



## Oswald Road Primary School Subject intent statement

### Art

#### **What are the aims and purpose of this subject?**

Art at Oswald Road follows the National Curriculum. Children are offered a wide range of opportunities which allow them to meet or exceed their age related expectations. We always aim for the curriculum to be delivered as enquiry based learning related to the history or geography topics the children are currently studying. This is because it is our aim to allow children to make links and connections which will cement art's real world relevance. We consider this to be a good way for the children to develop their wider general knowledge of the world and to develop into well rounded young people.

We are always keen to place an emphasis on creativity and experimentation. We believe this allows children to develop their own style and independence. We aim to actively consider the use of positive role models where ever possible. We believe this encourages an aspirational attitude. We aim to introduce children to artists working locally, female artists and artists from a BAME background with every topic.

We believe vocabulary is an important part of every art lesson and it is taught explicitly. We aim to help children to use appropriate vocabulary to discuss their work articulately and to think critically when discussing their own work and that of others. This supports our school visioning target of supporting children to be self confident

We aim to ensure all our SEND children access art at an appropriate pitch (both for challenge and support) and have full access to the curriculum. This means they will develop a visual language that enables them to express themselves creatively using a range of techniques and materials. We are aspirational for all children

We aim to use a range of teaching and learning styles to encourage enquiry. We feel that this approach supports the children to develop transferrable skills such as co-operation, independence and confidence. Art holds an almost unique place in the curriculum as an area where there are no wrong answers and individual ideas are valued, this offers an opportunity to relax and think differently. We know from pupil voice that many of our children value art lessons as a time to look after their mental health. We see supporting and developing happy, resilient learners as another specific purpose of art teaching. This is separate from the core art curriculum but an important part of our school's vision.

Our curriculum aims to follow the aims of the National Curriculum.

The aims of the national curriculum for art are to :

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.



Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

In addition to our curriculum based offer, we aim to provide a wide range of enrichment opportunities such as clubs and one off projects with organizations outside school. With these projects we aim to show the children how art can be instrumental in bringing communities together and how being creative can bring personal wellbeing benefits. We aim to inspire children to develop their personal ideas and creative styles to a greater depth.

### **What are the National Curriculum requirements for this subject?**

We have clear curriculum and progression mapping in place for art. (see specific art mapping) This ensures structured and clear progression across the school.

We are clear as a school on the requirements as set out in the National Curriculum which are as follows:

#### **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.

Pupils should be taught:

- 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.

### **EYFS development matters**

There is an emphasis on developing the necessary physical skills in the Physical Development section of development matters:

#### **3 and 4 yr olds will be learning to :**

Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.

#### **Children in reception will be learning to:**

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors

### **Expressive arts and design**

#### **3 and 4 yr olds will be learning to:**

Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures

Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc

#### **Children in reception will be learning to:**

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills

### **How is this subject's curriculum organised?**

In EYFS children are offered a wide range of experiences in the continuous provision environment as well as discrete teaching of new skills such as using a paint brush or colour mixing. Children have to opportunity to experiment with a wide range of materials and resources and are given time to revisit theses to deepen their understanding. We aim to allow the children to develop their own ideas rather than teach them specific methods. ( We wouldn't for instance say "this is how to draw a person" or offer "How to ..." worksheets.)We aim to avoid having the whole group produce the same picture.



In KS1 and 2 art is offered as a discrete subject taught by a specialist teacher. (additional opportunities are also planned by class teachers where they feel it would be appropriate) Art skills are developed sequentially over the course of a child's time at school with provision of opportunity to revisit, develop and improve key skills. (See curriculum mapping for full details)

A typical lesson might include critical thinking or questioning, looking at elements of another artist's work, developing skills and ideas, experimenting with techniques and materials, and presentation

Art is taught thematically and is linked to the children's current topic in either History, Geography or Science. In addition, it is sensitive to the needs of our children so might be used as an opportunity to widen their general knowledge about a topic, to broaden their experience by introducing new ideas to consider or to introduce a different cultural perspective to make it relevant to their own world view.

Creative vocabulary is taught discretely as part of every lesson. It is modeled by the teacher and children are given repeated opportunities to use new vocabulary in context. This supports our EAL learners but also enables greater involvement by all of the children- children can really start to develop as artists when they can verbalise their ideas and talk about their work articulately.

We ensure our SEND children access art with the appropriate level of challenge and support. All SEND children access art. All of our SEND children (and within our Universal Offer) have access to appropriately adapted resources and materials.

Some SEND children (SEND support pupils) may need additional support. We offer adapted tasks, additional resources to support and the opportunity to revisit techniques. Children are encouraged to use their sketchbook as a resource to remind them of previous learning and develop their ideas in a way that is meaningful to them individually

Our most complex SEND children (Pupils with an EHCP) will have 1 to 1 support. If needed, a pre teach pack of resources may be given to the supporting staff member to ensure the child has the understanding and vocabulary to access the lesson.

We aim to offer a lunch time art group per week specifically to offer enrichment opportunities for more able pupils in year 5 and 6. The aim of this group is to support the children to develop their own ideas and to deepen their thinking. It also offers some new techniques such as papier mache or wire work which might not be appropriate in a whole class setting.

The school works closely with the artist in residence at Stanley Grove school. This gives us access to some amazing county wide projects which enrich and compliment our curriculum. Recent projects have been based on topics such as womens' suffrage, the Peterloo Massacre and the Bee Manchester project in response to the arena bombing. As part of this involvement, we aim to have work from every one of our pupils exhibited at museums and galleries across Manchester.

We offer involvement in community projects to broaden and enrich the children's experience of art in the real world outside school. An example of this is the school's involvement in Wild in Art's "Bee in the City" a city wide exhibition. All children were invited to submit a design.



The 8 chosen artists decorated their bee and were invited to a special launch event at the National Football Museum where they were given a guided tour received a goodie bag, were taken on a walking tour to visit other schools' bees around Manchester and were interviewed by local press in front of their bee in Central Library.

### **Why is it organised like this?**

Art is taught to meet the requirements of the national curriculum whilst also being responsive to the changing needs of our individual children. We aim to offer a curriculum that recognizes and celebrates the different backgrounds, cultures and experiences of our children. In addition, we aim to offer new perspectives and experiences they might not otherwise get.

We offer quality teaching in a ringfenced weekly timeslot thus promoting the value and importance of the subject. Teachers' specialist subject knowledge enables us to offer a wider range of resources, teach higher level skills and have higher expectations of our learners and enable children to work to the best of their ability.

For all of our SEND children (and within our Universal Offer) we offer the same quality experiences and opportunities

For some of our SEND children (SEND support), the extra support enables these children to succeed at art. Art is sometimes an area where children with SEND needs can excel. It offers an opportunity for self expression without the pressure of needing to get things right. For our most complex children (pupils with an EHCP), the pre teach materials offer the opportunity to ask questions in a smaller group and practise new vocabulary so that the the children can confidently take an active part in the lesson

Our art curriculum supports and enriches our topic lessons offering an additional perspective on new ideas and consequently supporting deeper understanding. This enables children to make links between different areas and to relate them to real world situations.

We are part of a very creative community with many of our parents working in the arts. Our curriculum reflects this by showcasing local artists, encouraging parents to visit the children's exhibitions, offering art activities for families at school fairs. Having our work displayed in galleries had instilled a sense of pride in our pupils, shown them that their work is valuable and important. It has encouraged further family involvement and introduced new experiences- many of our families have never visited a museum or gallery before.

### **How are knowledge, understanding and skills developed in this subject?**

See progression mapping



**What does this subject look like...**

<b>in lessons?</b>	<b>in books?</b>	<b>in the environment?</b>
<p>Close observation of artifacts or the work of an artist            Teaching of new skills or introduction of new materials            modeling of task by teacher            An opportunity to develop personal work            An element of criticism            Verbal feedback from teacher during lesson            Opportunities for collaborative and individual work.            Introduction, modeling and opportunity to use new vocabulary</p>	<p>Children in KS1 and KS2 use sketchbooks to develop ideas.             Finished pieces are usually loose so that they can be displayed or taken home. (this is in part due to requests from parents to have more work sent home)             There is no requirement for children in EYFS to have an art book. The staff use Tapestry to log the children’s creative development through photos of finished work, video of children working and inclusion of pupil voice.</p>	<p>There are many vibrant art displays around school showcasing a range of work.             These are changed termly with the expectation that most children will have something displayed over the course of the year.</p>

**How is this subject resourced?**

All classrooms have a limited range of art materials, mainly coloured pencils and felt tips.

There is a centrally located art store which all staff have access to. We provide a range of paints from paint sticks to poster paint, water colours and acrylics. We have an appropriate range of brushes. We offer chalk pastels, oil pastels, coloured pencils and wax crayons. We have a limited range of printing equipment. Textiles resources include sewing and weaving equipment. We provide clay and a variety of tools. Budget has been carefully spent over the past few years to improve the range and quality of resources we can offer, focus will continue to be on broadening opportunity and resourcing to ensure progression.

During lessons a carefully selected range of resources are offered from a trolley

Now that ipads are available to all year groups, we will develop our use of drawing and animation apps.

School continues to fund a highly qualified specialist art teacher in order to offer the highest quality opportunities to our children.