



Art & Design Intent

Our intentions in art are for children to:

- **Dare** children to challenge themselves to try new skills and techniques
- Encourage **resilience** when finding art challenging
- Stimulate creativity and inquisitiveness through **enquiry** and exploration of the focus artist
- Empower children to be **ambitious**, trying new techniques in our sketch books
- **Motivate** children to work successfully independently as well as collaboratively

Mission Statement

To be an exceptional primary school where children develop a Daring, Resilient, Enquiring, Ambitious and Motivated approach to learning.



It is our aim that children are given the knowledge, understanding and skills to achieve a progressive curriculum within the creative artistic processes of 2D and 3D art. Children will explore artists from a range of genres, times and cultural traditions with the focus on the 3 core areas of:

DRAWING/PAINTING/SCULPTURE

Knowledge and skills are taught progressively to ensure that all children make progress in this subject. Evaluation is an integral part of the artistic process allowing children to reflect and feedback on their artwork in order to make improvements to it.

It is our aim that children are given the knowledge, understanding and skills to achieve a progressive curriculum within the creative artistic processes of 2D and 3D art. Children will explore artists from a range of genres, times and cultural traditions with the focus on the 3 core areas of **DRAWING/PAINTING/SCULPTURE**. Knowledge and skills are taught progressively to ensure that all children make progress in this subject.



Evaluation is an integral part of the artistic process allowing children to reflect and feedback on their artwork in order to make improvements to it.

The art curriculum provides children with a :

1. *Relevant, coherent, progressive knowledge of the creative artistic process in 2D and 3D and the contribution of artists from a range of genres, times and cultural traditions, explored through the mediums of:*
 - Drawing
 - Painting
 - Sculpture
 - Collage/Printing
2. *Grounding in core disciplinary knowledge, and the ability to approach challenging, artistically-valid questions:*
 - Line: Is the use of line static or dynamic ? How do they determine motion and direction in a piece?
 - Shape : How are shapes used or combined? How does the combination of shapes make things look 3D?
 - Form: How has the artist made flat parts of an image appear 3D, e.g. through shading?
 - Space: How has the empty area around shapes been used?
 - Colour: How has colour been combined and varied to create mood and reaction in the viewer?
 - Pattern: How are motifs combined and what is the effect on the viewer?
 - Texture: How is the feel of a piece related to the materials it is made from?
 - All year groups use sketch books to develop their ideas and to complete their studies of the work of other artists



There are **six** consecutive types of art and design lessons;

- **Explore the artist** - children learn all about their new artist, where they live, what type of art work they produce and some key facts about the artist.
- **Discuss and explore the artist's work** - explore the style in which the artist produces art. Discuss what we like/dislike about the techniques. Study, feedback and comment on the artist's work.
- **Explore a technique** focus on a technique the artist uses; learn and explore how to create art in the style of the artist.
- **Design a final piece** using the new techniques you have learnt design your own piece of art in the style of the artist.
- **Create a final piece** create your own piece of art in the style of the artist.
- **Evaluate your work** reflect on what you and others have made and provide feedback.

Bandon Hill have created their own skills and progression document to ensure that the skills being taught are progressive each year as your child travels through the school ensuring each year that a skill is being added to ensure by the end of KS2 all children have developed new art skills.