of our children and strive for them to become artists where they use and apply taught techniques and achieve excellence. We believe that Art and Design is important for the children of Hightown because 'art washes from the soul the dust of everyday life' (Pablo Picasso).

I am an Artist, I…

- **Create** ideas and show imagination.
- **Experiment** with a range of art techniques in drawing, painting, sculpture, collage and textiles.
- **Evaluate and reflect on** own creative outcomes.
- **Know** a range of artists, craft makers and designers.
- **Understand** how art contributes to cultural development in society.

Implementation

- Art is part of the Early Years environment, both in continuous and enhanced provision. Children have daily opportunities for creating with materials and being imaginative. They experiment with colour, texture and form.
- These opportunities extend into Year 1, particularly those who have not yet reached their Early Learning Goal in Creating with Materials, where children continue to experiment with art.
- Art skills lessons are then taught weekly for an hour in Years 1-6 (every other half term).
- This is then followed by an Art week in the final week of term where the skills lessons are applied to a final piece.
- Our art curriculum follows the National Curriculum and focuses on the three main areas of drawing, painting and sculpture.
- An additional drop-down day is taught during the year which focuses on collage.
- Art projects are purposeful and link to the half-term project.
- A portfolio of Art is collected in Years R, 1 and 3 on paper and sketchbooks are introduced and used from Year 3 upwards.
- Photographic evidence is also collected where necessary.
- A progression of skills document identifies the particular art skill needed to be taught in each year group, which builds on prior learning.
- Children learn what it means to be an artist.

- Key knowledge and skills are identified on a knowledge and skills organiser. (Coming soon).
- Children learn about a range of artists, both modern and classical, to deepen their understanding of the world.
- The vocabulary of Art is explicitly taught.
- Additional trips and experiences are planned for throughout children's time at Hightown including the John Hansard Gallery in Southampton and an Art project with Bursledon Brickworks.
- Children from across the school can also take part in a weekly Art club after school.
- The art subject leader keeps up to date with the Hansard Gallery, meets with other Art subject leaders across the Inspire Learning Partnership and is exploring possibilities with subject associations.

Impact

- Art skills are assessed against the Art progression of skills document at the point of teaching. This is usually demonstrated in the final piece at the end of the project.
- Key knowledge is assessed past the point of teaching, usually in the succeeding half term or at another suitable point in the year.
- Both the knowledge and skills are identified on the knowledge and skills organisers.
- The art subject leader monitors curriculum provision through lesson observations, learning walks and planning scrutiny as well as outcomes for children in work sampling and pupil conferencing.
- Additionally, assessment outcomes are reviewed in order for the subject leader to evaluate the impact of the art curriculum and to ensure the highest possible outcomes for children.
- Subject associations and networking across the Inspire Learning Partnership support subject knowledge and pedagogical content knowledge.