



Priestley Primary School

Art at Priestley

Summer 2020



Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that equips them for today and tomorrow. At Priestley Primary School, the curriculum is designed to: recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become aspirational, creative, critical thinkers. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school. We constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use our Priestley Values in order to learn like Spikey (Respect for All, Give it a Go, Cooperate, Take Responsibility, Share Great Ideas, Stay Focused, Think Things Through) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. Children leave Priestley with a sense of belonging to a community where they have the skills to make decisions, self-evaluate, make connections and become lifelong learners with the confidence to explore life in modern Britain.

Mission Statement

Placing learning at the heart of all we do by working in partnership with children, parents, staff, governors and the wider community to provide a safe, happy, stimulating and purposeful learning environment. High expectations are set so that all children are challenged to achieve both socially and academically.

Vision

At Priestley Primary School we strive to provide our pupils with the skills needed to enable them to express themselves artistically and lead to an appreciation of the work of established artists and craft workers.

Teaching & Learning

Art at Priestley

Art at Priestley is so much more than drawing and painting, it is a subject to stimulate creativity and imagination. Supporting and promoting art within our school is important of a child's personal, emotional and cultural development. Every child should have a chance to shine and develop their talent within the arts. Every child/person is an artist!

Communicating what they see, feel and think, children explore a range of disciplines from sculpture to collage, textiles to digital media as well as drawing and painting. Children investigate and delve into the elements of art such as pattern, colour, line, texture and composition. They are given the opportunity to use a range of media and materials to express themselves including clay, pastels, charcoal etc.

Art isn't perfect. The process involved in creating pieces of art is as valued as the final piece. Children have the time to make judgements and test out ideas before creating *individual* pieces. Indeed, sketchbooks form an important part of art at Priestley. Within sketchbooks, children build important skills in collecting, experimenting, making connections, planning, thinking, and presenting ideas. All these skills are transferable to other areas of the children's learning.

All children are given the opportunity to draw inspiration from art history, famous and new artists. Dedicated "Art weeks" are planned in the school year to give children the opportunity to learn about artists, their specific techniques and their backgrounds and influence. Art weeks culminate in whole school gallery afternoons for the children to showcase their talent and ideas.

Above all, art is fun, often messy, and something the children look forward to.

At Priestley we encourage children to build their self-esteem and confidence using art in its many forms and to discover different art styles and forms from different times and cultures in a process driven approach.

Using the four developmental stages of the Cornerstones scheme which we follow for all other Topic based subjects, children will be able to: -

- ✓ **Engage** actively with their own learning through the provision of exciting provocations, such as famous artwork and artists or materials and mediums.
- ✓ **Develop** the necessary, age appropriate skills in Art.
- ✓ **Innovate** their own ideas drawn from and through the discovery of different styles and forms from different times, cultures and artists.
- ✓ **Express** knowledge and skills effectively in a variety of ways within the sketchbook documentation process across the school.

EYFS:

The most relevant early years outcomes for art are taken from the following area of learning: Expressive Arts and Design.

Expressive Arts and Design

Exploring and Using Media and Materials

- ✓ To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

- ✓ To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

KS1:

- ✓ 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.

KS2:

- ✓ 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.
- ✓ 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

Planning

EYFS:

- ✓ Planning will be recorded on medium term plans by the class teacher. Planning will be undertaken with a degree of flexibility to enable “in the moment” planning during child led learning within well-resourced areas of the classroom.

KS1/KS2:

- ✓ Planning will be recorded on the medium-term plan by the class teacher
- ✓ Planning will work through the intended Curriculum Learning intentions unit by unit as laid out by Cornerstones.

Differentiation is the process by which curriculum objectives, teaching methods, assessment methods and learning activities are planned, where appropriate, to cater for the learning needs of the individual student. To provide for this basic entitlement, pupils in the same group have learning opportunities matched to their needs with teaching taking into account the differences in learner characteristics. This in turn requires flexible planning, careful assessment and the provision of a variety of approaches to learning and teaching. Mixed ability teaching implies that all abilities must be catered for when planning a lesson.

- ✓ Differentiation of Resources
- ✓ Differentiation by Task

- ✓ Differentiation by Support
- ✓ Differentiation by Response/Outcome

Marking & Feedback

Feedback is given verbally during the artistic process. Next steps will also be provided verbally and will be necessary if the topic being taught follows a series of sessions that are linked together.

Assessment

We are committed to providing equitable opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have the right to teaching and learning experiences that enables them to achieve their full potential.

Every other term (2, 4 and 6) , pupil conferencing will take place to assess the learning and understanding of children from KS2 classes.

Equal Opportunities

We are committed to providing equitable opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have the right to teaching and learning experiences that enables them to achieve their full potential.

At Priestley school, we welcome and celebrate diversity. We believe that having high self-esteem is crucial to pupils' wellbeing. Reasonable adjustments are made to the environment, curriculum and timetable to address all students' needs.

Safeguarding Statement

At Priestley Primary School, there is nothing more important to us than the physical and emotional health and well-being of our pupils and staff alike. As such we have created and work hard to maintain a climate in which staff, pupils, parents and governors feel able to articulate concerns comfortably; safe in the knowledge that effective action will be taken, as appropriate. At times we may need to share such concerns with outside agencies, such as the Wiltshire Multi Agency Safeguarding Hub (MASH) team.

Our Safeguarding and Child Protection Policies apply to all adults, including volunteers, working in or on behalf of our School. We expect everyone working in or for our School to share responsibility for keeping children safe from harm and abuse and report any concerns to one of our DSLs (Please see our 'Designated Safeguarding Leads' boards situated in the staff room.

At Priestley Primary School, children are taught about how to stay safe, including staying safe online. Our taught curriculum and programme of assemblies cover how to stay physically and emotionally healthy and includes e-safety and age-appropriate sex and relationship education (SRE).

Review

ALL SAFEGUARDING POLICIES SHOULD BE CONSIDERED IN RELATION TO EACH OTHER AT ALL TIMES

Safeguarding, Child Protection, Prevent, Internet Safety, Acceptable Usage, Anti-Bullying, Behaviour, Health & Safety, Off-Site Visits & Visitors, Whistle Blowing, Complaints Policies.

To be reviewed- September 2021