

Art at Eversley

‘Every artist was first an amateur’

Ralph Waldo Emerson



At Eversley Primary School we inspire children to think innovatively and develop a creative procedural understanding. Children are immersed in the subject, building their cultural capital, as a medium for the celebration of culture and diversity. We aim to 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 and are given opportunities to develop their ideas, self-esteem and break through creative barriers. Our aim is for all children to leave Eversley Primary School with the skills, confidence, knowledge and enthusiasm to fully immerse themselves in the creative process, leaving them confident to take risks and continue to progress and achieve their full potential.

During EYFS at Eversley

In the Early Years, pupils will have access to mark-making areas in classrooms which include an appropriate range of materials, for example, paint, pencil, chalk, pastel and charcoal. Also, a range of implements will be ready and available for all pupils to use in the Early Years. For example, brushes and sponges. Papers of different textures, shapes, sizes, and colours will also be available for the children to use and experiment with. Additionally, other surfaces for mark making will be accessible for children to use (for example, chalk boards, whiteboards, easels, and large surfaces). Pupils will learn to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will be encouraged to use what they learn about media and materials in original ways, thinking about uses and purposes. A range of pictures and books showing a variety of artistic styles and ways of representation, including different cultural contexts, will also be shown and taught to pupils.

During Key Stage 1 at Eversley

Pupils in Key Stage 1 will develop their skills when using different mediums- drawing, painting and sculpture. Pupils will develop and share their ideas, experiences and imagination through the art work they study and discuss as well as the individual/group pieces that they produce. Across the Key Stage, pupils will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Pupils will work from observation and known objects in order to develop their pieces of work. Pupils will be encouraged to use their imagination to form simple images from given starting points. Pupils will begin to collect ideas in art journals and be taught how to record their ideas effectively. Children will work with a range of different materials. Pupils will begin to think what materials best suit the task or the artist/movement of work being studied.

During Key Stage 2 at Eversley

Pupils will create art journals to record their observations and use them to review and revisit ideas through the year. Across Key Stage 2, pupils will improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint and clay). Pupils will be taught to effectively and appropriately develop ideas by confidently selecting suitable materials. Teachers will demonstrate to pupils how to improve the quality of their sketchbook with mixed media work and annotations. Children will learn to select their own images and starting points for work. By doing this, pupils will develop artistic/visual vocabulary and they will be able to communicate their ideas and opinions when talking about their work and the work of others. Towards the end of the Key Stage, pupils will begin to explore possibilities, using and combining different styles and techniques based on the artists and movements they are taught and study. Teachers present content clearly, promoting appropriate discussion and ensuring pupils can evaluate the work of world artists and designers they have studied. They check pupils' understanding of how to use art and design as a means of self-expression, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their art teaching as necessary.

Planning

Art is a foundation subject, which is taught as a subject in its own right, however by its nature it supports and enhances subjects across the curriculum. We plan the activities in art and design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge and development of skills as children move up through the school.

- Long Term Planning- the QCA and an adapted Lewisham County Council scheme of work forms our long term planning. Our long-term plan maps out the themes and key skills and objectives covered in each term during the key stage. Our subject leader devises this plan in conjunction with teaching colleagues in each year group (see *Overview of Art Scheme of Work*).
- Medium Term Planning- Our medium-term plans, which we have adopted from the Qualifications and Curriculum Authority (QCA) national scheme and Lewisham County Council scheme, give details of each unit of work for each term. These are constantly evaluated and adapted and define what we will teach, ensuring an appropriate balance and distribution of work across each term.
- Short Term Planning- this is the responsibility of individual teachers who build on the medium term plan by taking into account the needs of their children and identifying ways in which ideas might be taught. Class teachers complete a weekly plan for art and design lessons. These list the specific learning objectives and expected outcomes, and give details of how the lesson will be taught.

Each year group also carries out an artist study at some time during the year.

Teaching

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including Information and Information Communication and Technology (ICT).

Assessment

- Children's work is assessed while observing them working during lessons.
- The learning outcomes in each unit are used to assess what the children have learnt, and the work produced serves as a record of their progress and development.
- The end of unit expectations are used to identify those children developing or extending beyond expectations for their year group. From these assessments, teachers are then able to make a judgement against the National Curriculum expectations. The teacher records the skill progression that each child has made, and then uses this information to plan future work. Attainment and progress in Art and Design are reported to parents annually as part of their individual report.
- Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.
- Annual whole-school work sampling helps to assess progression of observational drawing throughout both key stages, using draft assessment criteria

Marking and feedback

Feedback is given through:

- Peer- and self-assessment
- Oral feedback

Monitoring

The art curriculum lead alongside SMT has responsibility for monitoring Art and Design in the school. Their role involves:

- carrying out 'deep dives'; learning walks; observing lessons; work scrutiny
- evaluating and prioritising the school plan for Art and Design
- monitoring planning, checking for coverage and progression
- carrying out work sampling and an annual work scrutiny and pupil interviews

An electronic 'portfolio' of examples of work produced and the process used to reach the final piece, is also kept in staff shared; entitled 'Year on Year Coverage', along with staff evaluations for each of the units taught.