



OUR GOAL IS A NURTURING COMMUNITY THAT EXPECTS RESPECT, ENCOURAGES CREATIVITY
AND EMBRACES ASPIRATION.

Our Federation provides a broad and balanced education that is relevant, engaging and challenging whilst meeting the needs of our pupils. It aims to furnish them with the skills, knowledge and understanding they will need in preparation for their future lives, to be decent, proactive and happy citizens in our local and global community.

Art at SANDFORD

At Sandford Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum, regardless of age, gender or ability. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual ideas in a visual or tactile form. Art, craft and design embody some of the highest forms of human creativity. It fires their imagination and is a fundamental means of personal expression. 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 representations within this subject. As pupils progress, they should acquire the ability to think critically of their own work and that of others. There is great pleasure to be derived from art and design and, through deeper understanding; pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of art and design enriches all our lives.

What Art and Design looks like at SANDFORD



How we teach Art and Design at SANDFORD

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. Art and design is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. At Sandford Primary School, we ensure that art and design is given the same importance as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The emphasis on knowledge, ensures that children understand the context of the artwork, as well as the artists, architects and designers that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists as well as individual works and art movements. A similar focus on skills means that children are given opportunities to express their creative imagination, as well as practice and develop mastery in the key processes of art: drawing, painting, printing, collage and sculpture. Children's knowledge and skills are built upon over a sequence of lessons which lead to a final piece.

We aim to ensure that all pupils:

- have the opportunity to record from first-hand experience and from imagination.
- develop opportunities to select their own ideas for use in their work.
- develop creativity and imagination through a range of complex activities.
- develop the ability to control materials, tools and techniques;
- increase their critical awareness of the roles and purposes of art and design in different times and cultures.
- develop increasing confidence in the use of visual and tactile elements and materials.
- foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

Within art and design, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Art in the Early Years

The EYFS (Early Years Foundation Stage) curriculum encompasses several areas of learning which reinforce important early skills in mark-making, designing and creating.

Physical Development:

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently, including: pencils for drawing and paintbrushes.

Expressive arts and design:

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.

- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour mixing.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

Art in Key Stage 1 and 2

Art and Design is a foundation subject in the National Curriculum. Key Stage 1 and Key Stage 2 plan from these objectives making cross-curricular links where appropriate. Our year overview identifies the key skills and areas taught in each year group and identifies key artist and themes, which are covered. Teachers then plan through their medium term and weekly lesson planning. Teachers ensure skills are taught are specific to their year group and provide development on previous experiences to ensure children are challenged, inspired and engaged within their art curriculum.

Key Stage 1 Pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wider range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of 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.

Key Stage 2 Pupils should be taught

- To develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).
- About the greatest artists, architects and designers in history.

At Key stage 1 and 2 the programmes of study set out what children should be taught and the standards expected to be reached by the end of each key stage.



Each year, we take part in 'Children's Art Week' where we explore a variety of techniques and artistic genres to inspire our children. This may be to celebrate a special event, or linked in with current topics at the time. Children's Art Week is a fantastic opportunity to encourage families, children, young people and schools to take part in fun, creative activities that they

might not have tried before. It is a time to represent and express our own individual artistic skills and talents!

How we help children who find art difficult.

At Sandford all teachers ensure that all children are able to access the curriculum through carefully planned differentiated lessons and resources, regardless of race, gender or religion. We provide the opportunity for a wide range of art and design experiences for all children, including those with different needs. Sessions are carefully differentiated to enable all pupils to take their time to focus on a previous skill or learn and apply it to a new process. Resources include adapted materials to match the appropriate needs of the child. Children are encouraged to develop their independence through exploration of techniques alongside collaboration with their peers, so they can learn from one another. To develop a mastery approach, we provide open-ended opportunities for our children; where they are able to create their own representations of work based on different styles and other artists.

How can I support my child with art and design at home

1. Get messy!

Try to get hold of as many different types of drawing and painting resources as you can to let your child get creative and explore creating art using different materials. Paints, chalk, crayons, pens, pencils, modelling clay and much more can be found in discount shops. Just don't forget to put lots of newspaper down first!

2. Use household objects creatively

Alternatively, instead of buying materials, let them get creative using things around the house – for example, pasta and pulses to create pictures using glue. You could even experiment with colour-changing art.

3. Keep a sketch book

Encourage your child to keep a sketch book. Suggest that they take it with them when they go out so that they can look for things to sketch – a tree, a building, a scene. Alternatively, if they see something they would like to draw, take a photo on your phone and let them sketch from it when they are home.

4. Celebrate your child's art

Praise your child's creations and encourage them not to get disheartened if they feel they have made 'mistakes'. Explain that art is about being creative and trying out different things. There is no right or wrong way to do things. You could even 'frame' their work using coloured paper or card and create a little gallery on the kitchen wall or in their bedroom to display their work.

5. Discuss and enjoy art together

Find out about local art galleries or museums that you can visit with your child. Encourage them to talk about what they see and to share their opinions – about subject matter, colours, what materials the artist used, and so on.

We measure the impact of our curriculum through the following methods:

- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.