



How we teach *Art* at Austrey and Newton Regis CE Primary Schools

Becoming the person God made me to be: living,
learning, loving.

*"I praise you because I am fearfully and wonderfully
made" Psalm 139:14*

TRUST



JUSTICE



FORGIVENESS



HOPE



DIGNITY



COMMUNITY



Summer 2024

At Austrey and Newton Regis CE Primary Schools we take pride in providing a knowledge-rich curriculum that is inclusive and equitable, celebrates diversity and is relevant to our school; preparing children for the fullness of life in an ever-changing world.

Our Vision

Austrey and Newton Regis Church of England Schools are small schools at the heart of their rural communities. They have a living Christian foundation that follows the teaching and example of Jesus who reached out **in love** and drew in everyone, whatever their status or struggles, beliefs or views.

The biblical and theological ideas that have shaped our vision are as follows:
Created to be like God, we are all individual, different, and precious.

*As school families, we treat everyone with **dignity**, seeing each person as a vital stroke in the creation of the masterpiece which is our school **community**. We **love** and welcome everyone, supporting them in the ups and downs of life and giving them **hope** for a bright future in their **lives** and **learning**. We seek **justice** for all, embracing those who face challenges in their **lives** and **learning**. We act responsibly, treating everyone fairly but not necessarily the same. We work to ensure that everyone has what they need, and we act and speak up for those who don't. **Equity** underpins our commitment to enabling everyone to flourish as the person God made them to be. Therefore, living like Jesus, we think and act with generous and **forgiving** hearts in the strategic and day to day life of the school. **Trusting** in God and the teaching of the bible, we are building a culture of **trust** in which everyone can feel safe; confident that their spiritual, emotional, and academic needs will be met and that their **uniqueness** will contribute to the **unity** and **wholeness** of Austrey and Newton Regis Church of England Primary Schools.*

Curriculum design

Our curriculum is ambitious and is based on the national curriculum but we recognise that this is the minimum entitlement for our children. Each subject is taught as a discrete discipline. Whilst developing these, links were considered very carefully to build on knowledge and skills within each subject, across the school and across subjects. We also carefully considered diversity, environmental awareness and health education when designing our curriculum. For the National Curriculum Document, please [click here](#)

Our learning Behaviours

Resilience

We keep going even when things are challenging. We can remain open, flexible, and willing to adapt to change, staying positive and optimistic. We invite feedback and deal positively with praise, setbacks and criticism.

Independence

We are self-motivated and show a thirst for learning. We take and manage risks, showing responsibility, initiative, creativity and enterprise. We can organise ourselves and work out goals and priorities. We play a full role in the life of the school. We can present a persuasive case for action, proposing practical ways forward.

Reflection

We evaluate the good things about our work, and the areas for improvement, acting on the outcomes. We make changes to improve our learning and communicate our learning in relevant ways to different audiences. We try to influence others, negotiating and balancing diverse views.

Resourcefulness

We think creatively by generating and exploring relevant ideas and making connections. We find links and see relationships, trying different ways to tackle a problem. We ask 'how', 'why' and 'what if?' questions. We take informed and well-reasoned decisions recognising that others have different beliefs and attitudes.

Team Work

We work cooperatively and confidently with others and listen to and take account of their views. We take an active part in our own role, and reach agreed outcomes, adapting our behaviour to suit different situations. We show fairness and consideration towards others. We take responsible action to bring improvement for others as well as ourselves.

What is Art?

Our KS1 definition

Art is a way to express yourself! We can learn about art through history. In art lessons you will safely use and explore a variety of media and materials, tools and techniques, experimenting with colour, design, texture, form and function. People trained in Art are called artist.

Our KS2 definition

Art is often considered the process or product of deliberately arranging elements in a way that appeals to the senses or emotions. It encompasses a diverse range of human activities, creations and ways of expression! In art lessons you will safely use and explore a variety of media and materials, tools and techniques, experimenting with colour, design, texture, form and function. People trained in Art are called artist.

"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 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." DfE 2013

The national curriculum for Art aims to ensure that all pupils:

- ✓ 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.

Intent

Art, craft and design embody some of the highest forms of human creativity. Our high-quality art and design education engages, inspires 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 progress, they are encouraged to think critically and develop a more rigorous understanding of art and design. We will ensure art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. It is essential that all children master art and design and make use of it in everyday life.

Implementation

Art is taught as a discrete subject discipline (alternating with Design Technology) throughout the academic year. We have long term plans that run on a two-year rolling programme to accommodate our mixed aged classes and to ensure full coverage during each key stage. Our medium-term plans show clearly how each lesson links to our curriculum intent, Christian vision and values, our learning behaviours and British Values. Our art curriculum is personal to our school and the children's needs are our focus.



Long Term Plan for DT and Art

Cycle A

| | Y1/2 | Y3/4 | Y5/6 |
|----------|--|--|--|
| Autumn 1 | Art - Drawing and Sketching - Scale and size focus Animals Henri Rousseau (Artist) | Art- Drawing and Sketching Ocean animals - Texture focus Van Gogh (Artist) | DT - Complex Structures - African shelter |
| Autumn 2 | DT - Bridges Isambard Kingdom Brunel (Engineer) Ole Christiansen (Designer) | DT - 3D Structures - Designing a <u>natural disaster</u> shelter | Art - Drawing and Sketching - Line and <u>form focus</u> - 3D sculpture - MODROK <u>fossils</u> |
| Spring 1 | DT - Cooking - Healthy meals | Art - Sculpture - Clay - 'Beaker Folk' Pattern focus | DT - Cooking - Bread - Healthy Diets - Market research Andy Warhol (Artist) |

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|----------|---|---|---|
| Spring 2 | DT - Moving Vehicles - <u>Wheels, Axels</u> and Chassis Charles McIntosh | DT - Cooking - Savoury European food Michelangelo (Sculptor) | Art - Pastels and chalks - <u>Blending focus</u> - <u>Waterfalls</u> |
| Summer 1 | Art - 3D Sculpture - Clay - <u>Seascapes</u> - <u>Impressionism</u> - Claude Monet (Artist) | Art - Painting and Collage - <u>Colour washes</u> and tones - <u>Perspective focus</u> Picasso (Artist) | Art - Painting - <u>Flowers</u> Georgia O' Keeffe (Artist) Charles Rennie McIntosh (Architect and <u>Designer</u>) |
| Summer 2 | Art - Painting - <u>Colour mixing focus</u> - <u>Local landscapes</u> - <u>Outdoor painting</u> | DT - Mechanisms - Cams and gears - Design a new teeth cleaning system | DT - Pulley and levers - Design and make <u>a new battle weapon</u> Matisse (Artist) |



Long Term Plan for DT and Art

Cycle B

| | Y1/2 | Y3/4 | Y5/6 |
|----------|---|---|--|
| Autumn 1 | Art - <u>Mixed Media</u> - <u>Collage</u> - <u>Weather</u> | DT - textiles - Design and make a <u>new hat</u> for a desert explorer Mary Quant (Designer) | DT - Electricity - <u>Switches/ toggles and Motor focus</u> - <u>Motorised Vehicles</u> Picasso - Guernica (Artist) |
| Autumn 2 | DT - Levers - Designing a <u>new toy</u> | Art - <u>Batik printing</u> - <u>reverse and inverse</u> - <u>animals and human skeletons</u> | Art - <u>Abstract Art</u> - <u>Mixed Media</u> - <u>Rockets</u> Peter Thorpe (Artist) |
| Spring 1 | DT - Structures - Large Scale- <u>Joining focus</u> Sir Christopher Wren (Architect) | DT - Cooking - Design and make <u>a healthy dish</u> for a stone age family | DT - Textiles - Slippers |

| | | | |
|----------|---|---|--|
| Spring 2 | Art - <u>Drawing and Painting</u> - <u>Portraits</u> - <u>Royal portraits</u> Lucian Freud (Artist) | DT - Electricity - Sound - design <u>and make a wire loop game</u> | Art - <u>Painting</u> - <u>Watercolours</u> - <u>landscapes</u> |
| Summer 1 | DT - Textiles - Design <u>and make a patchwork minibeast blanket</u> | Art - <u>Lino printing</u> - <u>Plants focus</u> William Morris (Designer) | Art - <u>Sculpture</u> - <u>Clay</u> - <u>Coil pots</u> Kandinsky (Artist) Mondrian (Artist) |
| Summer 2 | Art - <u>Transient Art-outdoor</u> - <u>Natural Found Art</u> Andy Goldsworthy (Artist) | Art - <u>Acrylic Paints and Oil pastel</u> - <u>blending focus</u> - <u>Electrical storms</u> Sou Fujimoto (Artist) | DT - Mechanisms - Fairground rides |

Examples of links

- Year 1 and 2 study portraits with a focus on drawing and the artist Lucian Freud at the same time as studying Kings and Queens in History.
- Year 3 and 4 study clay and The Beaker Folk at the same time as studying Stone Age Iron Age in History. Developing their historical and cultural awareness.
- Year 5 and 6 have an artist focus session on Georgia O'Keeffe and botanical painting and drawing at the

same time as their geography subject on the Amazon Rainforest.

Impact

Children do not complete entry and exit quizzes in this subject. At the end of each lesson, teachers assess against the questions in the medium-term plan. We remember that Art is a subjective subject and how children achieve the learning objective of the lesson will differ to other subjects. It is important that all children feel they have achieved in this subject at the same time as having a rigorous assessment process that encourages growth.

These assessment grids are available to all teachers so they can revisit the learning that is needed before beginning a new unit. In order to assess if the children are committing knowledge to long term memory, we use an 'interrupting the forgetting' strategy which will include reinforcing links to previous learning both within and across the year groups.

The impact of our fun, engaging and board art curriculum is our children will make progress and appreciate the values of art and creativity. Develop independence and enjoyment of the subject and have an understanding that you can have a thriving career in the subject!