



TEACHING ART AND DESIGN

AT

HOPPING HILL PRIMARY SCHOOL



"To create a work of art is to create the world." Wassily Kandinsky

Golden Threads

Curiosity

Thinking how an artist might represent the world around them

Critical Thinking

Showing appreciation of other people's work

Vocabulary and Knowledge

Speaking and understanding like an artist

Creativity

Representing the world around them and creating artwork in their own style

INTENT

At Hopping Hill, we believe Art and Design should inspire and encourage our pupils understanding of the world around them. Our school community is one where a significant number of children have limited experience beyond their local area of Northampton. This will likely limit the children's interest in, and curiosity in the world around them. It may also limit their first hand exposure to art and design.

Our curriculum aims to foster **curiosity** and encourage children to ask questions about how the world around them can be represented. Through talking about their own and other artists' work our children are encouraged to **think critically** about art and design. Children are provided with the necessary **knowledge and vocabulary** to talk about and understand about Art and Design. They learn the skills needed to **work creatively** with different media using different media whilst developing their own style.

IMPLEMENTATION

At Hopping Hill, all pupils explore their creativity, applying and building on previous learning each year to produce work that explores their ideas, recording their experiences in sketch books and in final pieces of artwork. They are encouraged to evaluate and analyse creative works using the language of art, craft and design.

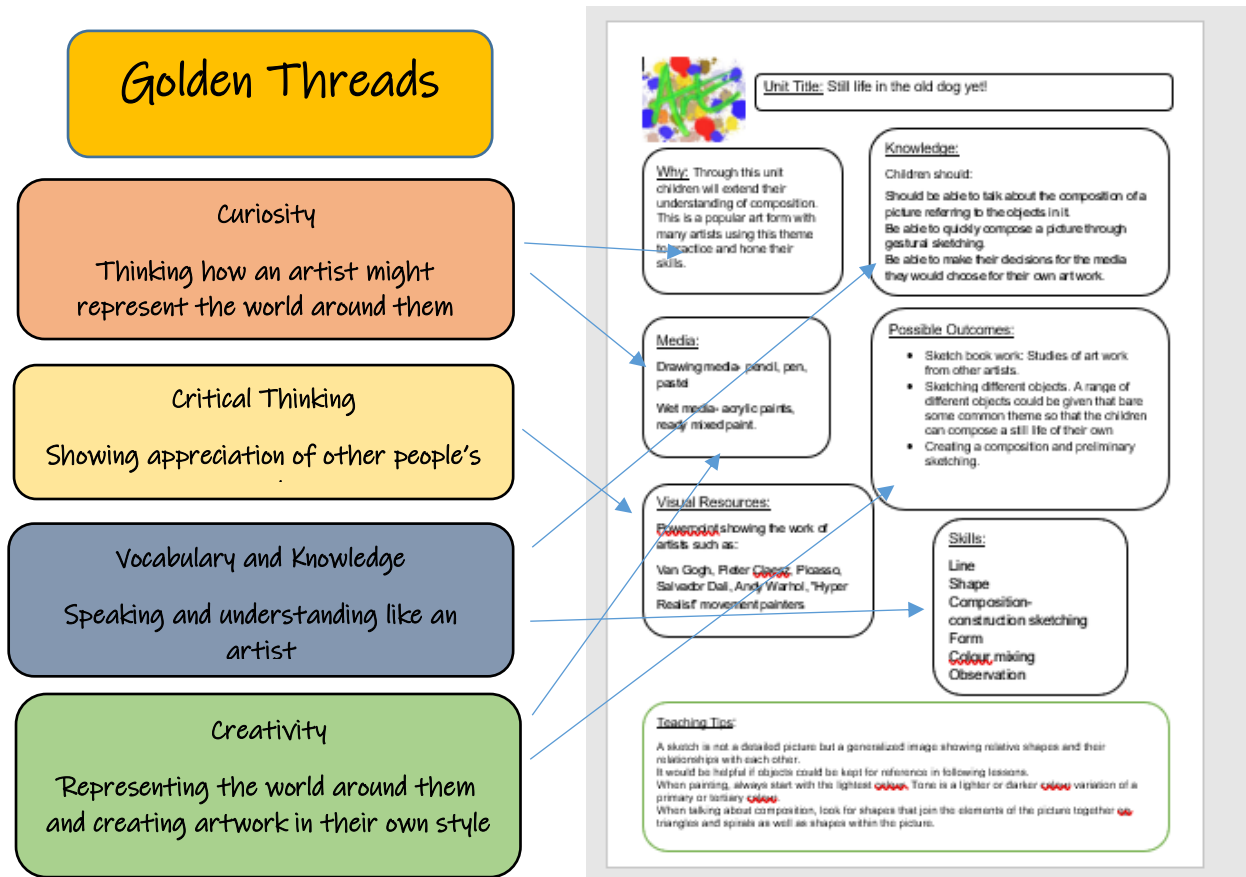
In early years, Art and Design is part of the continuous provision that is offered throughout the year and reflects learning laid out in development matters 2021. In line with this documentation, and the ethos of in the moment planning and being led by the children's interests, artistic expression is not prescribed. The golden threads are reflected in the EYFS science overview and this assists the teachers in planning provision to reflect their role in the beginning of the children's scientific thinking.

Each unit of study in years 1-6 starts with or includes an opportunity to look at and talk about the work of artists and designers from different cultures and periods of history to stimulate children's interest and begin to talk as artists and designers identifying the differences and similarities between different practices and disciplines. All children at Hopping Hill are taught and encouraged to use a range of materials creatively to design and make products using drawing, painting and sculpture techniques to develop and share their ideas, experiences and imagination. They are taught a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. As appropriate to their age and ability, the children are encouraged 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. Starting at Year 1 all children use sketch books to record their observations and use them to review and revisit ideas. It is here that they also improve their mastery of art and design techniques.

In Early Years children learn about art and design through the "Expressive Arts and Design" strand of the curriculum. They are encouraged to explore using lines and textures. They use tools to manipulate materials and artistic media with a purpose in mind.

When planning for learning using the school's medium-term plans or EYFS overview, teachers will ensure they have knowledge of the skills taught in the previous years and where this will progress to (being aware that a particular linked topic might not appear in the next chronological year). This includes EYFS who will be aware of the art and design vocabulary and knowledge expected in year 1 when planning provision.

The development of the curriculum in years 1-6 used the programme of study of the National Curriculum for Art and Design- this ensures progression in the golden thread of using the vocabulary of artists and designers and thinking critically about their own and other artists' work. Through the study of different artists, craft makers and designers through the ages, children will be encouraged to think about how these people have represented the world around them. The development of their creativity will progress alongside each art unit taught and should wherever possible be applicable to the unit of study.



Assessment

It is imperative that assessment is purposeful and is not time consuming. Teachers spending a large amount planning, carrying out and marking formal tests is not helpful and takes time away from teaching and learning. Assessment should be in place to support recall of vocabulary and concepts and is an opportunity for children to show their understanding through applying what they have found out to answer real life questions. Assessment should also inform teachers planning and focus for teaching and learning so that misconceptions and gaps as well as strengths are identified at the start of the unit.

Therefore, assessment of science at Hopping Hill is:

During each unit children will engage in talk about their own artwork and how they are using media to respond to the theme of the unit. At the end of each year, the work in their sketch book should show progression in their skills development and over a longer period of time, the refinement in the way they manipulate different media. Final responses to the art theme will give the opportunity to talk critically about their own and others' artwork using appropriate vocabulary.

Access the link below to find out more about the National Curriculum programme of study for art.

[National Curriculum - Art and design key stages 1 to 2 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424222/national-curriculum-art-and-design-key-stages-1-to-2.pdf)

INTENDED IMPACT

- ✓ Pupils will have a love of learning about art and design.
- ✓ Through art and design, pupils will become more creative in the way they think about and respond to the world around them.
- ✓ Pupils will develop a creative awareness of the world around them and the diversity within it.
- ✓ Pupils will develop an understanding of how art and design shape our surroundings.
- ✓ Pupils will develop an understanding of how art and design is used to express ideas and emotions.
- ✓ Art and design will inspire children's curiosity and interest to explore the world around them in different ways.