



Art Teaching and Learning Guide

Intent

Our Art and Design curriculum at Drybrook Primary school aims to provide opportunities to its students with a breadth of creative practices. Through a structured, skills driven learning journey, students build knowledge that enables them to become independent, self-aware, critical thinkers. Students build their technical skills and gain more confidence and control when working with media through teacher-led direct instruction and modelling as well as self-imaginative creative work. This is balanced with opportunities for open interpretation, encouraging all students to think and act like artists.

We aim for all students to develop a lifelong appreciation for arts and culture as well as being a platform for them to express thoughts and feelings, on a personal level and about the world around us. In a constantly evolving subject, we draw upon both local, regional and global artists and other sources for inspiration that spans from ancient times to the present day.

Implementation

Teaching is designed to help children to remember in the long term the content they have been taught and to integrate new knowledge into Art and design practices.

These will be based on research into the best way to deliver learning of that specific subject. Use of EEF, Ofsted research and other research will be drawn on to provide a high-quality framework for lessons plan to be built around.

Timetabling

All subjects are taught discretely to ensure each subject has its own disciplinary structure to be respected and substantive knowledge to be learned and approach the clarity of the curriculum goals so they are clear to all.

Project based learning-

At Drybrook, art is taught through project based learning. This means that teachers will select a meaningful project that enables children to use their prior knowledge, link to artists over time and practice a variety of skills to produce a 'final outcome'. Over the course of an academic year, each class will teach 3 projects. Projects will then be displayed termly in a gallery for other classes, parents and teachers to come and view; giving the children an audience.

Medium term planning structure

- Key foundational knowledge of artists and skills practice to be retrieved over time.
- Planning follows a step by step process leading up to a final project. Skills in each step help to aid abilities to produce the final outcome and will explore a range of techniques and mediums linked to the skills and knowledge progression document.
- Make connections with artists and their own experiences.



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- Consider their influence on decisions that will be made and make informed choices as to which mediums/ techniques they will select for their end of project piece.

-Throughout KS1 and KS2 children should be taught a range of skills that cover drawing, painting, sculpture and printing. Each year skills and knowledge is built upon, giving the pupils ample opportunities to practice and repeat skills taught in previous years. Teachers should ensure that their project based learning incorporates the vocabulary and skills outlined in the skills progression example below:

Subject	Drawing Unit	Painting Unit	Sculpture Unit	Printing
KS1 National Curriculum statement	-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 -Learn 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.			
	All units should be linked to a range of artists, craft makers and designers. Pupils should: -Describe what can be seen and give an opinion about the work of an artist -Ask questions about a piece of art.			
Y1	-Hold a pencil correctly for accurate drawing	-Know some colours that associate with a mood (blue= sad, red = angry etc)	-Know how to cut, roll and coil clay -Know how to create a coil pot	-Know how to create a printed piece of art using pressing and rubbing -Know how to use IT to create a picture

	-Experiment and begin to control different types of mark-making (thick, thin, wiggly, straight)	-Know the names of primary and secondary colours -Create a repeating pattern with paint		
Y2	-Choose and use three different grades of pencil -Know how to use charcoal, pencil and pastel -Know how to use a viewfinder to focus on a specific part of an artefact before drawing it	-Know how to mix paint to create all the secondary colours -Know how to create brown with paint -Know how to create tints with paint by adding white and know how to create tones with paint by adding black	-Know how to make a clay pot (pinch pot or coil pot) -Know how to join clay parts together	-Know how to create a printed piece of art using pressing, rolling, rubbing and stamping E.g: making stamps out of everyday objects, making rubbings of outdoor textures, block printing -Know how to use different effects in an IT paint package
Vocabulary		Brush, splatter, smudge, blend, tone, primary, secondary, equipment, Strokes, detail, blend, run, dilute, tone, shade, primary, secondary	3D, mould, join, shape, squeeze, bend	Stencil, ink, Pressure, block

Evidence base

OFSTED Making a mark: art, craft and design education 2008–11

High quality Art and Design lessons ensured that children had the opportunities to repeat practice to deepen their repertoire of skills.

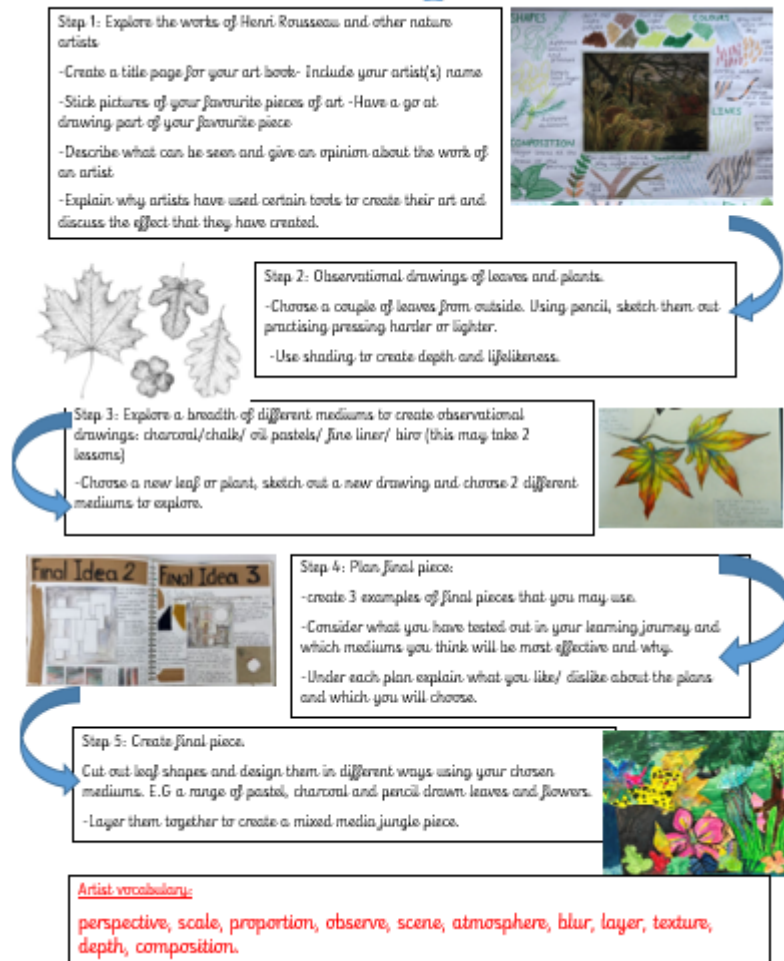


-Each project should have opportunities that allow for the coverage of skills. For example here you can see the final outcomes for the 3 projects being covered in year 1:

KS1	Term 1 and 2	Term 3 and 4	Term 5 and 6
Year 1	<u>Project one:</u> Outcome: Drawing and painting Create a range of firework inspired paintings/ drawings. -Use oil pastels -Watery paint and straws	<u>Project 2:</u> Outcome: Portrait of themselves as a king or Queen. Inspired by Picasso/ Van Gogh.	<u>Project two:</u> Outcome: sculpting A pinch pot inspired by Handa's surprise fruit basket.

-From here teachers should plan a step by step guide that provides opportunities to experiment with a range of techniques from the skills progression. Each project should start with practicing drawing skills and develop on depending on the outcome. For example:

Beech class- Jungle mania!



Here you can see Beach class Jungle Mania project broken into 5 steps. The choice of project/ artist has been carefully selected to be meaningful to the year group. This might (but not necessarily) link to another area of the curriculum; making the learning meaningful to the child.

Each step covers a range of knowledge and skills based learning.

The steps ensure that the children are provided with the knowledge and skills to produce a final outcome linked to the processes they have been practicing.

The step by step planning should be displayed in art sketchbooks for the teacher to refer to at each step of learning. Artist vocabulary for that unit should also be displayed on this document.

Each step may take more than one lesson; this is down to the teacher's

judgement.



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Evidence base

OFSTED Making a mark: art, craft and design education 2008–11

Pupils make progress in Art by developing:

- Building on prior experiences
- focus in lessons on developing the skills, knowledge and understanding specific to the subject

Individual lesson structure

Recap prior learning both long term and short term – retrieval practice- this may be through discussion or practical work

- Introduce new vocabulary and recap on previously taught vocabulary
- New learning begins from a previously comfortable starting point – link to prior lesson, artist, technique etc.
- Model techniques (teacher led demonstrations or time given for self-imaginative working practices.)
- Allow time for practice and repeat practice through teaching sequence.

Evidence base:

Rosenshine's principles of instruction

- *Begin a lesson with a short review of previous learning.*
- *Present new material in small steps with student practice after each step*
- *Engage students in weekly and monthly review*

Monitoring process

Planning scrutiny

Book scrutiny

Lesson observation

Data analysis



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