



Willow Bank Infant School

Vision and Rationale for Art

The Art Curriculum

Our Vision

At Willow Bank Infant School, we believe that Art helps to mold creative individuals who are able to express themselves confidently through their work. At our School, we provide each child with the opportunities to paint, draw, sculpt, sketch, illustrate and create! We provide all children with a means of exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, line and form to produce pieces of art. Children are encouraged to develop a greater understanding and knowledge of famous artists and their work which inspires them and their quality of work. As pupils progress through the school, they practise and build on their art skills becoming artists themselves.

The Art Curriculum at Willow Bank will:

- Inspire children to become creative and artistic.
- Allow children to develop the key skills of drawing, painting, sculpture, printing, pattern and textiles.
- Use school art weeks to produce collaborative pieces of work as a school where older pupils can inspire younger pupils.
- Show a progression of skills taught from FS to Yr2.
- Give teachers autonomy to select and tailor their teaching to their chosen topics and the learning to meet the needs and interests of the children in their class.

Art teaching at Willow Bank will:

- Ensure children are competent in the ART skills outlined in the national curriculum.
- Encourage self-expression and creativity and build confidence as well as a sense of individual identity.
- Encourage children to experiment and make mistakes in drawing, painting, sculpture and other art, craft and design techniques.
- Develop children's awareness, knowledge and understanding of Artists.
- Ensure children understand the historical and cultural development of their art forms.
- Allow children to experiment creating art using a range of secondary sources including I.T.
- Provide children with the tools, equipment and materials needed to ensure quality of work.
- Include educational visitors where appropriate, allowing children to meet artists, watch them work and learn from them.
- Include a variety of teaching approaches based on the teacher's judgement taking on board the needs of their class.
- Be linked to other curriculum areas that is purposeful and logical. Pupils are then able to make links between their learning from one topic and year group to another.

Teach art in the following way:

- 1) Analysis of artists work (including context and elements of art)
- 2) Develop skills using relevant media
- 3/4) Initial ideas and development in order to create final art work

Assessment of Art at Willow Bank will include:

- The progress of skills will be monitored in the children's sketch books Fs-yr2.
- Assessment for learning which is continuous throughout the planning, teaching and learning cycle.

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Use of Traffic Light system at the end of each term to assess whether children are Working Towards, Working At or Greater Depth.
- EYFS Children are assessed according to the Development Matters Attainment targets.

Curriculum Rationale – Art

Why has the specific content/ domain knowledge been selected?

The threads of art have been selected to support our termly topics and closely link where possible. Pupils learn about the work of an artist, practise the techniques and skills used and then create their own piece of art from this. They learn about the stories behind artists work and the meaning of the pieces created. This allows pupils to develop a secure understanding of how art is used not only as an outlet for creativity but also as an outlet to express their thoughts and feelings. Additionally, the elements of art, consisting of line, shape, tone, form, pattern and colour have been chosen as the core knowledge drivers within our Art curriculum. This is because they can be understood and applied in two ways: both in the analysis aspect of art study as well as the practice of art. For example, when studying Wassily Kandinsky, pupils learn that the shapes, colours and lines express feelings. This then informs their own practice, allowing them to create a piece of artwork that is clearly influenced by the artist and not just a replica.

How is Art progressive?

In art, each year group will develop and build upon their techniques and skills throughout their time at Willow Bank. The skills taught under each theme are expanded on as they move through the school.

For example, Foundation children are regularly encouraged to experiment with colour, naming and mixing independently during free time. They are given the freedom to find out for themselves and the language is modelled by the adults. In Year 1 pupils are introduced to the primary and secondary colours. They learn how to mix primary colours to make secondary and can name them. They find collections of colour and create warm and cold landscapes. In Year 2 they expand this by describing colours and making tones of colours by adding white. They also learn to darken colours with the use of black, making tints.

Progression of skills can particularly be seen in our “Self-portrait” lessons that happen in Autumn for all year groups. Each year group study self-portraits and learn a different level of drawing skills depending on their age. In Foundation, children are encouraged to draw an accurate picture of themselves, looking at the size, features and colour. Year 1 learn about artists who create self-portraits and practise techniques before creating a self-portrait using pencil then paint and sculpture. In year 2 children look at the work of an artist and discuss their use of shadows, light and dark. They will learn how to create these effects, practise and then produce their own work. This unit of work is used to monitor the pupils progress throughout their time at Willow Bank.

Our Art Programme:

How is Art enabled in the Early Years?

In Early Years, Art is taught through the Specific area of “Expressive art and design”. EYFS Pupils are taught to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Exceeding children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed. Art activities are available to pupils every day through the continuous provision. They are given opportunities and encouraged to participate in activities that include all of the art themes. For example, children may participate in shadow drawings outside or building sculptures of fire engines inside. These continuous provision activities are carefully planned to include all of the art skills

and closely link with the termly topics. Explicit art lessons are taught when relevant but not every week. The key knowledge and skills available in reception provide the foundation for building on these skills in year 1.

How is Art enabled at KS1?

During Key Stage 1, pupils are taught using the Aims of the National Curriculum purpose of study and subject content. Teachers plan units of work linked to their termly topics. They use the progression of skills document to ensure the key skills are taught and built upon as they move through the school.

Pupils are taught to use a range of materials creatively to design and make products. They use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques. Lessons are planned to give opportunities to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and form and space. They also learn 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. Once a week lessons are shared between Art and DT for both year 1 and 2. Year 1 have access to Art experimental activities through the continuous provision in the afternoons.

Timetabling and resourcing:

Art or DT is taught weekly allowing children to develop their knowledge and skills effectively while also maintaining knowledge from previous learning. An Art week involving the whole school happens once a year.

Resources are ordered termly once teachers have decided what they require for each lesson planned.

All year groups have their own classroom staple resources. Other resources are kept in the Art and DT cupboard. Paint and display board paper is kept in the maths cupboard. Sugar paper is kept in Squirrels classroom cupboard and paper and card in the draws in the library.
