

## Developing an approach to teaching and learning in Art and Design

*Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.*

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Teaching and learning in **Art and Design** at Wormley Church of England Primary School aims to ensure that all pupils:

- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- produce individual, creative work, exploring their ideas and recording their experiences
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

We encourage children to notice carefully, to think about what they see, what they hear and what they feel, and to demonstrate their learning in a variety of ways: mark making, sketches, colour mixing, paintings, sculpture, fact files etc. Learning can be recorded in the children's artistic logs, class topic books, a class folder, displays around school.

To inspire the children, we have a bespoke art space within a converted double-decker London bus. The bus provides a stimulating space for the children as well as a space that can be used by the community. This inspiration is being realised as we are midway through achieving the Artsmark.

### DEVELOPING SKILLS

These are the skills we want children to develop as an artist and a designer:

Curiosity	Be curious about the world. Ask questions and wonder why
Active Listening	Give your full attention to what different people say, taking time to understand the points being made and asking questions as appropriate
Critical Thinking	Use logic and reasoning to identify the strengths and weaknesses of alternative ideas, conclusions or approaches to problems
Active Learning	Investigate ways to present ideas, feelings
Judgment and Decision Making	Have respect for alternative perspectives that may be different from our own
Collaboration	Work with others to achieve more
Writing	Communicate effectively in writing for the needs of the audience.
Speaking	Talk clearly to others to convey information effectively.
Social Awareness	Recognise that people see things in different ways.
Persuasion	Persuade others to change their minds based on your evidence

### MASTERY IN ART AND DESIGN

Through a variety of creative and practical activities, children should be taught the knowledge, understanding and skills needed to engage in the creative process of art and design. They should work in a range of relevant contexts. Learning about the history and culture of art and how it has developed through the ages.

## KEY PRINCIPLES

There are 4 key principles in Art and Design (split into KS1/KS2):

Design	To use a range of materials creatively to design and make products
	Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
Experiment and Evaluate	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
	Create sketch books to record their observations and use them to review and revisit ideas
Techniques	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
Knowledge	Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
	Know about great artists, architects and designers in history

## INCLUSION

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the National Curriculum, but also a range of additional opportunities to enrich the experiences of our children. Our curriculum also includes the social aspects that are for life-long learning, personal growth and development of independence.

Some of the actions we may take to achieve this are:

- Help all pupils achieve the best of their abilities, despite any special educational need or disability they may have.
- Ensure that staff are aware of and sensitive to the needs of individual pupils and that teaching is appropriate to meet those needs.
- Make suitable adaptations to the curriculum for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

*To overcome potential barriers to learning in **art and design**, some pupils may need:*

- *help in managing tools for artistic creation – such as paint brushes, rollers, scissors, chalk – by using larger, more comfortable/manageable tools*
- *help in managing the artistic process through task planners / visuals for each short step in the process*
- *help in managing the written communication of planning, evaluation and assessment - such as annotations of their artwork - through scribes / key vocabulary / word grids / signs and symbols*

## SCHEME OF LEARNING FOR ART & DESIGN

There is a scheme of learning for the school to ensure a broad coverage and cross-curricular links. The progression of skills has been mapped out. Teachers should consider both when planning their art and design project.

Below are suggested activities which link art & design in cross-curricular learning

### SCHEME OF LEARNING FOR ART & DESIGN

Year 1		
<b>ARTIST / SCULPTOR</b> <a href="#">Andy Goldsworthy</a> – site specific sculptures	<b>ARTIST / SCULPTOR</b> <a href="#">Edvard Munch</a> - The Scream - crayon and photography	<b>ARTIST / SCULPTOR</b> <a href="#">Kandinsky</a> - <a href="#">Concentric Circles</a> – colour exploration (paint or pastel) and collage
Year 2		
<b>ARTIST / SCULPTOR</b> <a href="#">Monet</a> - <a href="#">pastels and colour mixing</a> (Water Lilies)	<b>ARTIST / SCULPTOR</b> <a href="#">Hector Gonzales</a> - <a href="#">A Dragon's Eye</a> - pencil and clay (artwork inspired by eyes)	<b>ARTIST / SCULPTOR</b> <a href="#">Andy Warhol</a> - Significant People - relief printing (portraits)

Year 3		
<b>ARTIST / SCULPTOR</b> <u>Leonardo da Vinci</u> – charcoal, graphite and oil pastel on large scale (Human Form)	<b>ARTIST / SCULPTOR</b> <u>Van Gogh</u> - drawing, painting and sculpture ( <u>The Starry Night</u> )	<b>ARTIST / SCULPTOR</b> <u>Wioletta Kulewska</u> -screen/mono printing ( <u>Fossil Inspired Art</u> )
Year 4		
<b>ARTIST / SCULPTOR</b> <u>Michael Angelo</u> - line drawing and sculpture ( <u>Roman inspired art</u> )	<b>ARTIST / SCULPTOR</b> <u>Cezanne</u> - sketching / still life	<b>ARTIST / SCULPTOR</b> <u>Henri Rousseau</u> - paint and collage ( <u>Rainforest Art</u> )
Year 5		
<b>ARTIST / SCULPTOR</b> <u>Anglo Saxon Inspired Art</u> - drawing, paint mixing and applique	<b>ARTIST / SCULPTOR</b> <u>Emanuel Valtierra</u> - <u>Aztek inspired art</u> - painting, mask making, textiles or <u>Space inspired art</u>	<b>ARTIST / SCULPTOR</b> <u>Andy Warhol</u> and <u>Hannah Hoch</u> – portraits –
Year 6		
<b>ARTIST / SCULPTOR</b> <u>Banksy</u> - <u>Art inspired by important messages</u> - painting	<b>ARTIST / SCULPTOR</b> <u>Peter Randall-Page</u> stone sculpture work, inspired by geometric patterns from nature	<b>ARTIST / SCULPTOR</b> <u>David Hockney</u> - <u>Abstract Landscapes</u> – ink, oil pastels and pens

## PROGRESSION OF SKILLS IN ART AND DESIGN

There is progression of knowledge, skills and techniques throughout the scheme of learning. These are set out in detail below.

Knowledge, skills and understanding:

- Working: in a variety of media; in two and three dimensions; from observations; from experience and imagination
- Developing an understanding of the work of artists, craftspeople and designers in different times and cultures

COLOUR AND TONE Children should:	TEXTURE Children should:	PATTERN AND LINE Children should:	SHAPE, FORM AND SPACE Children should:	ARTIST TO COVER Children should:
Year 1				
Manage paint and mix colours Know by mixing primary colours many new colours can be created Use colour to make images of things seen or imagined	Introduce language and vocabulary relating to texture <i>e.g. rough, smooth, bumpy</i> Investigate textured surfaces using different media <i>e.g. torn paper, clay, fabric, threads, wool</i>	Mark making with lines and shapes Be able to show patterns by repeating simple shapes and marks	Be able to use basic techniques using 3D media <i>e.g. rolling dough, simple weavings</i> Be able to work on large and small scale projects <i>e.g. collaborative painting, junk modelling</i>	Be taught about the work of a range of artists and craft makers.  -Andy Goldsworthy -Edvard Munch -Kandinsky
Year 2				
Be able to observe closely and talk about colour Be able to mix colours to match those in natural and made objects	Experiment with techniques for making specific textures Create textured surfaces using different media ( <i>torn paper, clay, fabric, threads, wool</i> )	Be able to use lines and patterns in a more informed way <i>e.g. recreating the marks and patterns seen a natural object</i>	Explore 3D sculpture using media such as <i>plasticine, clay, model magic</i> . Be able to work on large and small scale projects <i>e.g. murals, totem poles</i>	Be taught about the work of a range of artists and craft makers. Make links to their own work.  -Andy Warhol -Emilio Villalba -Monet
Year 3				
Increased knowledge about the effects of colour <i>e.g. contrasting or harmonising colours, colours that stand out</i> Be able to apply colour to create different effects	Be able to select and use different media to express qualities of texture <i>e.g. using thickened paint to enhance an image.</i>	Investigating how patterns can be used to create the illusion of texture Recognise patterns in different cultures <i>e.g. Egyptian patterns</i>	Demonstrate increased confidence in using a range of 3D media in different scales <i>e.g. clay, papier mache, model magic, mod rock</i> )	Be taught about great artist, architects and designers in history.  -Leonardo da Vinci -Van Gogh -Wioletta Kulewska

Year 4				
Develop their understanding of colour to convey moods Show developing confidence in using tone e.g. using shadows in observational drawing and painting	Demonstrate increased confidence and skills in using tactile media e.g. dry texture (sand, leaves, pebbles) and messy texture (cooked noodles, play dough, mud)	Show increased awareness of the expressive qualities of line e.g. angry, calm Show greater control in creating patterns e.g. repeat prints/ rotation/ reflection	Be able to use more complex techniques in 3D media e.g. joining slabs of clay, mod rock	Be taught about great artists, architects and designers in history.  -Anglo Saxon inspired art -Michael Angelo -Henri Rousseau
Year 5				
Be able to use colour and tone purposefully in a range of media e.g. still life with pencil	Demonstrate increased confidence and control in using tactile mediums e.g. work with textiles such as applique	Investigate proportion in art work e.g. photography Be able to organise and use a range of source materials to inform their work e.g. Judaism or Victorian pattern	Include more attention to detail in 3D models and large scale artwork Demonstrate increased confidence and skills in planning their work and in using a range of materials and tools e.g. wood	Be taught about great artists, architects and designers in history.  -Andy Warhol -Lucien Rudaux -Hannah Hoch

Year 6				
Be able to use tone to describe the three dimensional nature of objects e.g. still life with paint	Be able to create and represent textures with increased accuracy, showing the ability to plan when creating effects	Be able to talk about how pattern and line have been used by other artists and apply it to their own artwork	Be able to plan their work appropriately Be able to select the appropriate tools and techniques Demonstrate the ability to apply previously acquired skills and knowledge e.g. model making, large scale murals	Be taught about great artist, architects and designers in history.  -Bansky -Peter Randall -David Hockney

## EVALUATION

We encourage the children to evaluate their artwork throughout the project, using their creative logs to annotate artists' work, their own sketches, colour mixing and experimentation, technique testing, use of different media etc. Use this [link](#) to guidance in using sketch books and creative logs effectively:

Encourage children to evaluate their artwork:

- What are you proud of?
- What would you like to change next time?
- What have you learned?

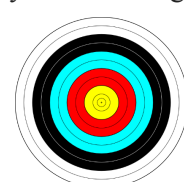
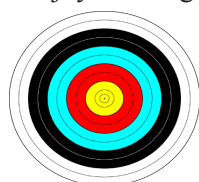
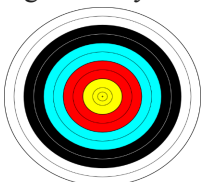


We also encourage children to think about their skills, attitude and self-efficacy in respect of the art and design project using a target board.

They place themselves on the board before the project and then again at the end of the project to see if their opinion has changed.

E.g. We are drawing – a still life composition

How good are you at drawing?    Do you enjoy drawing still life?    How good are you at drawing this composition?



## ASSESSMENT

Teachers assess pupil progress against the school's assessment criteria in the progression framework at the end of a unit/project.

### SEVEN QUALITY PRINCIPLES FOR EVALUATING LEARNING ACTIVITIES IN ART AND DESIGN

There are 7 quality principles, suggested by the Arts Council, for teachers to evaluate provision.

Teachers can use this to reflect upon the art and design learning activities.

<b>Striving for excellence and innovation</b>	Is there a real commitment to achieving excellence by, with and for children?
<b>Being authentic</b>	Is it authentic, the real thing?
<b>Being exciting, inspiring and engaging</b>	Are children excited, engaged and inspired?
<b>Ensuring a positive and inclusive experience</b>	Does it ensure a positive, inclusive experience?
<b>Actively involving children</b>	Are children actively involved?
<b>Enabling personal progression</b>	Do children progress and know where to go next?
<b>Developing belonging and ownership</b>	Do children feel they belong and it belongs to them?

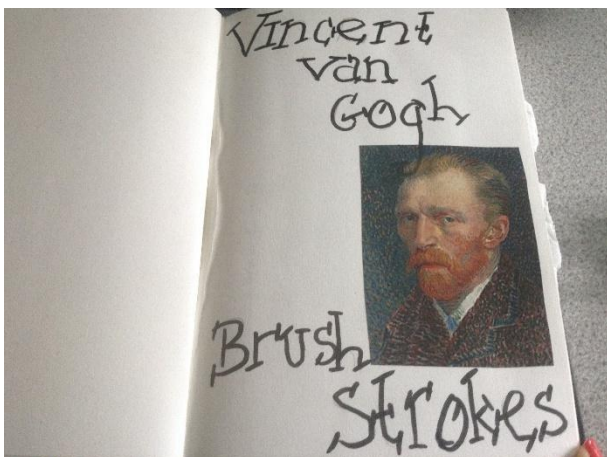
An exemplar follows...

#### Exemplar 1 Learning about and from Van Gogh

Learn about Vincent Van Gogh. Investigate some of his artwork. Learn about the techniques and mediums he uses. Experiment with the same techniques/mediums. Try to reproduce aspects of his work. Evaluate your artwork. Reflect on your skills, attitudes and self-efficacy. Create your own artwork using a similar technique or medium.

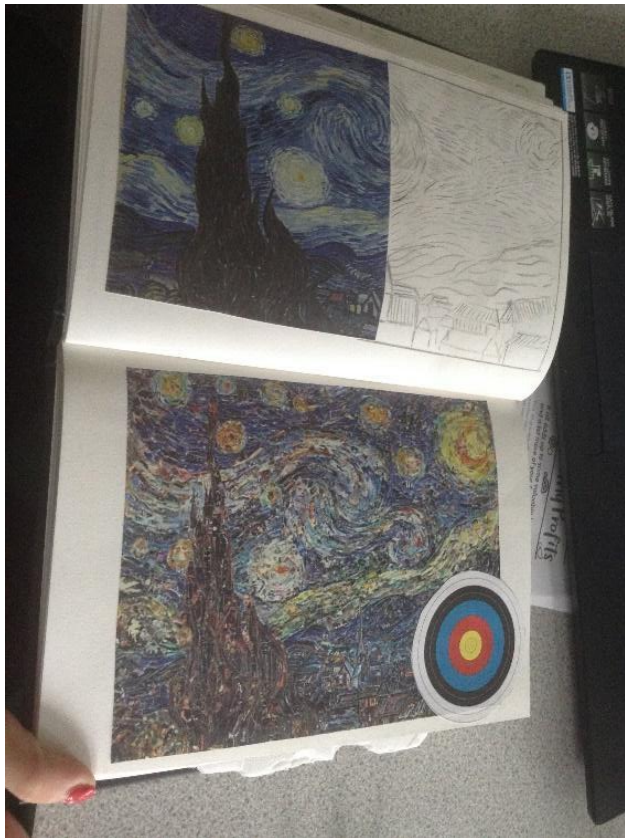
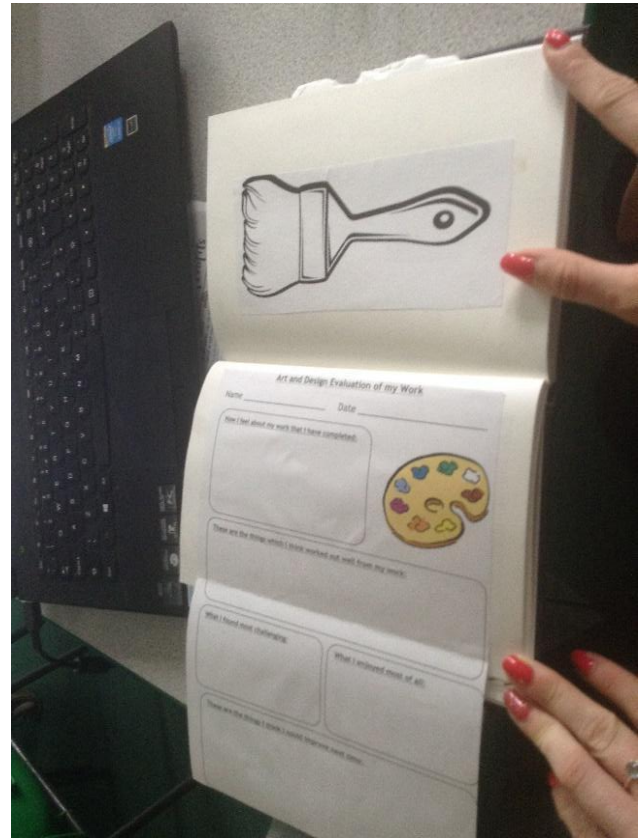
Learning objectives:

- Knowing the artist: Van Gogh
- Learning a technique: brush strokes
- Apply what you have learnt to your own piece of work



Learn about the artist Van Gogh.  
Consider his use of colour to convey mood  
Consider his technique - use of brush strokes  
Apply what you have learnt to your own artwork.





Experiment with colour and technique  
Evaluate what you have learnt