



## Subject Rationale- Art

### Vision

At Abram Bryn Gates we aim to encourage creativity through a wide variety of forms and expression. All children are encouraged to develop their artistic creativity, learn new skills and processes and develop their artistic talents. They are given opportunities to explore a wide range of materials, tools and techniques in 2D, 3D and digital media.

Art and Design allows children to understand and respond to the world around them by communicating what they see, feel and think through the use of colour, texture, form, pattern, and different materials and processes. It gives the children a platform to develop self-esteem and individuality- raising self-confidence across the primary curriculum.

### Content

The content of our Curriculum for Art is based around the National Curriculum and Kapow resources.

In the EYFS children will follow their early learning goals to explore expressive arts and design, using a range of artistic skills – observations, questioning and investigating.

In Key Stage 1 children will begin to become competent using cutting skills. They will start to represent real life items using familiar shapes. They will use a range of materials creatively to design and make products. Children will be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Children will experiment using different art and design techniques including colour, pattern, texture, line and shape. Children will look at a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. In Key Stage 1 children will begin to start their sketch book journey.

In Keys Stage 2 children will create sketch books to record their observations and use them to review and revisit ideas. Children will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Children will learn about great artists, architects and designers in history.

## **Concept**

The overarching concepts of our Art Curriculum are to explore formal elements of art, art and design skills, landscapes using different media and sculptures and collages. We will also study famous artists in each year group.

## **Progression of skills and knowledge**

Our curriculum has a strong focus on developing children's skills, knowledge and vocabulary by building on their prior learning. All aspects for art and design are introduced in EYFS and developed throughout each year group, building on prior skills, knowledge and exploring new vocabulary.

## **Inclusion**

At Abram Bryn Gates, we ensure that each individual is able to access and use art equipment, allowing every individual the opportunity to investigate and explore to develop their artistic skills, allowing every child to have the tools to succeed.

## **Opportunities & Resources**

At Abram Bryn Gates we provide children with the opportunity to use effective and appropriate art equipment on a regular basis, as well as, offering opportunities to further their knowledge through visitors and trips – including trips in our local area to art galleries as well as using the area to work on observational drawings outdoors in the wider community.

## **Assessment**

In Abram Bryn Gates, assessments will be made over time based on evidence of a range of activities across the strand taught over a period of time. The nature of assessment will vary from formative to summative assessments, through observation, discussions and evidence of work - including the progression of skills, knowledge and vocabulary evidenced in sketch books.

We will use Insight 3 times per year (in each term) to monitor and assess art in every year group so that we can track children as they move through school.

## **Monitoring**

Following an action plan being completed, the Art Lead will work to carry out the tasks; book monitoring, auditing, pupil voice, teacher feedback and observations. The feedback will then be shared with colleagues, including what is working well, areas to consider, and next steps – this will then be reviewed and will feed into the following academic year's action plan.