

Art subject intent:

Understanding of art begins in Reception as the strand Expressive Arts and Design.

At Nova our Art curriculum for Reception to Year 6 is designed to:

- Engage, inspire and challenge pupils; equipping them with the knowledge and skills to experiment, invent and produce their own works of art, craft and design.
- Allow children to develop their own artistic identity and be able to express themselves artistically through a range of mediums.
- Develop children's appreciation and understanding of the creativity displayed by a range of different artists, craft makers and designers; including iconic artists, those local to Nova Primary School and within Bristol as well as from ethnically and culturally diverse backgrounds.
- Widen children's understanding of the cultural importance of art and how we can learn about different periods of time, groups of people, and world events through art, crafts and design.

How we support the needs of our children through teaching art:

- **Experiential learning** – Children will be able to learn about art through art lessons, assemblies and experience days. Art and design skills and understanding of art will also be developed through other areas of the curriculum such as English, History and DT. Our art curriculum reflects the local area of Bristol, with links to local artists and opportunities for children to visit local galleries and art events.
- **Self-esteem** – We provide opportunities for children to express and develop their artistic identity. Children will develop their formal understanding of art, artistic skills and confidence to experiment with ideas and produce original artwork.
- **Resilience** – Children are able to identify the skills they are developing and know how to refine and reflect on their skills. Children understand art as a process and can discuss their art journey through the learning shown in their sketchbook. Through exposure to a range of art, design and craft, children understand there are many ways to show artistic expression and there is no right or wrong way to show creativity.
- **Cultural understanding** – Children are exposed to art from a range of diverse cultures, ethnicities and religions. The art curriculum is used to teach children about different people, places, periods in time and significant events that have shaped society. Children understand art as communication and develop their critical thinking skills when learning about culture through art.
- **Social skills** – Children have opportunities to discuss artists and works of art with their peers and teachers. Children have the chance to work on collaborative pieces of art and to engage in peer on peer reflections. Children are exposed to art as a form of social communication.
- **General knowledge** – Children have a good understanding of the formal elements of art. They have a good working knowledge of a range of tools, techniques and art processes. Children are able to name iconic artists and artworks and know a range of artists, designer and craftspeople from the local area and from around the world.
- **Oracy skills** – Key vocabulary for each year groups is taught explicitly and modelled by teachers throughout art lessons. Children are encouraged to use key vocabulary when discussing the work of artists, their processes and the work of their peers.

How do we teach art at Nova Primary?

In Reception Art is taught through the strand: Expressive Arts and Design. We firmly believe that the development of children's artistic and cultural awareness supports their imagination and creativity. Children in reception have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. Expressive Arts and Design is woven into our line of enquiries to provide a solid context for learning new skills and fundamental elements of art.

During Reception children have planned adult led and child initiated experiences involving; *painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.* Learning within this strand is recorded and children are judged at the end of the year as having met or not met the Early Learning Goal as part of their final teacher assessment under the following area:

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

From Year One to Six children's artistic learning is recorded in sketchbooks. Children use their sketchbooks to; record their ideas and observations, experiment with the formal elements of art, practise their art and design skills, reflect on their learning to identify areas of personal strengths and development, and review their peer's learning.

Art units, where possible, link to year group Lines of Enquiry. These provide a valuable context for children to explore and develop their art skills.

Children are exposed to a stimulus e.g. an established artist for their art work, a famous piece of artwork, a significant event or time period or a process/technique).

Through each unit of learning children will develop their understanding of key skills in;

1. The formal elements of art (colour, form, line, shape, texture, pattern, tone)
2. Art and design skills (painting, drawing, craft design materials and techniques).
3. Knowledge of artists, art movements and pieces of artwork
4. Generating ideas and producing original artwork.

These skills will be taught discreetly and progressively and follow our whole school progression document.

Children will record their learning process using their sketchbook.

Children's sketchbooks will show:

1. The stimulus children have been exposed to

2. The key skills children have been taught and are developing /exploring
3. Children's experimentation within taught skills
4. Children's responses, comments and annotations
5. Children's learning journey towards a final piece of original artwork.
(Children may be working on a final piece larger than their sketchbooks or collaboratively with their peers and this will be recorded through photographs)
6. Children's reflection on their learning over the unit and peer reviews of learning
(where useful)
7. How their artwork is similar or different to that of their peers or other known artists
8. Their increasingly knowledge of artists, artworks and art movements

Children's artwork where possible will be showcased and displayed to an audience either as a whole class, within year groups or as part of a display.