



KRISHNA AVANTI

Excellence · Virtue · Devotion

‘I will give teachings to all and live by what I teach.’
Lord Chaitanya

Art and Design

Approved: Autumn 2019

Review Date: Spring 2022

INTRODUCTION

“Art is something that makes you breathe with a different kind of happiness.”

Anni Albers

The purpose of art and design education is to give learners the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, learners should acquire the ability to make informed, critical responses to their own work and that of others.

There is great pleasure to be derived from art and design and, through deeper understanding; learners can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives.

AIMS

We aim to offer the following opportunities for our learners;

- Foster an understanding and enjoyment of art, craft and design
- Experience a broad and balanced range of art activities and show progression within these experiences
- Show development of ideas and progression of skills through the use of a sketchbook
- Develop use of a range of tools, media and processes
- Develop an understanding of the work of artists
- Apply their understanding of artists to their own work
- Provide opportunities for studying historical, cultural and religious art through other curriculum

LEARNING AND TEACHING

Learners are given the opportunity to look closely at artefacts, objects (including their own work) and talk about it with others. They will look closely at the natural and man-made world and record what they see. In addition to looking at the natural world, learners will have the opportunity to study the works of established artists and to discuss the techniques, skills and meanings represented in that work. The class teacher is also responsible for teaching learners how to use tools safely and to organise and care for materials and equipment.

PROGRESSION AND CONTINUITY

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 in art and design. We ensure that the act of investigating and making includes exploring and developing ideas, evaluating and developing work. Learners also have the opportunity to use a wide range of materials and resources including other artists' work, educational visits and computing.

CROSS CURRICULAR THEMES

The teaching of art reinforces and enhances the knowledge required in other curriculum areas. There will be occasions when it is possible to relate art to other areas of the National Curriculum. It will be the teachers' responsibility to bridge other areas of the curriculum to art. The topic way of planning should make it easy to see how some other curricular areas can be linked with art such as history.

The school uses Cornerstones to engage children in their learning through cross-curricular topics, ensuring full coverage of all subjects in the Early Years Foundation Stage and the National Curriculum.

Cornerstones provides engaging lesson ideas and a clear progression of objectives taught across the whole school. 'Engage' days are used at the beginning of each topic to hook children onto their learning and create a desire to further explore all aspects of the curriculum, including art and design, using physical resources and artefacts.

MONITORING AND EVALUATION

This is carried out by the art and design lead, across all Key Stages and includes:

- Regular observation and support.
- Recommendations and signposting to external sources of support.
- Monitoring of learners work and performance by talking to learners.
- Observation of Learning during art and design lessons
- Moderation of any written, pictorial or recorded work
- Staff meetings and INSET to discuss consistency across the school, standards and expectations.
- Evaluation of extra-curricular activities, e.g. art and design club, painting club, and craft club.

ASSESSMENT

Assessment of learners work and progress is ongoing by the class teacher and includes observation of learners working, appropriate questioning and evaluation of any recorded work produced. This not only informs future planning but provides information for a learner's record, parent discussions and annual reports. The school uses Target Tracker to aid the monitoring of progression.

EQUAL OPPORTUNITIES

All learners regardless of age, gender, ability or cultural background have equal access to the Art and design Curriculum. The needs of the gifted and the less able are recognised and met through Quality First Teaching in the first instance. Where additional support is needed, learners may be catered for with Teaching Assistants.

Some strategies include:

- Differentiated materials
- Differentiated tasks set
- Appropriate grouping during the delivery of art and design lesson.