FULBOURN PRIMARY SCHOOL

Our Approach to...

Art

Aims:

· To nurture children's creativity and self-expression, supporting every child to see themselves as an artist and develop their own unique artistic voice.

· To explicitly teach children the knowledge, skills and techniques needed to become increasingly proficient across a range of artistic disciplines, media and processes.

· To provide children with opportunities to experiment, explore, make choices and develop their own ideas, ensuring that final pieces are the result of an individual creative journey.

· To take inspiration from great artists, craft-makers, designers, art movements and styles, both historical and contemporary, developing pupils' understanding of the history and cultural significance of art.

· To develop pupils' ability to look at, discuss, analyse and evaluate their own work, the work of their peers and the work of professional artists, using appropriate artistic vocabulary.

· To develop pupils' confidence, resilience and willingness to take creative risks, understanding that experimentation, refinement and mistakes are an important part of the artistic process.

· To ensure that all pupils, including those with SEND, have access to an ambitious, inclusive and enriching art curriculum.

Research base:

Ofsted Research review series: Art and Design
https://www.gov.uk/government/publications/research-review-series-art-and-design/research-review-series-art-and-design

Cultural Learning Alliance https://www.culturallearningalliance.org.uk/how-to-make-primary-schools-arts-rich/

SEND Teacher Handbook Teacher-Handbook-SEND-2nd-edition.pdf

Procedures:

· **Weekly art lessons** – Children have an art session every week, approximately one hour long. This provides regular opportunities for pupils to develop their artistic knowledge, skills and techniques over time.

· **Unit organisers** – At the beginning of each unit, the unit organiser shares the artistic disciplines pupils will be working on and the key vocabulary they will encounter. This is referred to throughout the unit to support pupils in understanding and using the language of art.



· **Progression of knowledge and skills** – The curriculum is carefully sequenced so that pupils revisit and build upon previous learning. When starting a new unit, pupils review relevant prior knowledge and skills before extending their understanding. For example, pupils may revisit the colour wheel before developing their knowledge of secondary and tertiary colours.

· **Range of disciplines and media** – Pupils experience and explore a wide variety of art, craft and design processes, including drawing, painting, sculpture, collage, printmaking and digital media. The school selects disciplines that enable pupils to develop a broad and coherent understanding of art over time.

· **Sketchbook development** – In the majority of art lessons, children work in their sketchbooks. Sketchbooks provide a space for pupils to:
· experiment with media;
· develop particular skills or techniques;
· respond to works of art;
· build and display knowledge of artists or movements;
· develop plans and ideas for a final piece;
· make decisions about their final piece and take ownership of their work.

· **Modelling** – Explicit modelling of artistic skills and techniques is a key part of the curriculum. Teachers demonstrate processes clearly before pupils experiment and apply the techniques themselves. This supports pupils to become increasingly proficient as they move through the school.

· **Experimentation and creative choice** – Pupils are encouraged to explore different media, techniques, colours, compositions and approaches before producing a final piece. Teachers provide the knowledge and skills pupils need while allowing children to make meaningful creative choices.

· **Individual outcomes** – Final pieces should be the result of pupils' own creative journeys. Where a class exhibition is held, outcomes should demonstrate variety as pupils make different choices about colour, medium, technique and composition. This reflects the school's aim that all children are artists and are able to develop their own creative responses.

· **Editing and refinement** – Children are encouraged to edit and develop their artwork as they produce it. They consider what they have achieved successfully and how they could develop their skills or improve their work further.

· **Responding to art** – Pupils are encouraged to respond critically to their own work, the work of their peers and the work of professional artists. They use taught vocabulary to describe, interpret, compare and evaluate artworks.

· **Walking art galleries** – Teachers use 'walking art galleries' to provide opportunities for pupils to move around the learning space, look carefully at artwork and respond to it. Responses may be verbal, written or through the use of comments and stickers on copies of artworks. Whole-class, group and paired discussions are also used.

· **Artists and art movements** – Pupils learn about a range of historical and contemporary artists, art movements and styles. They develop knowledge of artists' lives and contexts and consider how and why artists have worked in different ways. The school's art displays include artists' quotations, photographs or self-portraits and signatures to encourage discussion about the history of art and the lives of artists.

· **Cultural experiences** – Pupils have opportunities to experience great works of art through visits to museums and galleries, both virtually and in person, where appropriate.

· **Vocabulary** – Subject-specific vocabulary is explicitly taught and revisited. Pupils are encouraged to use appropriate artistic terminology when discussing materials, techniques, processes, artists and artworks.

· **Assessment** – Teachers use ongoing formative assessment through observation, discussion, sketchbooks, experimentation and finished pieces. Teachers identify misconceptions and gaps in knowledge and use these to inform subsequent teaching.

Reading:

Vocabulary is pre-taught to enable accessibility and allow all pupils to participate confidently in discussions about art.

Artistic terminology is explicitly taught and revisited through vocabulary mats, labels, displays and explanations of processes and techniques.

Reading about artists – Pupils encounter information about artists, their lives, influences, techniques and artistic movements. This develops both their knowledge of the history of art and their ability to understand artworks within their cultural and historical contexts.

Reading artworks – Pupils are encouraged to look closely at artworks and use discussion and questioning to interpret what they see. Activities such as 'telling the story of a painting' support pupils to develop visual literacy and articulate their ideas.

Authentic communication – Where appropriate, pupils encounter authentic sources connected to artists and their work. For example, during a unit about Abstract Space Art, pupils read correspondence from the artist whose work inspired their learning.

Discussion as literacy – Art provides regular opportunities for pupils to develop their spoken language through peer-to-peer conversations, paired and group discussion, and whole-class responses to artworks.

Inclusion by Design:

Cyclical curriculum – The curriculum revisits topics, techniques and concepts so that pupils can build upon prior learning rather than encountering artistic knowledge and skills in isolation.

Clear sequencing – Sequences of lessons are clearly structured so that pupils understand the process they are undertaking and can see how experimentation and development contribute to a final outcome.

Pre-teaching – Pupils with significant gaps in knowledge are provided with additional pre-teaching so that they can access new techniques, vocabulary and concepts.

Visual scaffolds – Visual examples, demonstrations, prompts and other scaffolds are used throughout learning to support pupils in understanding processes and making informed artistic choices.

Explicit modelling – Teachers break down techniques into manageable steps and model processes before pupils apply them independently. This reduces unnecessary cognitive load while maintaining the ambition of the artistic task.

Discussion and multimodal literacy – Pupils are given frequent opportunities to talk about art, including discussing individual artworks, artistic styles and techniques, and 'telling the story of a painting'. This supports pupils who may find it easier to demonstrate their understanding orally or visually.

Retrieval – Retrieval happens in every lesson through regular discussion of previous learning, making links to prior knowledge and revisiting key vocabulary and techniques.

Peer learning – Pupils are encouraged to discuss how techniques have worked, explain their artistic choices and consider what could be improved next time. This supports reflection while developing pupils' confidence in discussing art.

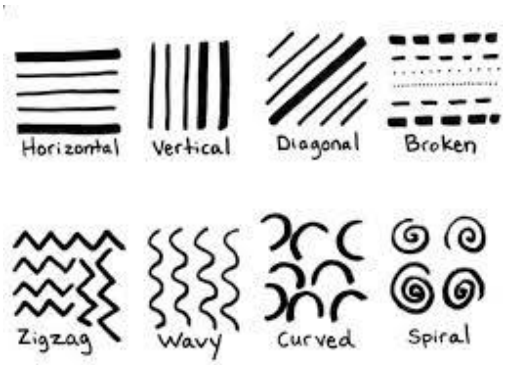
Choice and ownership – Pupils are given appropriate opportunities to make creative decisions about their work. This enables them to develop independence while ensuring that the underlying knowledge and skills being taught remain clear.

Accessible outcomes – Pupils can demonstrate their understanding through making, drawing, painting, speaking, discussion, annotation, evaluation and other appropriate forms of response. The ambition of the curriculum is maintained while barriers to participation are reduced.

Glossary:

Line

A line is a mark that is longer than it is wide. A line can be created using materials, such as a pencil, pen or a brush dipped in ink. A line can be straight or curved. It can be horizontal, vertical or diagonal and can change direction.



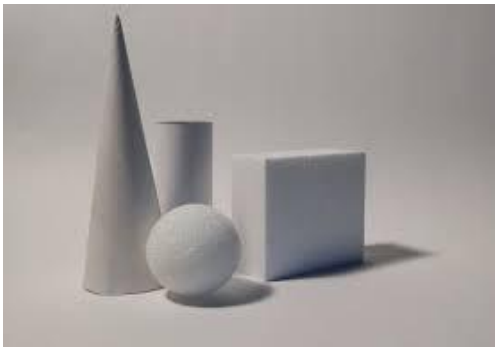
Shape

A shape is flat and is created by a closed line. The shape might be an outline or filled in with solid colour, shading or a pattern. Shapes can be geometric, like squares or triangles. They can also be irregular or natural shapes, such as puddles or leaves.



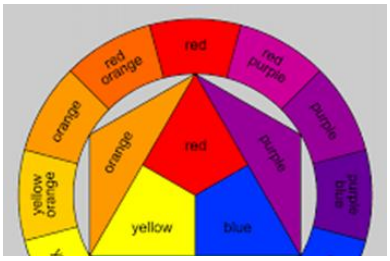
Form

Form is a three-dimensional shape. It may be a regular shape, such as a cube or pyramid, or an irregular, organic shape. Form can be expressed in 3D, such as in a sculpture. Artists can also use tone and perspective to create an illusion of form in a 2D artwork.



Colour

Every hue, tint, tone and shade that we see. There are three primary colours: red, yellow and blue. Mixing two primary colours together creates a secondary colour: orange, purple or green. Tertiary colours are created by mixing a primary and a secondary colour together.



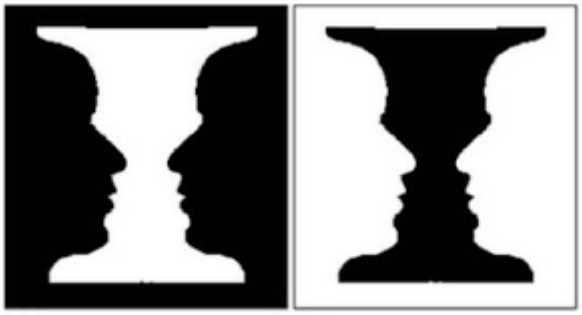
A colour wheel can be used to show which colours are harmonious when placed together. Warm colours are red and include oranges, yellows and browns. Cold colours are blue and include greens and violets. Black, white and grey are neutral colours.





Space

Space is the area around or between objects. Space includes the background, foreground and middle ground. A space can be negative or positive.



Texture

Texture refers to the surface quality of something and the way it feels. Actual texture really exists and you are able to touch it, e.g. the texture of different fabrics in a collage. Visual texture is an illusion of texture, created using lines, shapes, colours or tones. A texture can look different to how it really feels, e.g. a drawing of a sheep might look fluffy but the paper feels smooth to the touch.





Value

Value is the lightness or darkness of a colour – and is sometimes referred to as 'tone'. High value is light, with white being the highest. Low value is dark and black is the lowest. Using different values creates contrast which helps the viewer to see and understand the image, such as in a black and white photograph. Lighter areas are called highlights and darker areas are called shadows.

