



Art

INTENT– What does Art look like at The Greville?

At The Greville we aim to create an Art and Design curriculum that engages and encourages children to be inquisitive and develop an understanding, knowledge and appreciation of a variety of art forms from different cultures and periods of history.

The curriculum is designed to inspire and enable high quality visual arts teaching and learning. This is designed around the idea that Art and Design is far more than a series of technical skills, our holistic curriculum nurtures creative thinking skills and helps ensure children learn through art, as well as about art. We aspire to foster creative freedom in the children and recognise the journey is often more valuable than the end result.

We aim to give all children the confidence to express themselves through a range of chosen mediums. Our curriculum provides children with an opportunity to experience all art forms: drawing, painting, 3D designs and print making, and children are encouraged to experiment with a range of different materials and techniques to bring their ideas to life. Opportunities to practise Art and Design techniques when using colour, pattern, texture, line, shape, form and space are embedded across the curriculum through the use of individual sketchbooks.

Children will also develop analytical and reflective skills, learning to communicate, listening to each other, cooperating and taking responsibility for their own contributions to their work and the next steps in their creative journey.

Our Art curriculum is designed to challenge, develop and nurture every child with a mission of **“Inspire, Nurture, Achieve”**.

IMPLEMENTATION - So, how are we going to deliver this?

At The Greville we ensure that the school gives full coverage of The 2014 National Curriculum programmes of study for Art and Design and the Early Years Framework.

Art is not taught as a discreet lesson in the Early Years. Art has the potential to make an active contribution to all the areas of learning in Early Years settings, but it makes a particularly important contribution to: Communication and Language; Personal, Social and Emotional Development, Physical development and Expressive Arts and Design. It is most prominent through specifically planned activities where it is explicitly referenced and involves exploration of materials to help nurture an exploratory attitude towards creativity.

Throughout the school the Art and Design Curriculum is taught via the Access Art scheme of learning. Art and Design alternates with Design and Technology on a half termly basis. Art and Design is carefully planned, following the long-term plan, to ensure the substantive and disciplinary knowledge that the children will develop is mapped across each year group and throughout the school to ensure progression. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by the different techniques and artwork.

From one unit to another, sequences may vary but there is no right and wrong order in the way we introduce skills. Instead, learning is built through a weaving and layering and revisiting of experiences. Our aim is clarity in understanding the larger structure and relevance of what comes before and after, and that every child has the opportunity to find the elements of art, craft and design which resonate for them.

Through Access Art the children will undertake three pathways each year. Each term has a specific focus across the school:

- Autumn term: drawing and sketching
- Spring: surface and colour

- Summer: working in three dimensions.

The pathways follow a particular format including:

- Exploring the artist using visual notetaking to consolidate their experience. The study of artists, designers and craftspeople is undertaken not so we can make copies or pastiches of their style, but so we can learn from the way they see the world.
- Development of both artistic disciplines (drawing, painting etc) and mediums including exploration, practice and application.
- Sharing, reflecting and discussing theirs and others work. This includes an exhibition to celebrate work.

Each pathway focusses on a specific skill which covers drawing, painting, sculpture, textiles and printing. Various media types are explored within each pathway to give the widest possible range of experiences for all children. The materials and media used are revisited throughout units and year groups to ensure progression of skills previously developed.

Every lesson (in Years 1 to 6) starts with an enquiry question. The reason for this is to promote thinking and high levels of engagement by making real world connections through exploration and high-level questioning. It is an approach to learning that encourages problem-solving and experiential learning.

The children's learning is further enhanced with a whole school art day when the children have the opportunity for collaborative learning and immerse themselves with artists, mediums, techniques, artists and cultures.

Art is assessed through verbal constructive feedback and next steps, with further opportunities to create the art piece, to improve their work and ensure that the skills are being developed. The evidence of their work is collected within the art sketch books which follow the children through the school. Photographs of larger work or 3D pieces are also kept within this book.

Further information is gathered through children's questionnaires; highlighting strengths and achievement and any improvements, knowledge and skills that still need to be embedded.

IMPACT - What difference is this curriculum making to our children

By the time children leave The Greville they will have developed a passion for art and creativity, working both independently and collaboratively. They will have grown in confidence when using a range of tools, techniques and mediums, becoming artists that can apply the skills and knowledge that they have developed throughout the years and respond critically to their own and other's work. The consistent use of children's sketchbooks means that children are able to review, modify and develop their initial ideas in order to achieve high quality outcomes. Through developing their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures, they can apply this knowledge to their own work.