The Carlton & Faceby and Bilsdale CE Federation
Art on a page

Our Curriculum Aims

- Understand and welcome diversity
- Have a love of learning with a thirst for knowledge
- Be fluent, enthusiastic readers
- Have competent (and confident) maths skills
- Be ambitious, inspired, articulate and curious
- Have opportunities to be explorers
- Be ready for the next step in their education, and later life

Art Subject Non-Negotiables

- Short date and LO/title (can be printed onto slip/sticker)
- All dates, LOs, Headings to be written and underlined in pencil in sketchbooks
- Knowledge Retrieval Quiz at the start of the lesson (last lesson/topic/year)
- Opportunities for children to ask questions
- Sharing of subject/lesson specific vocabulary for the lesson
- Feedback to children will be verbal and immediate

Assessment in Art

- Formative assessment through verbal feedback in the session
- Marking in line with feedback policy
- Peer assessment / 'Walking Gallery'
- Assessment against objectives for the lesson/unit
- End of unit assessment e.g. Cornerstones Express assessment
- Summative assessment at the end of a unit on Insight, judged against Curriculum End Points

SEND in Art

Note: Art & Design is largely practical, often allowing SEND children to shine. With structured support SEND pupils can access the full art & design curriculum

- Individual needs catered for as per SEND pupil plans
- Language is clear, unambiguous and key words clearly explained
- Instructions are given clearly and reinforced visually, where possible/necessary
- Alternative communication modes are used where necessary
- Where appropriate children are allowed time to discuss answers in pairs, time to think, time to explain and respect responses to questions
- Additional adults used effectively and appropriately to support pupils
- Highlight new words for the lesson and key vocabulary linked to the learning objectives, practical skills that will be needed, for example painting skills, things to observe and questions to be thinking about in groups
- Use the qualities and characteristics of objects and materials to explore and develop the language needed to describe and discuss what pupils have observed or experienced
- Collaborative group/peer work

Art and EYFS

ELG: Fine Motor Skills:

• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
• Use a range of small tools, including scissors, paint brushes and cutlery.
• Begin to show accuracy and care when drawing.

ELG: The Natural World:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

ELG: Creating with Materials:

- 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.

Federation Fab 15

- Visit a city - landscapes
- Attend a school club – Fashion & Design
- Go to the beach – natural materials, human and physical features
- Visit a museum / art gallery
- Grow a plant – still life, Sunflowers

Resources

- Most Art resources are stored centrally in the front cupboard by Headteacher's office.
- Some additional resources are stored in Class 4, in the cupboard under the sink
- EYFS have art resources stored within the classroom areas

The Carlton & Faceby and Bilsdale CE Federation
Art on a page

British Values

- *Democracy* - pupils are encouraged and allowed the freedom to express themselves and share their experiences of the world around them. They are encouraged to recognize that we are all equal by exploring, questioning and responding to the work and experiences of other artists, Crafts people, Designers and photographers. This is demonstrated in a positive learning environment where pupils are aware of their rights and responsibilities.
- *Individual liberty* - pupils express their individuality and creativity using a variety of mediums. Our sketchbooks are a safe place to express ideas, explore techniques and make mistakes. Sketchbooks are not marked but provide a springboard for discussions, feedback with our teachers and creative growth. We have regular opportunities to make our own decisions and choices in our art projects and explorations. Whilst making our own choices, we also understand there are boundaries which must be respected.
- *Mutual respect* –pupils behave in a way that positively impacts the work and productivity of others. When giving feedback, we are constructive and respectful of others' feelings and viewpoints. We work collaboratively on projects, have respect for our peers' views and are receptive to the advice of others. Ideas and techniques are shared between peers, and we appreciate that art is a subject that can be viewed differently by everyone. We also use art and design as a creative way to experience a variety of festivals and traditions.
- *Tolerance of different faiths and beliefs* – pupils will be exposed to a variety of cultures, beliefs and religions through the units they complete. Promotion of understanding in respect of differing beliefs and values are explored, and pupils are encouraged to foster respect, even if the beliefs and values are different to their own, demonstrated by their appropriate responses.

Learning Beyond the Classroom

- Wisdom of the Woods sessions for EYFS-KS1
- Wisdom of the Woods after school provision on Monday 3.15-5.30
- KS1 visit an Art Gallery during their two-year cycle
- Artist in Residence – visiting artist works with the whole school
- Competitions and Church activities throughout the year, linked to special events and church calendar events

Reading in Art and Design

- Each KS1 and KS2 unit includes a book list, linked to the art topic, to be used at teacher discretion
- Researching artists and designers
- Art book on display in cloakroom corridor
- Each classroom to display a range of books related to art/artists, readily accessible for the children



Christian Vision

At Carlton & Faceby and Bilsdale Schools we are KIND:

Kind and accepting

Cultural Capital in Art and Design

The Cornerstones curriculum **gradual progression of skills** (split into painting, drawing, 3D forms, collage, textiles, printmaking, photography and mixed media),

The Carlton & Faceby and Bilsdale CE Federation
Art on a page

Independent learners Never giving up Determined to be our personal best Exodus 31:3-5: "And I have filled him with the Spirit of God, in wisdom, in understanding, in knowledge, and in all manner of workmanship, to design artistic works..." Art and Design encourages self and mutual respect for others, for their work and their creations. We encourage pupils to be creative and adventurous, developing independence.	teaches and builds on knowledge, skills and experiences which pupils can bring to their learning and understanding of art and design. Exposure to many different art forms, valuing diverse cultural knowledge from home and communities, and being surrounded by art and design in their daily lives. Pupils are introduced and exposed to many artistic traditions, developing their ability to critique and appreciate different art forms and understand how they are reflected and shape society today (including classical, fine art, street art, digital media, sculpture) Enhancing Cultural Capital in Art & Design: • Visits to art galleries (Hartlepool KS1) and museums (Bowes Museum KS2?) • Workshops with visiting artists • Community Engagement (Stokesley Show, church activities) • Diverse Curriculum – to help pupils appreciate the richness of global art and design In Art & Design lessons, pupils will study a range of artists and designers, such as Cath Kidston, William Morris, James Rizzi, Edvard Munch.