Guide to teaching art in the Prestbury St Mary's Federation.

Ethos and Mindset

At Prestbury St Mary's our Art Curriculum is designed to be both exciting and inspiring while enabling children to think, question, and respond to the world around them creatively. Through art we encompass the Prestbury Learner. We teach our children to show respect to their art work, to value and celebrate their art work and to respond respectfully to the work of their peers and artists. Through the learning journey we provide, we give the children the opportunity to learn, repeat and consolidate new skills and techniques. We allow the children to take ownership of their learning and give them responsibility to apply the skills they learn to the end outcome. We encourage the children to make decisions and show individuality in their work. Adults, support the learning and children are given the opportunity to make their own, unique representations, which are all valued. We offer a mixed range of materials and medium which give our children a broad experience of art. We encourage a lifelong love of exploring, designing and making which will stay with our children and give them a readiness for the creative richness of our world.

Children are taught about a wide variety of artists, craftsman and designers. We teach knowledge of working in two and three dimensions and show examples of sculpture, printing, collage, drawing, painting and textiles, in a variety of cultures. We encourage our children to comment and form opinions about art and artists. Together we identify key styles and techniques which children can use to influence their own creations.

We give children the experiences of working both independently and collaboratively and recognise the power of art to unite us and develop our skills to work as a team. We use Art to improve wellbeing, allowing our children to become engrossed in their own creative experience, calmly, uninhibited, giving them time to process the world around them.

The Prestbury Learner – RESPECT, RESPONSIBILITY, READINESS

Through art children learn to **RESPECT** different cultures and opinions. Through the creation of art, they communicate respectfully and understand that we all understand art in different ways.

In art lessons children show **RESPONSIBILITY** with :

The choices of materials or approaches

Their application and motivation when working alone

How they contribute to a collaborative group

Their approach when they need to start again seeing this as part of the art process with resilience.

Children should be **READY** to listen, apply old and new skills, respond, experiment and refine

'For we are God's Masterpiece, created in Christ to do good things'

Ephesians 2:10.

Sketchbooks

We give every child at Prestbury St Mary's Federation a sketchbook. The children use sketch books to record their artistic journey which starts in Reception and continues through the school.

Within their sketch books children learn, experiment and select key aspects of designs or techniques, which they transfer to final pieces of work.

We allow our children to make and learn from mistakes.

We aim for our children to enjoy the journey of discovery, feel fulfilled by the end result, being proud of what they have achieved.

Within their sketchbook we encourage the children to reflect and respond to artists work and therefore build on their knowledge of artists. In the sketchbook we start each unit of work with an image of the artist studied and an example of their work. From Year Two, children will make annotations about their responses to the artist.

We allow the children to take ownership of their sketchbook and allow them time to look retrospectively at it.

We encourage the children to use their sketchbooks to make notes, annotations and reflect their thoughts and feelings. These may also include annotations on techniques and processes used.

The sketchbook should reflect the individual child.

Display

Children's art is valued and creates a sense of well-being and belonging through the corridors and classrooms of the Federation. Through display we showcase children's work to parents, visitors and staff creating an art "Wow" factor, celebrating children's work. This provides important opportunity for children and the wider school communities' spiritual development through the awe and wonder of what can be achieved. Each teacher has been assigned boards to display artwork from specific units - this will celebrate the range of skills covered.

Teacher classrooms should retain their individuality. Boards should be backed in a way that displays the colour and form of artwork most effectively. Assigned boards in other spaces

around the school (corridors, hall…) should be backed in hessian with a uniform black or gold boarder.

Children's work from the Federation Art Day will be used to produce a Gallery for children, staff parents and visitors to enjoy. The children's artwork will be displayed in the community enabling the children to be proud artists and for the community to experience a closer link with the school. Prestbury Library will have regular displays of children's work.

The Art curriculum:

EYFS

- Art provision daily.
- Art lesson teaching new objective (1x a week)

Key Stage One

Year One

- In term one and two, one art lesson per week teaching new objectives (approximately 1 hour)
- In Term three and five, one art lesson per week teaching new objectives (approximately 1 hour)

Year Two

- In term one, three and five, one art lesson per week teaching new objectives (approximately 1 hour)

Key Stage Two

Years Three to Six

- In term one, three and five, one art lesson per week teaching new objectives (approximately 1 hour or equivalent).

Planning

The National Curriculum underpins all our Art Curriculum and is reflected clearly in planning documentation.

EYFS and Key Stage One teachers plan from the Art Breadth Map objectives which are carefully drawn from the Art Progression of skills document. All documents can be found in the Art Curriculum Folder on SharePoint.

Key Stage Two teachers also plan from the Art Breadth Map objectives, which are carefully drawn from the Art Progression of Skills document. Planning is also supported by the Access Art subscription to enhance ideas and model new drawing skills.

Lesson Structure in EYFS and Key Stage One and Two

In EYFS, Art is delivered through whole class lessons which are carefully planned to help develop children's fine motor and artistic skills, knowledge of colour, shape, form, texture, pattern and artists knowledge. Art is an integral part of the EYFS curriculum and is taught within many subjects.

Typical Lesson Design

1. Lessons start with a rapid recall of previous learning for example:
   To know how we can use shapes to represent objects.
   To know how to roll, pinch, push, squeeze clay.

2. Direct Teaching: The stimulus at the beginning of the lesson will vary, it may begin with a PPT, object, piece of artwork, music or outside stimulus.

3. Each unit of work will be focussed on an artist and children will be given many opportunities to reflect and respond verbally and in their artwork and those of others.

4. The vocabulary for each unit of work is clearly detailed on the art breadth map. Teachers will model the meanings of new words which should be clearly displayed in the classroom during the lesson.

5. Teachers will model new skills and techniques and children will be able to explore and develop them within the lesson.

6. Lessons should include opportunities for the children to work individually or collaboratively.

7. During the lesson, children's responses to their artwork, objects, stimulus outside, work of others and artists work will be encouraged. When working individually or collaboratively, children should be given opportunity to also reflect on how their creative process varied. Teachers will model and teach phrases which will illicit children's responses.

Lesson Structure in Key Stage Two

Art lessons are carefully planned using the Art Breadth Map. They are progressive and build on previous learning. Lessons should include all the elements below when relevant in an order that best suits the objectives for each lesson.

Recap - Links will be made to a previous lesson's learning and the Key Learning Point. This may involve a drawing exercise, skills fluency – e.g. colour mixing, an image, discussion, or a revisit to an artist previously studied.

Teaching – This will include new vocabulary, new skills or techniques and opportunities to reflect on artwork throughout the lesson.

Practising and applying - Children will be encouraged to explore, experiment, and refine. In Key Stage two, if drawing is the objective focus, a skill based warm up will support the lesson.

Learning Objective - WALT – The 'We are learning today..." will be revisited at regular points throughout the lesson. Where appropriate it may be seen in sketchbooks. The date should always be shown.

Reflection and Response – Every lesson, children will reflect and respond to deepen their understanding and knowledge. This could be at any point in the lesson (not necessarily at the end).

Assessment - By the end of the lesson, teachers and/or teaching assistants will have used formative assessment methods to inform future planning. This will enable the teacher to provide future support for individual children. This could include: a fine motor intervention, enhanced provision and repetition of skills.

Lesson Delivery - Curriculum

Curriculum objectives are taken from the Art breadth map and should be skills led. Objectives should be turned into child - friendly language, starting with 'We Are Learning To..' (W.A.L.T). The objectives follow progressive steps which are detailed in the Art Progression of Skills document. For example, colour progression from Reception to Year 6:

- Identify Primary Colours.
- Identify Primary and Secondary Colours.
- To use the terms Primary and Secondary Colours with confidence and accuracy.
- To mix Tertiary Colours from Primary and Secondary Colours.
- To be able to mix tertiary Colours with increased accuracy and consistency.
- To be confident mixing tones of Tertiary Colours.
- To mix a colour precisely to convey different moods.

Lesson Delivery – Direct Teaching

PowerPoints will show teachers individual creativity, understanding and taking inspiration from the artist. Therefore, they may look very different for each art unit taught. They will include images from the artist which will clearly show the size of the Art work, the artist's name and, from Year Three onwards, the artist's year they practised Art. PowerPoints will include new vocabulary and the artists category, e.g.: Surrealist, impressionist, photographic etc… PowerPoints will include phrases to scaffold verbal responses for example:

I was surprised by the way……

I liked the ….

The colours are…

The patterns are…..

The way the artist ……

Why did the artist…….?

Perhaps……

Thought provoking questions should always include the vocabulary that is being taught. E.G How does the **texture**? ……. As the year progresses, Power Points may include an image of artwork, or an artist previously studied. Objects, artwork or environmental stimulus may also form the focus point for a lesson.

Modelling

Skills and techniques will be teacher modelled, this may include gathering the children around a desk to clearly see the teacher demonstrate the skills and possible outcome or may be from watching an artist at work. The teacher will talk through the process and respond to any mistakes and the learning journey. Children should understand that making repeated mistakes and restarting art is an important part of how an artist grows and learns. The children will be encouraged to question, respond and notice any changes when they watch skills taught.

EYFS and Key Stage One application

In EYFS and Key Stage One the children will often work in small groups to apply the skills modelled whilst the teacher supervises, encourages, and directs. However, they may also work on these as a whole class.

Key Stage Two application

From Year Three onwards the children will work as a whole class to apply the skills modelled whilst the teacher supervises, encourages, and directs.

Reflection and response

The teacher should be open to pause the lesson at any point and give the children the opportunity to question, reflect and respond. This will be a response to skills and techniques or the artwork of others, their own artwork or about the artist.

Differentiation

Resources can support children with specific needs for example: chunky pencils, chunky brushes, paper size and orientation. Support may also be provided through the level of adult support.

Assessment

Children's learning, including sketchbooks and artwork kept in classrooms, will form a ready bank of material to assess against individual learning objectives and against the National Curriculum for Art and Design content statements below:

Key stage 1

**** Ability to use a range of materials creatively to design and make products.***

**** Ability to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.***

**** Are they able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space?***

**** Knowledge 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

- ***Ability 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.***

- ***Can they create sketch books to record their observations and use them to review and revisit ideas?***
- ***Improvement in their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].***

- ***Knowledge about great artists, architects and designers in history.***

Formative assessments will be made each session by the teacher. Every unit should include a planned summative assessment of the skills that have been taught. This may be a final piece drawing the skills together, a specific skills-based focus or a review of children's knowledge of the Artist.

Visits and Visitors

Teachers should aim to invite working artists to school. This could be in person or virtually. Knowing that some artists are commercial while others create Art as a method of communication is an important understanding.

Art day (Summer Term)

At Prestbury we have an annual art day.

The art day is centred around a theme, selected by the children and art leads.

The theme of the art day is shared with the staff and staff are given the opportunity to choose an artist or activity which they are inspired by.

The children are mixed into groups which include every year group in the Federation.

The staff and children in their group spend a day learning about art skills and artists and produce artwork which is then displayed in a gallery for children, staff, parents and visitors to enjoy.

Home Learning for Art in the Community

Every child will be invited to take part in Federation Art Projects including:

Christmas wreaths (Launched in early November, children's wreaths to be displayed by local businesses in Prestbury high street during the Christmas period.

Easter Churchyard Installation (Launched mid-March.) Children create sculptures of daffodils using recycled bottle/cartons, which then combine to create a display in Prestbury Church.

Photographic Competition (date can vary)– Gloucestershire Young Photography Competition (April).