

## **Portreath School Subject Statement 2022**

**Subject: Art**

**Leader: Emily Tonkin**

### **Quotes that guides us**

*"Imagination is more important than knowledge."* – Albert Einstein

*"Children are naturally creative. It is our job to give them freedom, materials and space to let their creativity blossom to its full potential."* Jean Van't Hul

*"You can't use up creativity. The more you use, the more you have."* Maya Angelou

### **Why is it important to teach Art?**

At Portreath school, we want every individual child and staff member to become a deep thinker and learner who is a confident communicator and a healthy citizen that will make a positive difference to the world. Art promotes our key curriculum drivers by:

- Encouraging children to think deeply about works of art, forming opinions by evaluating their own and others work
- Providing a medium to communicate and express emotions
- Providing opportunities to make a positive difference to the world by creating meaningful and statement pieces of work
- Learning and building upon skills to create art and exhibiting it to others

Art is an entitlement for all pupils and plays an important part in each child's development. Art is concerned with creative and aesthetic response to the visual and tactile world. As we are concerned with the education of the whole child; and the development of artistic skills will enable the achievement of personal fulfilment and the satisfaction of each child. Art plays an important role across the primary curriculum. It is cross curricular, and every subject uses it for visual imagery.

### **Key Concepts – our golden threads:**

As a school we have identified 7 golden threads that are the key concepts that weave throughout our art curriculum. They are:

- Self-expression and Emotions
- Everyone An Artist
- Significant Artists
- Different Media
- Times and Places
- Community Connections
- Opinions

These threads start in the EYFS and link the learning in art together across the school. They help the children to make connections. By considering these threads when planning the EYFS team start to 'plant the seed' of these concepts and prepare the children for their journey in KS1 and 2. As the Art lead, I have worked with the EYFS lead to identify key learning for EYFS to prepare them for the study of art. The children can develop so many of the key skills needed at a very early age. For example, in EYFS the children are provided with opportunities to draw and paint as a form of self-expression, emphasising that everyone is an artist. This is then built on throughout KS1 and KS2 as children are invited to form opinions on art as they are introduced to different artists. This takes place through the study of artists in Art lessons, but in addition to this all children are exposed to the works of significant artists each half term in whole-school assemblies.

## **What we do well as a school:**

As well as discrete lessons art lends itself to being a cross curricular subject in every way. We link art to topics which deepens the children's understanding, as well as providing art with a purpose and context. Children are very proud of their work and love to see it displayed around school. We also have a wonderful local area to inspire a wealth of art projects, such as the beach and woods. As a school we have regularly worked on whole school art projects drawing on local artists and the local community. Pieces of art by local artists are displayed around the school. We worked with the Portreath Neighbourhood Development programme, where every class was involved in a printmaking project and the work being exhibited in the village. In 2022 we work with artists through 'The Hall for Cornwall' to create art from around the world as part of our whole school performance. Each half term the children are introduced to a different artist through paintings/photographs of artwork being shared at the start of Friday assemblies. Art is used in a variety of ways including therapeutic approach. For example clay figures are created during outdoor learning days and then displayed. This has previously included putting clay faces on to local trees for the community to enjoy. Outdoor learning sessions involve creating environmental pieces of art. We sign post children to lots of art competitions.

## **Curriculum Design**

To ensure clear sequences of learning we use the Crofty MAT progression documents to plan lessons. These break down the National curriculum to give small steps that build towards key end points statements. The key skills covered link to colour, painting, drawing, printing, texture, 3d work and pattern. Key vocabulary is identified for each year group. The children learn about and are inspired by a variety of artists from different cultures and throughout history.

There is flexibility around the context the curriculum is delivered in to reflect what is most relevant at that time. Whenever possible the artwork is linked to the topic work.

We make good use of visits and visitors and think carefully about the timing of this to ensure the most learning happens as a result. We use the local area in order to create real art- and exhibit the children's art around the school and share with parents using Dojo and the school website.

Our art curriculum gives children the opportunity to:

- ♣ 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.

Teachers plan tasks around the scheme of work to make it relevant to their pupils. Art is taught through a balance of teaching methods. Pupils are given opportunities to learn through real experiences; teacher prepared materials, practical tasks, educational visits and art projects. Planning is the responsibility of the class teacher and in consultation and guidance from the art leader whenever required.

Assessment is ongoing and informal in nature. Progress in Art is recorded annually in the written report to parents in the summer term.

Activities should:

- set clear achievable goals
- ensure work is matched to pupils' abilities, experience and interest.

- Ensure progression, continuity and subject coverage throughout the school.

### **Resources**

The central art cupboard is well resourced with suitable materials and is regularly replenished.

### **Training**

The subject lead is always happy to give advice to other staff to support them when planning their art lessons. She uses her knowledge and experience to support subject knowledge as well as offer ideas of suitable artists etc. Going forward she will lead some staff meeting sessions to help develop everyone's subject knowledge.

### **What does monitoring tell us?**

Discussion with children with their books and knowledge organisers show that children are able to articulate what they have learnt not just activities undertaken. The children demonstrated their enthusiasm and engagement with Art. SILC visits demonstrated that the children are able to talk about what they have learnt in detail, not just what they had done. Displays around the school and sketch books show quality work and progression across the school.

### **Next Steps**

- Enrich children's art education through gallery visits
- For new art lead to be confident about how art is taught across the school
- Art lead to develop own subject knowledge in order to support others
- Update and refine art scheme of work