



OUR CORE AIM FOR ART

To enable our children to be individual artists. To be creative, inspired, inventive, experimental and fully engaged, by making their own art, expressing themselves from the skills and techniques taught.

What do art lessons look like at Swiss Gardens Primary School?

In the EYFS, independent art is constantly available for the children to explore through a variety of materials, tools and techniques, alongside opportunities following the teachers' modelling of different skills and techniques.

In both Key Stage One and Key Stage Two, children's art lessons are not timetabled on a weekly basis. Instead, teachers identify when each area of art will be taught across the year, creating units of learning (these could be one off lessons, sometimes a series of linked lessons and where appropriate linked to other curriculum areas). Mostly art is taught in blocks across the academic year. The lessons always develop the learning that is age-appropriate from the national curriculum and school art and design progression document.

In each term there is an alternating art or DT focus (please see DT statement)

In art lessons, we would expect any observers to see:

- Talk, discussion and questioning and giving their own opinions about the art they see
- Explicit exposure to new vocabulary related to art and design
- Modelling and rehearsal of specific techniques or skills in a clear progressive sequence
- Children practising skills taught and applying them to their own work
- Children enjoying the subject, as they show an eagerness to participate and apply what they have learnt
- Children's work that doesn't look the same as each other, as pupil voice and ownership are both being expected and enabled
- Resilience and perseverance – children making mistakes and adapting as they go along
- Age-appropriate learning according to the national curriculum and school's art and design progression document
- Awe and wonder
- Use of our locality (Shoreham and nearby places) and local artists to give context to their learning.
- A growth of knowledge about crafts people, artists and designers past and present (including from our local area, where possible)
- Learning in line with the age-expectations set out by the national curriculum in conjunction with our school progression document

What does the children's work look like in art?

In EYFS, any art work is kept in the children's learning journals or individual folders. From Year One (KS1/KS2) all work, developmental and finished is recorded in sketch books. Sometimes art work is

duplicated and presented in copied into topic books where it is an intrinsic part of cross curricular learning. Sketch books travel through the school with individual children so they amass over time a record of the skills they have developed. Children's art is displayed around the school for everyone to see. We also use any opportunity to display their final product in alternative venue (e.g. the Shoreham Art Gallery and Shop)

How do the teachers plan for art?

First and foremost, the teachers are always striving to deliver – and for children to achieve – age appropriate expectations, adhering to national curriculum requirements in conjunction with the school's skills progression document.

It is vital that art is planned as a progressive subject throughout the children's time at the school, building on and making links with previous learning. To ensure this, teachers study previous teachers' highlighted progression statements to ensure no gaps are left unaddressed and to build upon what has gone before. With teachers passing on a summary of prior learning year on year, right through the school, staff have a clear overview of what the children already understand and what they should learn next. Art is planned discretely, where appropriate, or with links to other arts, where appropriate. Our topic approach ensures that where links can be made to other Arts they are. Art is always planned in the best way to enable the best learning and these decisions are made by the year team teachers, under the guidance of the art subject leader, as necessary.

There is a long-term overview of planned units of learning for the year to ensure full coverage of the learning, with the year team agreeing which Art learning will be taught and when in the term. The medium-term plan then details finer specifics and the short-term plan sets out the fine details of the learning that must occur, the activities and tasks through which the learning will occur, the adult roles within the lessons, the key vocabulary focus, etc.

The school has set planning documents used by staff throughout the school for long, medium and short term planning.

How does the school know whether children are making good progress and attaining high standards in art?

The curriculum leader (supported by SLT as necessary) monitors provision, progression and attainment e.g. via planning check-ins, lesson check-ins (observations), book looks, pupil interviews, teacher interviews.

What happens if a child is finding their learning in art difficult?

We use a "mastery" approach to art, which means we are always striving for the vast majority of children to attain the same age-expected standards of learning at the same rate as each other. However, some children find drawing and creating more challenging than others. For these children, the subject is made accessible in its very nature of varied teaching approaches, with plenty of discussion to which all children may contribute. Adult support and scaffolding is provided to ensure each child's understanding is still effectively shared, in order for adults to properly know each child's true ability.

What happens if a child is achieving very high standards in Art?

Where children are attaining particularly highly in any aspect of art, teachers extend their knowledge further through task expectation or allowing for further creative expression or choice in materials or approach. The teachers deepen these children's knowledge so that their learning does not "stand still".

How do opportunities for art to extend beyond each year group's lessons?

When opportunities arise, we grab them with eagerness – e.g. attending extension activities at local secondary schools. Whilst it is part of the curriculum, year groups are encouraged to teach art away from the classroom as well as within it. We love to excite the children about their locality and the wider world and embrace the opportunity to spark their interest through enriching opportunities such as the Brighton Children's Parade, having local artists visit the school, and visiting exhibitions.

Is there anything else parents can do to support the learning in art?

Children may continue to learn about artists and art at home as well as in school. There are numerous art programmes available. BBC Bitesize has online lessons:

<https://www.bbc.co.uk/teach/topics/ckmpjkyv43t>. Youtube also has lots of 'draw-a-long' videos which children love to follow along too. Tate Kids website is a fantastic resource - it has lots of ideas for art activities at home, as well as online quizzes, drawing/painting games, and videos and information about different artists: <https://www.tate.org.uk/kids>. Any visits to museums or galleries are a great way to enhance art learning; seeing art in front of you is an amazing experience and often free. If you can't make the journey, then there are excellent webpages See below a link to the National Gallery and Van Gogh museum websites –

<https://www.nationalgallery.org.uk/paintings/search-the-collection>

<https://www.vangoghmuseum.nl/en/collection>

Who to contact

If you have any questions you would like to ask about Art, please do not hesitate to email the office who can forward your queries to the Art leader, Mrs Pariser.