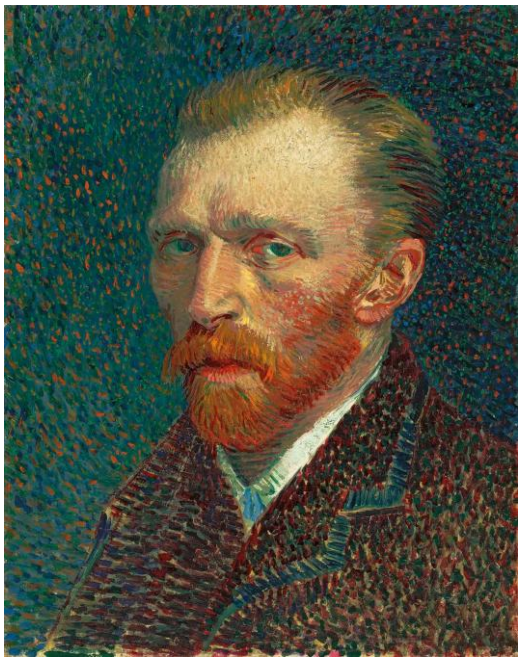
Art and Design Handbook

Farington Primary School





Art at Farington

What is our vision?

Taking into consideration the needs of our children at Farington Primary School and the context of the community to provide an excellent Art and Design curriculum, we aim for children to be able to express themselves through their artwork. They will learn and develop a wide range of skills, with a main focus on painting, printing, drawing and collage, influenced by the styles of a variety of artists, from history through to contemporary times, across a wide range of cultures and diversities. Children will be encouraged to find their own style and take a 'hands on' approach by exploring an array of media and materials.

Curriculum Aims and Impact:

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- 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.

From their time and Art lessons at Farington, we aim that:

- Children are confident in using the appropriate vocabulary taught to them throughout school, in relation to the art and artist that they are studying.
- Children will have the chance to explore and interact with a range of media and art skills, taught to them throughout school.
- Children build up a knowledge of a variety of artists from different times throughout history and different cultures and diversities.
- Children will be able to evaluate pieces of work, created by existing artists. They will then take influence from those artists in order to create their own artwork, through which the artist's influence is evident.

Through Art at Farington, pupils develop their creativity, imagination and confidence, exploring a variety of materials, techniques and artistic styles. They are encouraged to experiment, take risks and learn from mistakes, developing resilience and a positive attitude towards their learning. Pupils build practical skills and learn to communicate their ideas and emotions through different forms of art. They explore the work of a range of artists, designers and craftspeople, gaining an appreciation of how art has developed across different cultures and periods of time. Children are encouraged to reflect on their own work, share ideas and consider how they can improve. Through a broad and engaging art curriculum, pupils develop their individuality, creative thinking and pride in their achievements.

How do we achieve this?

- Across school a combination of short-term planning tools and schemes will be employed and adapted by teachers in order to teach the topics, skills and artists set out for their year group.
- Each year group has been allocated a range of skills, tools and materials to explore throughout the year.
- Linked to the art topics covered by each year group, related artists have been suggested in order to expand the children's knowledge and understanding of the media that they will be exploring.
- Drawing and sketching skills will be a focus across all year groups, allowing children to refine and build upon their previously learned skills in this area. This is will result in evidence of progression being assessable from that of an initial piece to a final assessment piece, both within a year group and across each child's time at Farington Primary School.
- Sketchbooks are used throughout school as a reflective recount of the skills learned and the medias explored throughout each module of art that is covered.
- Children's sketchbooks will document their journey and progression through each art unit, towards each final assessment piece that showcases their achievement.
- ICT will be used by all children for both research purposes and in order to create pieces of digital artwork.

Scheme of Work:

Across school units of work by Kapow are employed and adapted by teachers in order to teach the topics, skills and artists set out for their year group.

Resources:

All key stages (KS1, Lower KS2 and Upper KS2) are given a box of resources that they need for the year and these are stored in classrooms. Most teachers also have a small supply of frequenty used resources in their individual classrooms. Art supplies will be rauditted and then restocked for the beginning of each academic year. Any specific supplies that are required for individual class projects should be requested ahead of time. Supplies will be audited regularly to ensure that general supplies don't run low. The upkeep of the art storeroom falls predominantly with the art co-ordinator, however the area and the resources within it should be left as tidy as they are found. As resoursces are used up, staff are advised to pass on that those materials need replacing.

Assessment – How do we assess skills and understanding?

Formative assessment will predominate within the subject of art. At the beginning of each academic year, children will all produce a baseline drawing. This will act as a measure from which to assess their progress. Children are asked to do a basleine sketch at the start of each new art unit, so they should have 3 across each year group at least.

The majority of the children's art work will be recorded within their sketch books. These will act as a portfolio to practise and present the skills that they have been learning. The work in the sketch books will show an accumulation of skills towards a final piece for each unit (this may or may not

be contained within the sketch book). Children will be practiign each of these skills weekly, as well as working on the official final piece. Final pieces will be assessed against the year groups curriculum objectives relating to the relevant unit of work. Over the course of the year, the children's drawing skills will be assessed against their start of the year baseline piece, to show how drawing has improved. Children are asses on the end points and their knowledge of skills they have learnt in the year.

At two points during the year, knowledge review weeks will spend time focusing on the skills and use of materials that they have accumulated throughout that academic year. Using the evidence from sketchbooks, final pieces, artwork undertaken in other subjects and knowledge review weeks, teachers will make judgements about their children's skill and knowledge in art.

Teachers will use the following gradings to categorise the children against the year groups curriculum objectives:

Working towards – the child has not met/ retained the year group curriculum objectives.

Expected – The child has met/ retained the year group curriculum objectives.

Greater depth – The child has met the objectives with a large degree of independence. These children will demonstrate a high level of artistic talent and creativity.

Teacher judgements in art will be entered into arbor, this will be available to future teachers as a means of transition. These judgements will also be reported to parents at the end of each year through the means of the end of year report. Class teachers will provide ongoing verbal feedback about a child's artwok, to allow for fluid conversations and discussions to take place. This is inline with the subjective nature of Art as a discipline.

Health and Safety

Potential risks to be aware of are:

- The use of toxic materials
- Ensuring students have washed their hands sufficiently after working with materials
- No food or drink around whilst working with art supplies and materials
- Any potential water spills are to be cleaned up immediately and the floor and work areas are to be kept tidy at all timesto prevent slipping/ tripping
- Children are not to enter the art supply room without adult supervision
- Allow fresh air to flow when working with certain substances, windows (and doors where available) are to be opened.
- Electric tools are to be in working order and used by an adult/ under adult supervision where appropriate.
- Cover-ups are to be provided for messy work, jewellery should be removed and long hair should be tied back.

Inclusion and Safeguarding Considerations

At times, children may communicate sensitive feelings/ emotions through their artwork. Children may require time in an appropriate setting with an adult to explain their thoughts/ feelings that inspired their work. Any concerns are to be recorded on CPOMs or referred directly to the DSL.

Teachers are encouraged to ask open ended questions regarding children's artwork when unable to decipher what has been drawn by a child, for example "tell me about your picture".

Other Points/Considerations:

Monitoring and Review:

The subject co-ordinator will monitor the learning taking place in Art and Design through annual subject audits. In order to conduct this the following evidnce will be gathered and used:

- Work in sketch books will be viewed against the years groups objectives and how closely they match.
- The amount of work in sketch books and whether it reflects the time allocated to art.
- Build up work and their contribution to final pieces.
- The range of media used and how this matches to the year groups objectives.
- Pupil interviews regarding their experience of art and their inclusion/ understanding ofsubject-specific vocabulary.
- Monitoring of the amount of art lessons missed due to interventions.
- Knowledge organisers in art books – 3 per year and children awareness of these