

Foxmoor Art Subject Statement

Aims and Objectives

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. We carefully incorporate the aims of NSEAD who are supported by the DfE and follow the structure of Matters (the knowledge needed to develop skills and learning), Skills (improvement and progression) and Processes (to experience through active participation) by generating ideas, making and evaluating work.

Teaching and Learning

Art comes in many forms: and has the ability to be weaved throughout the curriculum. Research suggests that the arts develop creativity, a core pre-requisite of innovative mind sets, communicative attitudes and problem solving. The skill of 'creating' is fundamental to the development of solutions and the teaching and learning of art has been proven to have a positive impact on handwriting, social skills and overall well-being.

The National Curriculum for Art aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Assessment and Recording

Art learning is recorded in sketchbooks across the school and should typically evidence knowledge, progress and participation. We encourage children to treat their sketchbooks like journals and their thoughts and learning are recorded in a format that they would like to use, for example, using thought bubbles. Each child is unique and each sketchbook should be unique, enabling children to develop their independence and creativity.

Teachers assess children's knowledge, understanding and skills in Art by making observations of the children working during lessons. Feedback given to children by their peers or teachers is in the form of post-it notes over the learning so that their art is not marked in the process. Children are also encouraged to be critical of their own work, highlighting their own next steps. Generating ideas, Making, Knowledge, Evaluation are key to the learning journey.

Inclusion

Lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of equipment, and mixed ability grouping to enable children to offer

peer support. Lessons are planned to facilitate the best possible outcome for all children within the class.

Spiritual, moral, social and cultural development and British Values

Collaborative work in Art develops mutual respect for the differing opinions, beliefs and abilities of others. In addition, children learn to appreciate the value of similarities and differences and learn to show tolerance. A variety of experiences teaches them to appreciate that all people – and their views – are equally important.