



THE FLITCH GREEN

ACADEMY

Learning for Life

Art Subject Statement

Art Subject Lead: Halina George

"Art is a place for children to trust their ideas, themselves and to explore what is possible!"

- Maryann F. Kohl

Intent:

At The Flitch Green Academy we want all children to become confident and enthusiastic creators of art, design and craft on a journey that develops their sense-of-self, inspires personal expression and provides a safe space to develop mental wellbeing. Our Art and Design curriculum equips children with the knowledge and skills to participate in, experiment with, invent and create their own works of art and design. Children are challenged to learn the skills and knowledge to use materials and techniques proficiently in order for them to achieve intended outcomes. They develop their own ideas and personal responses through an exciting range of different media and processes. The language of art provides the links children need to evaluate and analyse creative works, in turn allowing themselves to reflect on and improve their own creations.

Our curriculum develops children's knowledge and understanding of the world of art, craft and design by reviewing the work of not only significant historical figures, but also current practising professionals from diverse backgrounds. This enables children to understand not only how art and design has shaped our history, but also understand its true value to the culture, future creativity and wealth of our nation. We believe that by providing a curriculum where children develop the confidence to think creatively and critically, they have the opportunity to become imaginative risk takers who can contribute as future professionals within the hugely valuable creative industries.

Implementation

In line with the National curriculum, our bespoke art curriculum is built around a rich and ambitious selection of activities and ideas from **Access Art**. Teachers are given termly links to units from Access Art with a range of drawing, painting and sculpture activities which can be tailored to reach an outcome linked to a class experience. These units have been carefully selected to ensure children can revisit previous skills and knowledge but also to provide opportunities for cross-curriculum starting points.

Lessons are sequenced using the model '**generating ideas**,' '**making**' then '**evaluating**' with **knowledge and understanding** embedded throughout. The use of ongoing sketchbook work underpins this process. Teachers support children of all abilities in reaching an end goal by providing a **safe** and **nurturing environment**. Children have access to an exciting range of materials and media that encourages them to take creative risks, explore his or her own creativity and to learn from their own journey. Additional support is given to SEND pupils to overcome potential barriers for example with the use of multisensory approaches.

Spring Term 2 Action: Teacher Audit – Ask teachers if the resources and planning available to them on Access Art is beneficial to their planning.

Throughout a unit, teachers use key questioning as progress checks. We use a holistic approach to assessment by engaging in conversations with children during every lesson. We recognise the complexity of assessing children in art and design where progression is not always linear. Therefore, assessment questions have been designed to encourage children to talk about the stages of generating ideas, making and evaluating in their work which correlate with our academy assessment framework.

Drawing remains an area of development at The Academy and a primary focus throughout each unit. Drawing skills are revisited at the start of lessons through engaging warm up activities. Where our Early Years Foundation Stage provides children with opportunities to undertake adventurous work inside and outside the classroom on a variety of scales, individually or collectively, and with a balance of exploration and demonstration, it is our aim that this too continues to be valuable practice throughout KS1 and KS2.

Sketchbooks provide children with the space and freedom to explore and think critically about the work of other artists, their own ideas and the progress they have made. It is our aim that all children and staff develop a sketchbook habit that promotes a sense of ownership and a space to sharpen skills and reflect on their own progress.

Impact

By the time our children leave The Flitch Green Academy they will:

- Have gained confidence in producing creative works, taking greater risks and embracing creative responses to their own ideas.
- Have greater beliefs in their own abilities and talk about the progress they have made.
- Use a wider range of materials with increased imagination and sensitivity.
- Extended their repertoire of technical skills and techniques
- Pursue ideas of increasing complexity and depth
- Have a greater understanding of the value of art, design and craft within our world.
- Increase their knowledge of art and artists, designers and makers.
- Develop research skills with the ability to evaluate works of others and themselves.
- Respond objectively and with sensitivity to visual elements of art and design
- Work with increasing independence and style
- Talk enthusiastically and confidently about their experience of art and design teaching and the progress they have made.

The impact of our curriculum will be monitored through the following ways:

- Evidence gathered from sketchbooks and moderations
- Planning meetings
- Discussions with pupils and staff
- Evidence gathered from lesson observations and learning walks
- Termly teacher assessments, recorded on INSIGHT