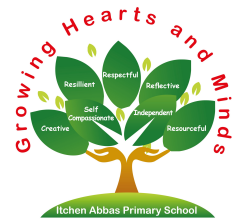


# Itchen Abbas Primary School

## 'Growing Hearts and Minds'



### Subject Development and Rationale

#### Art and Design

#### Intent of our Art and Design Curriculum

Itchen Abbas is a rural village on the River Itchen about 4 miles north of Winchester. Within the area Itchen Abbas and other villages close to the main city of Winchester there are local artists who exhibit around the area like Hampshire Open Studios with a range of artistry available. These range from painting, sculpture, ceramics, glass, furniture and even jewellery.

Art and Design provides children with the opportunity to develop and extend skills and an opportunity to express their individual interests, thought and ideas.

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 are able to think critically and develop a more rigorous understanding of art and design. They also learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Children use work of famous local, national and international artists to explore and enhance their learning and compare art from now and the past.

Itchen Abbas further develop the children's learning by having whole school 'Big Art' days, where the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists.

We use a variety of resources in Art and Design to explore other techniques to teach children that Art and Design isn't just drawing. This will help children to be more engaged and learn about the variety of opportunities for them. For example, in the UK Art and Design come 2nd out of all job roles with Finance as top. Art and Design is used in Media, Gaming and Architecture.

To encourage Art and Design, all children and staff have an art book, where each day they spend 10 minutes sketching something.

Therefore, within our Art and Design Curriculum we will give our children:

- A good knowledge about local artists in the area (painter's sculptures etc) linking to topics that will support their learning further of techniques and styles.
- Using a range of mix media to show that Art and Design in today's society is vast and not just drawing and painting.
- Encourage children to have a love of Art and Design and that Art and Design is subjective.

## Implementation of our History Curriculum

The implementation of history is supported by:

### Scheme of Work





The teaching and implementation of the Art and Design Curriculum at Itchen Abbas Primary School is based on the National Curriculum and linked to topics to ensure a well-structured approach to this creative subject.

The children are taught Art as part of their termly topic work (roughly a 7 week cycle). They use artist to focus on, looking at them in depth and then using techniques from them create a piece linked to a topic they are studying. We at Itchen Abbas work on a 2 year cycle so that children can get a broad range skills and techniques to secure their understanding of Art and Design.

As the national curriculum for Art is similar in Key stage 1 to Key stage 2 the only differences is that Key stage 2 is to improve and master techniques and to develop further but also they are able to evaluate effectively linking to it other artist they may have come across but not been taught in school.

The language taught in Art Design is based on the Art and Design threshold concept that is used across the school. For example when talking about 'Line' these can be described in many ways like have a continuous line, contour (outline), sharp and short, soft, long, heavy and bold. These all represent line but in different ways in Art. Children learn these when working on a piece of Art.

### The History Threshold Concepts are:

Threshold concept symbol	Threshold concept title and descriptor
	<b>Develop ideas</b> This concept involves understanding how ideas develop through an artistic Process using critique and evaluation of own work and others.
	<b>Develop artistic vocabulary.</b> This concept involves understanding and developing the vocabulary and terminology surrounding art, craft and design.
	<b>Master techniques.</b> This concept involves developing and enhancing skills through exploration and experimentation to express and communicate ideas.
	<b>Be inspired.</b> This concept involves learning about and from the artistic process and techniques of great artists culturally and throughout history.

## **Vocabulary and Abstract Terms.**

Within each unit of work, vocabulary is used within the contexts of the lesson when being shown techniques as well in their art books when recording of other artist. Examples of these words used in Art and Design are:

Words found in the elements and principles like “line,” “pattern,” and “shape.”

Subject matter words like “self-portrait” and “landscape.”

Media words like “printmaking,” “ceramics,” “painting,” and “sculpture.”

Descriptive terms like “realistic” and “abstract.”

but we use others as well within the lessons that are relevant to learn and understanding the words to the technique.

## **Enrichment**

We have use cross curriculum topics to include in our Art and Design for example in Key stage 1 went for a welly walk to look at the change in season to Autumn. Children picked up leaves sticks and other materials and then in groups created a scene using them.

We have also used Art as a whole school approach during the Queen’s Jubilee and other key events like Remembrance Day to be displayed in the hall for parents to see.

We have events in Squirrels (R/1) when they have completed big topics like the Fire of London when parents were able to see their Art and other work displayed.

The school also look at local artist and explore their work and have them in to talk about their work and how they create them.

## **Support for Staff and Subject Knowledge Development**

- In our small school, it is not always possible to have an expert in each subject within the staff. Therefore we use the National College as well as Hampshire to support subject leaders to develop their own expertise. We also have good ties with our feeder secondary school, Henry Beaufort, and local primaries and have developed networks to support our curriculum development.
- Subject leaders have compiled a support for SEN document which supports teaching in identifying how to support children with additional needs so that all children have access to the full curriculum.
- Medium Term Plans are planned by teachers based on the 6 step enquiry approach. This is supported and evaluated by the subject leader.

Step 1 – teacher motivates the children and scopes the enquiry

Step 2 – children collect information in interesting and varied ways

Step 3 – children make sense of ideas and process the information

Step 4 – children draw their own conclusions, making their own meaning

Step 5 – understanding is checked, developed or refined

Step 6 – children create their final end product or outcome

## **How this subject Works Along Others.**

In Art we as much as possible put links with other subjects like Geography, History. This helps secure their knowledge about some aspects of the topic but in a fun and creative way.

This helps them identify more about the topic and question present and past. For example, in Foxes they are sculpting clay pots and then making their own. They would think about what tools would Early Civilisation use to create pots and then compare to what they use now. This helps them to have a better understand of past and present.

## Early Years

In Early years Art and Design is taught in a many way throughout the day on their interest as well as Topic work. Children use Art and Design in continuous provision and resources are available for them to explore a range of skills and techniques.

The early learning goals Communication and Language	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Personal, Social and Emotional Development	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
Physical Development	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.
Expressive Arts and Design	<ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</li><li>• Share their creations, explaining the process they have used;</li><li>• Make use of props and materials when role playing characters in narratives and stories.</li></ul>

## Impact of our Curriculum

### Assessment and Progression

- There is a progression within Art of a starting point which is research of an Art alongside the topic they are learning to an end point of evaluating their own work.
- Children are able to use a range of techniques and can make own choice on which is best for a specific project and develop those skills throughout the school.
- Children are able to learn about local artist who are create Art today and they can compare artists from the past to the present.

### Monitoring and Pupil Voice

- Staff regularly meet to discuss how Art and Design projects are going and whether there needs to be any amendments made,
- Books looks after each project is to monitor that teachers have followed the progress of a start and finish point.

- Pupils voice comes from comments passed back from class teachers and also when Art and Design is shown in assemblies.