



# Art Vision & Intent



Hand in hand together we can.....

**Respect, Achieve, Enjoy, Believe!**

**“He has filled them with skill to do all kinds of work as engravers, designers, embroiderers in blue, purple and scarlet yarn and fine linen...”**

**Exodus 35.35**

## Our Curriculum Intent

RESPECT	ACHIEVE	ENJOY	BELIEVE
To encourage and support children at every stage. To support children’s development as people who care about others within our own lives, within our local community and the wider world.	To champion a progressive curriculum that builds on previous knowledge and skills. To ensure we embed greater fluency, depth and independence. To Identify gaps and build skills. To achieve well and attain good standards based on children’s own starting point.	Children learn best when the enjoy school and their learning. Wide ranging, engaging, exciting and interesting curriculum.	Through our shared Christian values, we can make a difference in our school, our community and the wider world.
<b>VOCABULARY</b> We prioritise the development of children’s vocabulary as a vital tool in learning and understanding the full curriculum.		<b>READING</b> We recognise that reading is the key that unlocks all other learning for children.	

## Our Art Vision

**Golden threads (what is important in this subject at our school? Why is subject important?)**

RESPECT	ACHIEVE	ENJOY	BELIEVE
To learn together working collaboratively and building an understanding of the role of art in the community and the world around us. To encourage children to develop skills of positive feedback to support their peers and to evaluate their own work. To develop a range of techniques to enable children to express their own creativity.	To develop and refine skills whilst encouraging and celebrating personal creativity. To offer opportunities to experience the work of local and global artists to inform their own development. To facilitate children’s creativity by providing the tools and resources needed in order to experiment and develop as artists.	To provide opportunities to share their creations with families and carers, the local community and further afield by taking part in competitions, shows and national events of artistic interest.	To foster the idea that art is accessible and achievable for all. To encourage children to recognise the validity of the work they create and to take pride in it.
<p><b>VOCABULARY AND READING</b></p> <p>To develop and use critical, creative and technical language enabling pupils to build concepts and clearly express their understanding, intentions and ideas.</p> <p>To incorporate the use of terminology from English objectives in line with their KS requirements.</p> <p>To read about significant artists, craftspeople, architects, film makers and designers from a range of periods and genres.</p> <p>To appreciate the value of picture books across school, including understanding the value of illustration.</p>			

## By the end of EYFS children will know and be able to...

- Safely use and explore a variety of materials both 2D and 3D, tools and techniques, experimenting with colour, design, texture, form and function.
- Create simple representations of events, people and objects.
- Choose particular colours to use for a purpose.
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.



## Art Vision & Intent



### **By the end of KS 1 children will know and be able to ...**

- Engage with and participate in a process of self-expression and personal response.
- Use the key elements of drawing, painting and sculpture, including the use of digital media to develop and share their ideas, experiences and imagination.
- Use a range of materials creatively to investigate, experiment and explore their understanding and control of simple techniques. Such as mark making, colour mixing and painting, forming, assembling/constructing and modelling, printing and pattern making, cutting, tearing, sticking and collaging.
- Begin to develop a range of art, craft and design processes and techniques in using colour, pattern, texture, line, shape, tone, form and space.
- Look at and talk about the work of artists, craftspeople, architects, film, media makers and designers in local, national, cultural and industrial contexts.

### **By the end of LKS 2 children will know and be able to ...**

- Articulate their creative process more fully with their peers and other people.
- Use a wider range of creative techniques when producing 2D and 3D work. These will include pencil, charcoal, paint, clay and digital technology.
- Begin to use sketchbooks and understand their use in documenting a creative process. They will understand sketchbooks vary in size and are a personal response to stimuli by looking at examples from a range of creative sources that include artists, filmmakers and craftspeople.
- Identify and discuss a range of artists, architects and designers in history. They will begin to understand the idea of an arts movement / community, or collective work representing a genre, period or culture. They will be able to begin to develop their own stylistic representations in response.

### **By the end of UKS 2 children will know and be able to ...**

- Evaluate and make choices about their use of a variety of art, craft and design techniques, that include drawing, painting and sculpture with a wider range of materials. They will be able to discuss their media choices and the techniques they have used to inform their work
- Use sketch books to record observations, to review and revisit ideas, and to document their ideas in the form of a creative journal.
- Evidence a more skilful handling of art and design techniques, including drawing, painting and sculpture with a range of materials.
- Share and document their views and ideas of why artists and designers work in the ways they do, thinking more critically about influences on particular periods or cultures and use this understanding to inform their own creative process.