

Art & Design at Cranford Park CE Primary School

<u>What We Do</u>	<u>Why We Do It</u>
We revisit previous learning and 'Sticky Knowledge' before moving on	At the beginning of each lesson, the teacher will 'revisit' sticky knowledge from previous Art & Design learning which is relevant to the lesson to come. For example, this could be a reminder of skills or knowledge learned, good practice, or a reference to the work of artists. This ensures important knowledge is retained and memorised and can be built upon.
Skills are taught discretely before being applied to artwork across the curriculum	Art & Design lessons teach the knowledge and skills required discretely first and children have the chance to creatively explore techniques and styles, recording this in their sketchbooks. These can then be applied to work across the curriculum. For example, children study how Johannes Vermeer used tone to depict light and experiment with sketching tone and light before using their skills to draw the armour in their portrait of a Roman soldier.
We use the work of artists to demonstrate good practice in skills	When learning a new skill, teachers provide WAGOLL examples from other artists. These may be good examples from other learners, the work of unknown artists, or more famous works of art. Over time, children build their understanding of art history in preparation for future learning.
We invest in good quality resources and materials	We ensure that in all aspects of our Art & Design curriculum, children have access to high quality materials and resources and are taught how to care for them. This ensures that children can have the best opportunities to produce high quality work. Voluntary donations allow for the purchase of more specialist consumable resources and equipment.
We provide opportunities for rich discussion	A strong element of oracy and debate will exist in every unit. Children are encouraged to discuss their interpretations and opinions of their own work and that of others, both peers and more established artists.
We never accept a first attempt	Throughout the school, children are taught and encouraged to give and receive specific feedback to improve works of art. For example, children in the Early Years are encouraged to make their work 'Bigger brighter better' while older children offer specific feedback to peers. This encourages our children to develop a growth mindset as they seek to use feedback in order to constantly improve. Children are encouraged to reflect on their own improvement within a skill or piece of work.
We celebrate diversity	Artists and techniques studied reflect a wide variety of cultures and periods, from aboriginal art and the work of Leonardo de Vinci, to current pavement artists and St Lucian silk printers.
Activities assess understanding and are practical, engaging and fun	Application of skills learned is set into a context, generally cross-curricular. Methods of learning are practical and engage children in activities which allow them to demonstrate their understanding and skills, while using initiative and creativity.
We offer child-led opportunities	Each year, children will have an opportunity to follow their own avenue of study to meet Art & Design objectives. For example, children may choose the direction of a project based on an initial idea.
Outdoor Learning	Often, Art & Design objectives can be met through outdoor learning activities. For example, weaving dream catchers from twigs, studying and mimicking the work of Andy Goldsworthy, sketching landscapes. Teachers recognise that learning outdoors can improve engagement and concentration, so will provide such opportunities where appropriate.
Opportunities for Spiritual Development	Throughout our Art & Design studies, we recognise the spiritual and therapeutic power of art, both in its creation and in our responses to it. Children have opportunities to communicate through their own art, including their feelings. They have opportunities to reflect on their own work and that of others. They are encouraged to be curious, to appreciate the wonder of art creations and to experience the power of great works of art.

Evidence of Learning

Learning in the Early Years is evidenced through Tapestry observations of children at work and finished pieces. This continues throughout KS1, with portfolios appearing in Key Stage One. As children enter Key Stage 2, they are introduced to sketchbooks and taught to use these effectively. In addition, each child will maintain a portfolio of artwork, which may contain original pieces or photographs of 2-D and 3-D work. Older children annotate their explorative work and evaluate finished pieces of work.



Liaison

Annual cross-phase or cross-school events allow children to work with pupils from other age groups or settings and allow further opportunities for those with a particular interest in Art & Design.