

# Art and design

‘Every human is an artist’

Don Miguel Ruiz

Through Art and design, we aim to encourage self-expression, creativity, confidence and a sense of individual identity. We aim to inspire a love of art in our children and an understanding of how art and design reflects and shapes our history and heritage, and contributes to the culture, creativity and richness of societies all over the world.

In line with the National Curriculum, we aim to engage, inspire and challenge our children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As they progress, they should be able to think critically and develop a more rigorous understanding of art and design.

## **Curriculum coverage:**

We believe that an art and design curriculum should provide mirrors for the children in which they can see themselves reflected, and windows, through which they can look into the lives and stories of people who are different. Using this approach, we select subject content from the National Curriculum document and build schemes of work within art and design that represent the unique community that we serve.

## **Curriculum Progression:**

Our art curriculum comprises of three interrelated strands of knowledge:

### **Procedural knowledge:**

Procedural knowledge represents the skills of an artist. This knowledge is vertically integrated so that the children revisit and deepen their knowledge and understanding in each year group as they progress through school. In planning, this knowledge is presented as our broad ‘learning aims’. For example, the children are taught how to analyse works of art. This is taught in every year group from year one to year six. As the children move through school, they are presented with an increasing range of art works (in a range of media) and are taught how to analyse them in increasingly complex ways. This process is supported by the use of SOLO taxonomy, which enables the children to deepen their knowledge and understanding within year groups ensuring a mastery approach to curriculum.

## **Disciplinary knowledge:**

Disciplinary knowledge in art and design is the interpretation of the 7 elements, how they can be used and combined in order to create a specific and desired effect. It is also the critical evaluation of artists work; evaluating style and technique and having the ability to appraise a piece of work.

We introduce the children to disciplinary knowledge in art and design through the following lenses or 'Big ideas':

- **Line:**  
Exploring marks that span the distance between two points – straight or curved, 2D or 3D, implied or abstract
- **Shape:**  
Exploring the result of closed lines – shapes that are two dimensional, geometric or organic
- **Colour:**  
Exploring hue and intensity
- **Value:**  
Exploring the lightness and darkness of a colour
- **Texture:**  
Understanding the way something feels, or looks like it would feel
- **Space:**  
Understanding the way in which line, shape, form and colour can be manipulated to create space
- **Form:**  
When a shape acquires depth and becomes three dimensional it takes on form

The development of disciplinary knowledge means that we're able to show the children how artists use the different 'Big Ideas' to focus on a specific aspect of their work. The same 'Big ideas' are taught, revisited and referred to in every year group as the children move through school.

**Substantive knowledge:**

Substantive knowledge represents the art content that is taught in each year group – in planning, this knowledge is presented as specific ‘learning outcomes’ – the content we want the children to know and remember. In selecting the specific content, we ensure that the heritage of our children is highlighted and celebrated. As a result of our work on developing an anti-racist curriculum, deliberate choices are made about aspects of art and artists/designers studied so that our curriculum is representative of, and sensitive to, the community that we serve.

**Repetition and retrieval:**

Our Art and design curriculum is built upon high levels of repetition to ensure that our children can do more and remember more as they progress through school. The two strands of Procedural knowledge and Disciplinary knowledge are revisited and developed in every class from year one to year six. This repetition ensures that our children reach the end of Key Stage Two with the ability to apply the skills and conceptual frameworks of artists with high levels of independence.

During the course of their Art and design project, we share significant amounts of substantive and disciplinary knowledge with our children. In planning, our specific learning outcomes detail exactly the knowledge that we want the children to know, remember and apply. Sketchbooks are used for focused practice in order to develop and embed specific skills during the course of the project. Beyond the project itself, books are placed in the reading areas of classrooms so that children can access their work and the work of others. Teachers build in time over subsequent terms to revisit the books and give opportunity for reflection, discussion and recall.

**Assessment:**

We believe that Art and design is more than just knowing artists, movements, or media. We assess the children’s ability to apply their knowledge with a final assessment piece at the end of each project. This provides information on the children’s ability to use a combination of substantive, disciplinary and procedural knowledge.

The end of unit assessment comprises of an unseen artwork that is related to the area of art that has been studied. The children analyse the piece, using the knowledge and skills they have developed during the project. This is used by teachers, alongside the child’s own composition, to provide information on how well the children are learning the curriculum.