

# Singleton Church of England Primary School

## Art Overview

### **"Passion for Learning .....Passion for life"**

Governors and school leaders facilitate a reflective and ambitious culture. Constructive challenge and creative ideas are encouraged, valued and used to inform whole school planning. The views of learners, parents, staff, governors, therapists, social workers and other stakeholders inform the evaluation of the quality of our work and provision, which in turn is used to identify areas for improvement.



## **Curriculum Intent**

### **The aim of our curriculum is linked to our vision**

#### **School Vision**

To provide the children with a wide variety of engaging and challenging opportunities enabling them to live life to the full. Developing a growth mind-set, believing that with God everything is possible. To show, love, trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

### **The rationale behind this is...**

At Singleton Church of England School, we believe that every child must be provided with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. The sky is the limit for our children. We seek to inspire each other and learn to value greatness, ambition and achievement of all kinds. To belong to Singleton School is an honour. Each of us aspires to reach a potential, which is not limited, but is given wings through the creative curriculum and our Christian Values, which will truly enable us to embrace living our lives without limits. As such, there is high academic/ vocational / technical ambition for all pupils, and as a school, we do not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

At Singleton C of E Primary School, we see every child as a unique individual. We embrace every child's learning journey and encourage them to be the best they can be.

***'This world is but a canvas to our imagination.'***  
**Henry David Thoreau**

We believe that all children who become pupils at our school deserve the best and our aim is to help them succeed by reaching their full potential in every area of school life – academic, social, personal, physical and spiritual. We do this by ensuring that each child has a clearly defined personal creative curriculum where they understand their educational journey – where it is beginning, where it will take them and how they will get there! Our mission statement is at the very heart of this.

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At Singleton School, we believe Art and Design is a vital part of the education for all children and is a gateway to communication. Our children's understanding of the visual language of art needs to be developed by effective teaching and by a considered sequence of experiences.

*Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.*

*(DFE 2013)*

The school's aim is to provide an Art Curriculum, which will enable each child to reach their full potential in learning in art and design. Through investigating and making, through research and the development of skills and through their evaluation of their own art and that made by others. All of the children in Singleton School, including those with special educational needs and or disabilities, are given access to a broad, rich and deep curriculum. Singleton school recognises the important of substance of the education.

The National Curriculum 2014 states:

#### EYFS

Pupils should be taught:

- To 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.

#### 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.
- 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.

## Curriculum Implementation

Singleton Primary School view Art and Design as an area where skills building is key. Children will practise and consolidate skills and techniques each year, therefore emphasising the process involved, in turn leading to a better standard of art and design in our school. Right from the beginning of school, children will be given opportunities, to grow as artists and art experiences will be presented to children through first-hand practical experience. We have used best 'endeavours approach' to organising the curriculum for mixed year classes. In doing this we ensure topics are fully in line with the National Curriculum and that children will build and revisit, through a spiral approach, key skills within Art. This is planned for and addressed through the 2-year cycle and the progression in skills grids. By the end of Key Stage 2 pupils will have developed their creativity and imagination through more complex activities. They will have built on their skills and improved their control of materials, tools and techniques, having increased their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They will have become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

## Topics

All topics are fully in line with National Curriculum.

- See the deep dive coverage of skills/knowledge and assessment grids for clarity as to how and when topics are taught and NC is covered.
- All statutory requirements are covered
- Due to mixed classes, the topics are taught on a 2-year rolling programme.
- Topics are listed on the long term planners. Art is taught discreetly in each class twice in the year. In addition to this, Art it is also taught with our whole school approach in Fantastic Friday and then within MAD Week.
- Mixed classes do present challenges when it comes to delivery but due to our bespoke spiral approach to revisiting all skill areas- are intention is to enhance pupil's skills and knowledge and allow for these skills to become embedded.
- Drawing remains a key focus for each year group and skill, this is therefore re visited each year as we build on those skills and pupils learning moves on.
- Each Topic has a focus and in some cases a suggested artist.
- Where possible cross –curricular links are made when delivering art to link with other subjects e.g in year 3/4 they look at, The Ancient Egyptians in History and use this focus to explore 3D art in fantastic Friday with sculpture.

## Overview of sequence of topics taught:

- **In class x 2 6week blocks**
- **In Fantastic Friday x 1 6 week block with Mrs Millward**
- **In Mad week, within 1 week in class with class teacher**

## Key stage one:

### Cycle A

- **Drawing- Jungle Life- Spring term**
- **Painting – Rain – Summer term**
- **3D Art - Garden Sculpture – Autumn Term - Fantastic Friday**
- **Digital Media – City patterns- MAD WEEK**

## Cycle B

- Drawing - Self Portraits – Spring Term
- Printing - Castle flags – Summer Term
- Collage - Sea Collage - Autumn Term – Fantastic Friday
- Textiles – Sports - MAD WEEK

## Key stage 2: Year 3/4

### Cycle A

- Drawing – Drawing Techniques – Autumn term
- Painting – Georges Seurat – Summer Term
- 3D Art – ROMANS- Fantastic Friday
- Digital Media – Local History – MAD WEEK

### Cycle B

- Printing – Flag printing – Autumn Term
- Drawing – Bodies – Summer Term
- Collage – Chinese Dragons – Spring Term - Fantastic Friday
- Textiles – Fruit & Vegetables – MAD WEEK

## Upper Key stage 2: Year 5/6

### Cycle A

- Drawing – People & Places – Autumn Term
- Painting - JMW Turner – Spring Term
- 3D Art – Anglo Saxons/ Vikings or Romans– Summer Term – Fantastic Friday
- Digital Media – Andy Warhol – MAD WEEK

### Cycle B

- Drawing – The Body – Autumn term
- Printing - Printing Techniques – Spring Term
- Collage – Tropical & Colour Collage – Summer Term – Fantastic Friday
- Textiles – The Seaside – MAD WEEK

## Progression in skills

- This is bespoke for our school, to support with planning
- This is particularly important with the mixed age classes, as it provides a quick reference point for staff and leaders
- The progression in skills charts uses the Lancashire Klips- which we use within teaching and learning and assessment. The Klips break learning down into manageable, recognised steps.
- Alongside the Progressions grid this help with SEN and inclusion as it supports with differentiation for children who are working below or above age related expectations.
- These also support the notion that the work given over time across the school in Art, match the aims of the NC. This is planned and sequences to build on prior knowledge and skills and provide a pathway for future learning in Art.

## **Planning**

Singleton school uses a mixture of Click Teaching and Twinkl to support planning.

- These plans have been written to be fully in line with the National Curriculum
- Topics have been selected and ensure full coverage of progression of skills
- Cross curricular links are encouraged
- Drawing is a key skill, planned for and revisited and one which is built upon each year
- Each Topic is taught over a 6wk block, except MAD week, which runs for one week
- Each Topic comes with plans and resources and assessment tools
- Teachers are encouraged to stretch beyond the plans and be creative. Taking ownership of their plans and reflect on which activities were the most engaging and successful for their class.

## **Teaching**

- Teachers at Singleton are continuously encouraged to be high practitioners.
- Quality first teach model implemented across school.
- Lessons are observed, evaluated and discussed in the appropriate manner
- Lesson delivery is monitored
- Staff use Click Teaching and Twinkl plans. They supplement and personalise these plans with a wider range of resources off the internet.

## **Reading in Art & Design**

- Children at Singleton are given the opportunity to foster their love of reading and continually develop their reading and comprehension skills. Children will read engaging challenging texts linked to artists and styles of art and design and record thoughts and feelings through artist profiles in their sketchbooks. In turn, enhancing their own vocabulary and understanding.

## **Educational Visits and Cultural Capital**

- In order to develop a broad, rich and deep art education we believe children learn through experience. It is therefore considered essential to provide the children with hands on experiences, through educational visits. We aim to address this with suggestions on the two-year cycle with Educational visits, trips and real experience.

## **Impact**

At Singleton, we believe assessment is on-going and a vital tool to aid future planning. Children are assessed on their ability to develop ideas, master techniques and personalise inspiration. In KS1 and KS2, teachers will assess the children using the progression of skills document, which is in line with the Lancashire KLIPS. Foundation Stage children will be assessed using the development matters and early learning goals document.

## **Evidence**

- All children will have their own sketch/art journal in school and will use this to record their journey through art. Written or verbal feedback will be given.
- Floor books are also used to support the children's journey in fantastic Friday and celebrate their work for that unit/topic
- Earwig and Purple Mash will be use to document photo and digital media work in art.

## **Reporting**

- Children's progress and attainment will be reported to parents in their annual report. As a school, we report end of KS1 and end of KS2 attainment on pupil data sheets based upon the end of Key Stage outcomes.
- In EYFS parents are informed where the children's abilities lie in 'expressive arts and design'.

## **Assessment**

Assessment is on-going and is a vital tool to aid future planning. Children are assessed on their ability to develop ideas, master techniques and personalise inspiration. In KS1 and KS2, teachers will assess the children using the end of key stage expectations ( NC and progression in skills grids) and in the Foundation Stage children will be assessed using the Development Matters and Early Learning Goals document. In KS1 and KS2, all children have an art journal/sketch book, which is used to record learning through developing ideas, mastering techniques and personalising inspiration. In EYFS, each child has a journal and art will be recorded within this.

Art learning is recorded in sketchbooks across the school. We encourage children to treat their sketchbooks like journals and their thoughts and learning are recorded in a format that they would like to use, for example, using thought bubbles. Each child is unique and each sketchbook should be unique, enabling children to develop their independence and creativity.

Teachers assess children's knowledge, understanding and skills in Art by making observations of the children working during lessons. Feedback given to children by their peers or teachers is in the form of post-it notes over the learning so that their art is not marked in the process. Children are also encouraged to be critical of their own work, highlighting their own next steps. Teachers assess the skills delivered in the sequence of lessons and this is used to track the individuals progress within Art. Assessment takes place after each unit of work, including work within Fantastic Friday and Mad week. After the assessment grids have been updated, the Curriculum leader analyses the data and provides feedback to the Art leader in order to inform and improve future practice.