

## **Offwell ART Statement      September 2019      ART Leader: Charlotte Kirkland**

This document sets out our intent, implementation and planned impact of Subject Leadership, teaching and Learning in Offwell C of E Primary School. 'Subject leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils'. (DfE Definition)

### **Intent:**

At Offwell, our vision: **Be Well**; **Learn Well**; **Live Well** inspires us to secure, for each child, a sense of physical and mental wellbeing, as the foundations for effective, life-long learning and to enable them to both benefit from, and contribute to, a better world. Offwell Primary School Art provision is designed to give children of all abilities opportunities to use their creative imagination. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting as well as other selected crafts. Children will develop their knowledge of famous artists and an understanding of how art contributes, shapes and reflects our history. Wherever, and whenever, appropriate Art will be linked into other areas of the curriculum. During lessons based on the progression of skills and knowledge children will be encouraged to ask, question and evaluate their own, and others work. At all times the teaching of Art will offer them the chance to continue their emotional development.

### **Implementation:**

#### **• Which resources are used to ensure progression of knowledge, skills and attitudes?**

Children will have access to a wide variety of resources and will have opportunities to use a range of media. Resources used across the will include pencil, charcoal, paint and clay. In Key Stages 1 and 2 children will be given a sketch book to record, revisit and review ideas.

#### **• How is ART taught?**

Through weekly or blocked lessons children will develop their artistic skills each year building on their prior knowledge. Thoughtful questioning will encourage deeper thinking about creativity and interpretation of Art. When appropriate, links to Art are made within our Themed Learning Projects.

**EYFS:** Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

#### **Key Stage 1:**

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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

#### **Key Stage 2:**

Pupils should be taught to 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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

#### **• How do we ensure equality of access to ART?**

Where needed, every effort will be made to adapt areas of the Art curriculum to suit the needs of individuals. We recognise the valuable role Art can play for children in regards to their personal and social development. During lessons children will be supported and given opportunities to become independent learners. They will be enabled to see their own successes and given time to evaluate their work to identify areas for improvement.

It is our intention to provide each and every pupil with a broad and balanced Art curriculum. A curriculum which

also approaches those key issues associated with multi-culture and gender. Children are entitled to a broad and varied multicultural art education, an education which provides a unique insight into the historical and contemporary traditions of both their own culture and that of other nationalities.

**How can parents or other members of the public find out more about the curriculum the school is following for this Art?**

See National Curriculum in England: [Art and Design programmes of study](#)

### **Impact:**

**How is ART progression assessed?**

EYFS: Through on-going formative assessment including observations. Evidence collected will help form children's EYFS Profile.

Key Stage 1 and 2: Learning within Art is mostly recorded in sketchbooks across the Key Stages, unless larger paper or media unsuitable for sketchbooks is used. We encourage children to treat their sketchbook like a journal where they are able to generate ideas, show knowledge and evaluate their work. During lessons teachers will assess children's knowledge, understanding and skills through making observations. Feedback may be given verbally or written on post-it notes by teachers or peers. An overall assessment will take place at the end of each unit where children have the opportunity to comment on their progression of skills and areas for improvement. Teachers will support this by using appropriate approaches to assessment that allow for different learning styles and provide each child with clear feedback to aid further learning.

**How is ART progression monitored?**

Throughout the year Art is monitored through lesson observations, work scrutiny, discussions with pupils and the monitoring of plans. This is to ensure progression and continuity throughout the school as well as an opportunity to identify areas to improve further provision. Information will be recorded and shared through action plans which will be discussed with Staff and Governors.

Review date: September 2020

