

## Intent Statement for Art and Design in Padbury CE School

### **Aims and purposes of art and design**

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 in Padbury School 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.

Art and design offers opportunities 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.

### **Content of art and design at key stages 1 and 2**

By the end of each key stage, pupils, at Padbury, are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

#### Building on children's earlier experiences

Before embarking on key stage 1 work, many children will have started in reception and attended Pre School where they will have had opportunities to find out and learn about the world they live in. These experiences are likely to have included:

- exploring colour, texture, shape, form and space in natural and made objects, including resources from different cultures, and in their environment;
- being stimulated to think about and respond to what they see, touch and feel, in different ways;
- using their imagination and expressing their ideas, thoughts and feelings through the use of a widening range of materials and suitable tools for designing and making;
- being imaginative and creative and making connections between one area of learning and another.

This intent aims to build on these early experiences.

#### Key stage 1

During key stage 1, art and design is about developing children's creativity and imagination through providing art, craft and design activities that relate to children's own identity and experiences, the natural and made objects and materials with which they are familiar and the locality in which they live.



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.

### **Wider impact of art and design education**

#### Language and communication

Children develop language skills by:

- exploring ideas about the starting points for their work;
- asking and answering questions about source materials and how these help them to develop their ideas, including recording ideas and annotating work in their sketchbooks;
- finding out about art, craft and design by extracting information from sources such as reference books, CD-ROMs, e-mails and the internet;
- discussing and comparing their own and others' work and explaining their own views.

#### Values and attitudes

Children have opportunities in art and design to:

- consider their own attitudes and values in relation to images and artefacts and learn to challenge assumptions, stereotypes and prejudice in visual and other forms;
- develop respect for their own and others' work and learn how to offer and receive constructive feedback and praise;
- work with others, listening to and respecting each other's ideas and learning to value different strengths and interests within the group;
- develop a respect for the materials and resources that they use in their work and learn to evaluate critically their own and others' use of these;



- value the natural and made environment, including the distinctiveness of their locality, and learn to evaluate critically the role and function of art and design within it.

### SMSC

Spiritual Development: Pupils show a sense of enjoyment and fascination in learning about themselves, others and the world around them; use their imagination and creativity and reflect on their experiences. In Art they

- Explore creativity as part of what animates and defines us; develop an awareness of the power of art and music and use both to express and reflect on their own thoughts and feelings; explore ideas, feelings and meaning in works of art and music and express themselves through their own work; explore the creative process as part of our expression of identity and recognise their own creativity in finding solutions to problems in design and technology.

Moral Development: Pupils understand the consequences of behaviour and actions; offer reasoned views about moral and ethical issues in art and design and appreciate the viewpoints of others on these issues. In art this involves:

- Exploring how art can express choices, consequences and responsibility; represent or consider moral issues in their art and design work; consider the effect of designs on the environment and quality of life.

Social development: Pupils use social skills in different contexts and participate in a variety of social settings, including mutual respect, tolerance of those with different beliefs; participate fully in and contribute positively to life in modern Britain. In Art this helps:

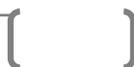
- Develop respect for the ideas and opinions of others and work collaboratively on art projects; recognise the need to consider the views of others when discussing design ideas to develop a sense of social cohesion; consider the social impact of art and design on quality of life through, for example, graffiti and architecture.

Cultural development: Pupils develop an appreciation of and respond positively to a range of artistic and other cultural opportunities; understand and appreciate the range of different cultures & heritages within school and further afield as an essential element of their preparation for life. In Art this encourages pupils to:

- Understand the ideas behind art and design in differing cultural contexts; consider how different cultural values both influence and are expressed by the arts and design; reflect on the contribution of differing cultures to design solutions; recognise how music influences and reflects the way people think and feel.

### **Expectations**

Progression in art and design is shown through the different expectations at each key stage. The following expectations are based on the national curriculum outcomes for 7-year olds being the



expectation for the majority of children at the end of key stage 1 and age-related expectations being the expectation for the majority of children at the end of key stage 2.

By the end of year 2, most children will attain the age-related expectations and will be able to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- know 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.

By the end of year 6, most children will attain the age-related expectations and will be able to:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- know about great artists, architects and designers in history.

### **Features of progression**

Planning to help children get better at art and design involves:

Extending the breadth of content by providing opportunities for children to:

- respond to personal, social and environmental issues within the broad themes of 'themselves and their experiences' and 'natural and made objects' and 'environments';
- participate in an increasing range of practical experiences of art, craft and design;
- engage with art, craft and design in a variety of genres, styles and traditions.

increasing children's depth of knowledge and understanding of:

- visual and tactile elements of line, shape, pattern, texture, colour, tone, form and space;
- the materials and processes used by artists, craftspeople and designers;
- the role and function of art, craft and design in different times and cultures.

improving the quality of children's response and outcomes through the development of:

- practical and technical skills;
- the ability to reflect on, adapt and improve their work and make independent choices and decisions about its purpose and meaning;
- the ability to critically evaluate the work of artists, craftspeople and designers and to apply their learning in the context of their own ideas, methods and approaches.

Helping children improve their drawing

Children should be encouraged to practise their drawing skills on a regular basis. They should develop the willingness to make working drawings and to accept that it is good practice to rework drawings (without the need for an eraser) as they observe with increasing accuracy and develop their understanding.

Children should be challenged to draw:



- from observation, imagination and experience using their sketchbooks where appropriate;
- at different scales and on different surfaces;
- in two and three dimensions using different media, for example wire, wool and clay, as well as traditional media;
- for different purposes, for example to explore ideas, to explain ideas to themselves and others, to record information about what has been observed.

### Using a sketchbook

Children should be encouraged to develop the habit of using their sketchbook (or visual diary):

- for recording, exploring and storing visual and other information, for example notes and selected materials, which can be readily retrieved and used as reference;
- for working out ideas, plans and designs;
- for reference - as they develop ideas for their work;
- for looking back at and reflecting on their work, reviewing and identifying their progress;
- as an ongoing record of their learning and achievement, which they can use to further develop their ideas, skills and understanding.
- Children should develop a range of approaches to using their sketchbooks. These might include using the sketchbook:
  - to keep a visual record of their observations made from a range of first-hand sources, such as interesting objects, plant forms, buildings, people. Children should develop and practise the skills of drawing from observation on a regular basis, so that they can increase and sustain their concentration;
  - to record a personal response to their experiences and their environment - a way of communicating ideas, feelings and interests;
  - as an 'ideas book' where they can explore possibilities and alternatives based on their own ideas and imagination. These may be quirky, odd or impossible and may not necessarily be realised;
  - to analyse the methods and techniques used by different artists, craftspeople and designers;
  - for visual and annotated notes about line, tone, colour, pattern and so on, for reference for their own creative work;
  - for visual and other notes, including personal comments about artists, craftspeople and designers and about particular works that interest them that they study in school and on visits to museums, galleries and exhibitions.

