

# What makes me an Artist?



**Learning Together, Success Forever**

# Why is Art important at our school?

## (Vision Statement)

### **Intent**

At Manor Park Infant and Nursery School, we believe Art and Design plays an integral role in the education of all children. From the Early Years Foundation Stage into Key Stage 1 children are encouraged to use their creativity, curiosity and critical thinking skills in developing an awareness, appreciation and enjoyment of art in all of its forms. Art and culture enrich our lives greatly and we want our children to have the skills, techniques and knowledge to work confidently as independent artists. We study influential artists and craftspeople to provide a context to compare and contrast our own work with, further deepening our evaluation and communication skills.

### **Implementation**

#### **Teaching and Learning Styles**

Manor Park Infant and Nursery Primary School uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and to collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

At Manor Park Infant and Nursery School, art often links to our topics for that term. We see this as a fundamental way of understanding and communicating ideas about the world and human experiences and therefore its potential to enhance learning, particularly in history and geography. Artists and designers are carefully chosen to focus on which link to our topics and act as a stimulus for art activities covering new skills and techniques.

#### **Curriculum and Planning for Art & Design**

In the Foundation Stage, the objectives set out in the Early Learning Goals underpin the curriculum planning for children aged three to five. The children's learning includes art,

music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

In Key Stage 1, we use the National Curriculum programme of study for Art and Design as the basis for our curriculum planning with ideas drawn from different sources. We have adapted the programme to fit the local context and requirements of our school. Our skills ladders have an ambitious progression from ages 3-7 which covers drawing, painting, printing, textiles, sculpture, collage and digital art.

#### **In Foundation Stage - pupils learn to:**

- Explore and use media and materials:  
Sing songs, make music and dance, and experiment with ways of changing them.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- To be imaginative: use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.
- Learn key vocabulary associated with Art and Design.

#### **In Key Stage 1 - pupils learn to:**

- Use a range of materials creatively to design and make products
- Produce creative work, exploring their ideas and recording their experiences.
- To use drawing, painting, printing, textiles, sculpture, collage and digital art.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about the work of great artists, craft makers and designers, e.g. studying historical architects such as Christopher Wren and contemporary sculptors such as Kaori Kurihara.
- Create a piece of work in response to another artist's work.
- Learn key vocabulary associated with Art and Design.

Curriculum planning in art and design is in three phases: long term, medium-term and short-term. The long-term plan maps out the themes covered each term during the key stages which makes meaningful links across the curriculum and key stages. The medium-term planning has been created by the Art subject lead and ensures there is an ambitious development of skills and knowledge throughout the school. The short-term planning provides clear learning objectives and give details on how to teach the lessons.

The medium- and short-term planning are carefully planned in conjunction with the skills ladders to ensure appropriate progression. These skills ladders build upon prior learning and provide range, depth and increasing challenge for children as they proceed through each year group.

Each year Manor Park Infant and Nursery School celebrates an 'Art Week', which is planned by the Art lead alongside staff members. This is a chance for all children across school to fully immerse themselves in Art and Design for a week as well as learn about a specific artist and develop new skills. Each year group produces a unique artwork using a different technique and material linked to one artist, and the work is presented and celebrated at the end of the week in a celebration assembly. The work is also exhibited in school throughout the year in a special gallery space, dedicated to all the fantastic artists we have at Manor Park!

## Curriculum Overview

At Manor Park Infant and Nursery school Art is taught in discreet units as well used to enhance the curriculum. Below are the units we teach, when they are taught and the order they are taught in:

Art	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>F1</b>	Paint People that Help us (History)	Drawing Florence Nightingale (History)	Collage British Isles (Geography)	Textiles British Isles (Geography)	Printing Neil Armstrong (History)	3D Oceans (Science)
<b>F2</b>	Paint People that Help us (History)	Drawing Florence Nightingale (History)	Collage British Isles (Geography)	Textiles British Isles (Geography)	Printing Neil Armstrong (History)	3D Oceans (Science)
<b>Year 1 Cycle A</b>	Drawing Christopher Wren (History)		Collage Scottish Inspired Art Landscapes (Geography)		Painting Portraits Scott of Antarctic (History)	
<b>Year 1 Cycle B</b>	Printing - William Morris (History Victorians)		Textiles Indian Inspired Art Tie dye, weaving (Geography)		3D / Digital Art Sculpture Clay Fruits Kaori Kurihara (Science)	
<b>Year 2 Cycle A</b>	Drawing Christopher Wren (History)		Collage Scottish Inspired Art Landscapes (Geography)		Painting Portraits Scott of Antarctic (History)	
<b>Year 2 Cycle B</b>	Printing - William Morris (History Victorians)		Textiles Indian Inspired Art Tie dye, weaving (Geography)		3D / Digital Art Sculpture Clay Fruits Kaori Kurihara (Science)	

## **Impact**

### **Assessment**

- Assessment of children's learning is planned into the teaching of art and to guide subsequent lessons.
- Clear learning objectives are shared with pupils to allow them greater ownership of their learning and to encourage high expectations of themselves.
- Children are encouraged through Assessment for Learning (AFL), to fully participate in the assessment process, through peer, self and group assessments.
- In F2 children are introduced to the concept of having their own sketchbook, which stays with them through KS1 to track their development. This is a special book dedicated to Art and Design where children can express their ideas and reflections in a way that is unique to the subject. Photographs of the process are included in the sketchbooks as well as the final artwork or a photograph of it, alongside reflections from the children.
- Work is marked against given success criteria and according to the school's marking policy.
- In the Foundation Stage, a child's progress is recorded in their learning journeys on Tapestry.
- Work is monitored through sampling children's work, planning scrutiny, lesson observations and talking to pupils.
- The school uses an end of unit tracking system within KS1 to follow children's' progress. This ensures children who are not succeeding or those who demonstrate high ability, are identified and supported or challenged; this on-going assessment is used together with teacher observations to form a judgement on a child's efforts and attainment when reporting to parents at key assessment points.
- At the end of the F2, a child's work in art contributes to the EYFS profile and specifically the Understanding of the World Early Learning Goal. Children will be assessed as either, meeting the expected levels of development, exceeding expected levels, or has not yet reached expected levels ('emerging') in line with statutory requirements.

### **Monitoring and Evaluation of Art & Design**

This will include the following:

- Talking to pupils
- Lesson observations/learning walks
- Carrying out staff and pupil questionnaires
- Monitor planning
- Raise profile and display good examples of art work from all year groups around school
- Monitor the standard of children's work via work scrutiny/learning walks.
- Highlight and share any areas for development.