

Art & Design at Chesterfield



At Chesterfield we are artists! We want children to have no limits to what their ambitions are: aspiring to be illustrators, creative directors or printmakers. Our art and design curriculum is designed to engage, inspire and challenge children, equipping them with the knowledge and skills to experiment, invent and create their own works of art.

Each child's sketchbook is a very personal collection of the thinking process as well as their final outcomes. In doing this the book itself becomes an art form. It is a place where children can record their ideas, their thinking, their evaluations, their experimentation, as well as their individuality. Due to the nature of the 'arts' and its diversity there is no right or wrong way to create a piece of art. Therefore pupils at Chesterfield can gain confidence and a feeling of achievement from whatever the end result may be.

Our art curriculum showcases artists that will help to empower our children, demonstrating diversity and opportunity for all. Great artists have been chosen to help show the evolution of art and their contributions to the creativity and wealth of our nation. Children will touch on movements such as Impressionism and Pop art and look at art from different cultures such as Islamic and African art. Within their art lessons, children will have the opportunity to critically analyse and reflect upon the artists work, make links between artists and understand the contribution of art to different cultures and periods in history.

Our curriculum drivers of communication, oracy, reading, aspirations and inclusion for all shape every aspect of art and design, are embedded in teaching and learning and develop the child as a whole.

At Chesterfield, we are artists:

- we explore and confidently use a range of mediums and materials.
- we reflect on, analyse and critically evaluate our own work and that of others.
- we have cultured and curious minds that promote tolerance and differences.
- we accurately use a variety of creative vocabulary.
- we confidently use lines, colour, pattern, texture, form and space to express ourselves emotionally and artistically, helping us understand our own feelings more.
- we draw confidently and adventurously from observation, memory and our imaginations.
- we can fully communicate our ideas visually and physically, using our ideas to tell a clear and full story in 2D or 3D.
- we have an impressive knowledge and understanding of other artists, craft makers and designers.

Art and Design in the EYFS:

- During the Early Years, young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions.
- The children will have access to a wide range of constructions, collage, printing, painting and drawing activities, using appropriate tools and art materials. In order to tap into their artistic potential, the children will be encouraged to develop their own creative ideas.

How do we implement our Art and Design curriculum:

- From Year 1 to Year 6, children have three Art and Design units across the year.
- Sequences of lessons develop pupils' proficiency and control in a range of art concepts such as using colour, pattern, texture, line, shape, form and space, as well as their mastery of drawing, painting and sculpture with a range of materials.
- Regular opportunities to record observations, and review and revisit ideas in sketchbooks are planned, alongside making links between the work of different artists and their own. Pupils reflect on their own work and that of other pupils in order to develop ideas and realise intentions.
- Carefully selected skills are chosen to best match each unit of work and progress through each medium. Opportunities to practise and embed skills are planned for so that they are revisited and refined over time.
- The knowledge and skills that children will develop throughout each art topic are mapped across each year group and across the school to ensure progression.
- Workshops and trips are encouraged throughout units to strengthen and deepen children's understanding. These visits not only enhance their learning experiences but also their cultural awareness.
- Extra curricular after school clubs enable children from various year groups to work both independently and in collaboration to help inspire, celebrate and promote a real love of art.
- We use displays and art exhibitions to celebrate achievement and support teaching and learning.

Planning:

- The Art and Design curriculum map identifies the units to be covered each term.
- Our curriculum connections maps show where there are opportunities to revisit and connect children's previous learning and experiences. This strengthens understanding and helps build long-term memory.
- Teachers link prior knowledge to the new learning to deepen children's thinking. They plan sequences of lessons across the unit that will build on and develop the children's knowledge and skills.
- We use short term plans to set out the learning objectives for each lesson, identifying engaging activities and resources that will be used to achieve them.
- Each unit should include opportunities to be inspired by an artist or piece of art, plan and generate ideas, develop skills, make their own piece and evaluate their work.
- Consideration is given to how greater depth will be challenged within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Differentiation and challenge is evident and planned for in every lesson.
- We have a wide range of resources to support the teaching of art. All art resources are stored in the creative hub.

Assessment and feedback:

Assessment for learning is continuous throughout the planning, teaching and learning cycle.

Assessment is supported by use of the following strategies:

- Teachers use the outcomes in the sketchbooks to assess on-going attainment and progress.
- Effective feedback, which has caused thinking to take place.
- Response tasks to ensure retrieval of previously learnt material or skills.
- Cold tasks about the medium they will be covering. This will show what the children already know, consequently informing teaching and learning.
- Assessment criteria on final pieces of work.

Feedback:

- Key vocabulary for the subject to be corrected in green pen alongside common exception words for that year group.
- Children's work should be looked at and assessed before the next lesson.
- Children to self/peer assess their work regularly. Children should write their comments on post-it notes to avoid writing directly on another child's art piece.
- Response tasks to be evident, where appropriate, that enable children to apply, reason or extend their learning.
- Teachers should conference with each child to address misconceptions or to extend the children's learning. Children to indicate this with 'PC'. This should be done at least once per unit.
- At the end of a unit, children will plan and create a final piece of work. Both the teacher/child will reflect on the knowledge and skills they have developed throughout the unit, this is to be evident on the assessment criteria (toolkit).

Teaching:

- Lessons involve studying existing pieces of art/artists, sketching aspects of these, with a particular focus on the necessary skills, before completing a final piece. Children are given constructive feedback and next steps throughout, with further opportunities to create the art piece, to improve their work and ensure that the skills are being developed.
- At the start of the lesson, children will take part in a short retrieval task where they will be required to retrieve previously gained knowledge/skills. The children may have acquired this knowledge/skill in a previous lesson, unit of work or even a previous year group. This task is designed to strengthen our pupils' memories of key knowledge/skills, enabling them to permanently remember and make progress across the curriculum, as well as help form the planning and pitch for the unit.
- Sketchbooks are used for children to record and explore ideas, develop skills, try out new techniques and explore the work of other artists. Sketch books should show the entire journey from start to finish, not just the final piece. Sketchbooks should not be treated in the same way that exercise books are used in other subjects. Sketchbooks should be exciting to look at, touch and feel, and are central to good practice.
- New techniques and skills are modelled and examples of work are shown to the children. Children will be taught to use materials, tools and equipment safely. Teachers will closely supervise the use of tools and equipment and sharp tools will be introduced appropriately as pupils mature.
- Flexible groupings are used during lessons e.g. mixed ability groups, paired work, guided and independent work and whole class work.
- Opportunities to develop core literacy skills are exploited through research and reporting as well as the learning of new vocabulary.
- Relevant vocabulary is explicitly taught, is evident in the classroom and is used in discussion and reasoning.

How do we evaluate learning in Art and Design?

The impact of our Art and Design curriculum can clearly be seen in the children's sketchbooks.

The Deputy Head and the Art and Design subject leader monitor the impact of the curriculum using a variety of strategies.

- Scrutiny of sketchbooks
- Progress within final pieces of work
- Pupil voice
- Learning walks
- The priorities set out in the Art and Design action plan are monitored and the targets set are reported upon to ensure the desired impact upon our pupils is achieved.
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to discuss the impact of our Art and Design curriculum.

All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.