

Art and Design at Byfield School:

What is Art? What is a Artist? What is Design? What is a Designer?

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. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. National Curriculum.

'Design isn't just about making things look appealing, or just about usability, or even just delight. It is about taking products from being usable to delightful, and then beyond that — to meaningful.' Reena Merchant, Design Leader @ google.

'Art is a discovery and development of elementary principles of nature into beautiful forms suitable for human use.' Frank Lloyd Wright.

'Art resides in the quality of doing; process is not magic.' Charles Eames.

'Art is not a thing—it is a way.' Elbert Hubbard.

'Art is the most intense mode of individualism that the world has known.' Oscar Wilde

'Art enables us to find ourselves and lose ourselves at the same time.' Thomas Merton

'Let each man exercise the art he knows.' Aristophanes.

'Art is the unceasing effort to compete with the beauty of flowers – and never succeeding.' Marc Chagall

'What is art?' and 'What is design?' are hugely debated questions among artists and philosophers – and it has been for thousands of years. Above are some of the quotes show some our beliefs of the definition and importance of these subjects; and what we believe we should teach the children through art and design. We believe art and design crosses cultural borders, but helps us learn about other cultures. We believe art and design crosses periods of history, but helps us learn about different historical periods. We believe art and design can be used to reflect on our own experiences, beliefs and feelings, but also helps us understand and empathise with the position of others. We believe art and design should enable children to create a finished artefact – but the creative journey to achieve that is just as important. We believe art and design should enable children to be creative – but they also need to develop skills so that they have the tools to express their creativity. We believe that there are a wide variety of opportunities within art and design – and it is our mission to give children as many of these experiences as possible.

Children at Byfield are Artists and Designers because they Take Inspiration from the works of others

- Children study artwork from a range of different artists, cultures and periods of history.
- Children look at techniques and styles used by different artists and use these as inspiration to create their own original pieces.
- Children critique their own work and the work of others.
- *Every art unit starts with looking at artwork as inspiration for their learning journey.*

Children at Byfield are Artists and Designers because they Master Techniques

- Children learn, practice and refine techniques in a range of different media, including painting, sketching, sculpture and printing.
- *In every unit, children work on specific techniques in order to develop their skills and ideas – before they apply these in a final piece.*

Children at Byfield are Artists and Designers because they Develop Ideas,

- They study other pieces of art and respond.
- They use art within the curriculum to respond to experiences and information, facts and events they have learnt about.
- They respond to different starting points.
- They keep sketch books, collect sketches.
- *Every art unit children develop their ideas, so they can plan and produce a final piece to be displayed.*

Below are the tables of progression. We use these to design learning, assess children are in the correct place and ensure there is full coverage of the Art and Design Curriculum.

| Essential Skills | Early Learning Goal | Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
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| Developing Ideas | <ul style="list-style-type: none"> • Create simple representations of events and objects. • Develop ideas and use materials in two and three dimensions. | <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. | <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. | <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present |

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| | | <ul style="list-style-type: none"> • Explore different methods and materials as ideas develop. | <ul style="list-style-type: none"> • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. | <ul style="list-style-type: none"> ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. |
| <p style="text-align: center;">Mastering Techniques</p> | <ul style="list-style-type: none"> • Use simple tools and techniques competently and appropriately. • Explore what happens when colours are mixed. • Experiment to create different textures. • Understand that different media can be defined to create new effects. • Choose particular colours for a purpose. | <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. • Use thick and thin brushes • Mix primary colours to make secondary. • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials • Mix materials to create texture. • Use a combination of shapes. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and craving. • Use objects to create print. • Press, roll, rub and stamp to make prints. • Join materials using glue. | <ul style="list-style-type: none"> • Use different harnesses of pencils to show line, tone and texture. • Sketch lightly. • Use shading to show light and shadow. • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Experiment with creating mood and colour. • Select and arrange materials for a striking effect. • Create and combine shapes to create recognisable forms. • Add materials to provide interesting detail. • Use clay and other mouldable materials. • Use layers of two or more colours. | <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects. • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work. • Sketch before painting to combine line and colour. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. • Mix textures. • Use tools to carve and add shapes, texture and pattern. • Build up layers of colours. |
| <p style="text-align: center;">Taking inspiration from the work of others</p> | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Describe the work of notable artists and designers. • Use some of the ideas of artists studied to create pieces. | <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists and designers. • Create original pieces that are influenced by studies of others. • Describe the differences and | <ul style="list-style-type: none"> • Give details about the style of some notable artists and designers. • Create original pieces that show a range of influences and styles. |

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| | | | similarities between the designs and materials used by different sculptors. | |
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How do we cater for children who are more able in Art and Design?

| What We Believe | Provision |
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| <p>The characteristics of a More able pupil:</p> <ul style="list-style-type: none"> • Have a secure subject knowledge and can recall it quickly • They work systematically, • They are able to come up with their own solutions to problems, and use their knowledge to think creatively • Are able to work with a wide range of children being good leaders or team members • Are able to apply that subject knowledge in a range of different contexts • Are able to communicate their understanding efficiently. • Are able to use reasoning skills (not just in maths but across every subject) to construct sound explanations and arguments based on secure subject knowledge • Are able to analyse, evaluate and create (Blooms Taxonomy) drawing from good subject knowledge. • Children are able to self-check, identify mistakes more independently and edit and improve their work. • Use Enquiry skills | <p>Teachers assess children's skills in artistic techniques – without this they will struggle to show their creativity and produce work which show their original design.</p> <p>Challenges are designed so that they are more open ended – to encourage creative solutions and systematic working.</p> <p>Children are given chance to develop their ideas.</p> <p>Children develop their own ideas, and make work their own. Children use the skills they have learnt in the skills development section, and take inspiration from other artists, to develop their own piece – rather than copy.</p> <p>Children can communicate. In evaluations, they say what choices they made, and can discuss why they made those choices. Teachers adapt their marking to provide additional challenge through giving the children opportunities for reasoning, evaluation, editing and communicating their learning.</p> |

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| <p>Opportunities for More Able</p> <p>More able children need opportunities show they have a deeper level of understanding.</p> <p>Blooms Taxonomy states the higher level thinking is through analysing, (breaking down information into component parts), Evaluating (judging the value of information or ideas) and Creating (combining parts to make a new whole)</p> <p>More able children should have the opportunity to communicate, present and produce work for an audience.</p> | <p>Children have open-ended tasks which they are expected to analyse, evaluate or create.</p> <p>Opportunities are built in so that children that are more able produce work for a specific audience.</p> <p>Children take part in inter-house competitions for art – using the above skills.</p> <p>Children that are more able are asked high order questioning to challenge the pupils. They are encouraged to explain their thinking: ‘What makes you think that?’ ‘What evidence do you have for this?’ ‘Why is this so important?’ (See link below for further examples.)</p> |
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How do we cater for SEND in Art and Design?

| What we Know / What we believe | Provision |
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| <p>At Byfield we believe the importance of maintaining an inclusive learning environment</p> | <p>SEND children still have 100% access to art lessons – they are not removed for interventions unless there are specific interventions which are assessed to address a crucial learning need which would prevent them from leading a successful and rewarding life.</p> |
| <p>Some children may need differentiated adaptations to be made – so they can access the same learning – this includes children with disabilities who may struggle to access some activities.</p> | <p>Teachers adapt and design learning so that it means children can access the next step of learning. This means teachers design activities, which still meet the learning intention by differentiating lessons by responding to learners needs through planning different levels of expectations, activities, level of support, resources, time limits, challenge, peer support or adult support. Teachers also adapt lessons so children with disabilities can access the same learning intentions.</p> |
| <p>Art requires knowledge techniques to be mastered – for some children they may need more practice than others to achieve this technique.</p> | <p>Artist techniques – for example paint brush control, requires practice. Many of these skills cannot be taught as a one-off. That is why lessons and art curriculum is structured so there is a key artistic skill running for a couple of weeks. This enables teachers to support children who need to refine their technique over a period of time. This process also enables children to develop and refine their ideas. Sometimes, these techniques may be practiced in short burst as daily activities – especially ones which also effect handwriting and pen control – for example</p> |

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| | painting, colouring, play-dough/modelling skills and cutting skills in early years – at other times it may be more of a extended skills workshop over a day or afternoon. |
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Assessment

| What we Know / What we believe | Provision |
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| Formative – Activities need to happen before teacher’s plan a unit in order for teacher’s to plan their learning. In order to teach children what they don’t know – we need to know what they do know. | Teachers use sketchbooks as a form of assessment- so they have knowledge of which children require further support and which children need extending. Teachers use the ‘skills development phase’ of learning to build upon previous learning. |
| Summative – Teachers need to be sure that children have covered the full national curriculum and they extent of the knowledge they have in each area. | At the end of each lesson teachers tick the TILT (today I am learning to) 1, 2 or 3 times. 1 means children need more practice, 2 mean they understand, 3 means they have a deep understanding of that learning intent. Teachers assess the children at the end of each unit through looking at the work they have produced over the unit and through a ‘Finished Piece’. They highlight all the skills in the progression documents above which have been covered – this guarantees we have full coverage and assess the children as working deeper than national curriculum, met the national curriculum, working towards the national curriculum or beginning the national curriculum for their age. |

Pedagogical Approach – Inspire, Challenge, Succeed

| What we Know / What we believe | Provision |
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| Inspire: Children learn best when they are engaged, interested and enthusiastic around their learning. If children are to learn, they need something to ‘stick’ this learning to. | Phase 1 of planning. Children learn about other artists work, artwork shows a range of cultures, historical periods, artistic techniques and artists. Children are actively involved in the creative process –and enjoy learning new techniques and being able to make artistic choices to create a piece of their own. We teach art as part of a topic curriculum – so that the artwork is often linked to other areas of learning – this way the art can show something they are knowledgeable about, but also they can learn new things about their topic through art. Teachers plan a wide range of experiences develop inspiration from a range of other sources – existing artwork, music, environmental events, field trips, stories or books and visitors/guest-artists. |
| Challenge: Once children are secure in the understanding of the knowledge, and have chance to learn or improve their skills, they need to ensure this learning is embedded by applying it to a real work situation. Children learn vital skills which they will need to lead happy and independent lives through challenges – “We must accept life for what it actually is - a challenge | Phase 2 of planning in all units, children have skills development where they learn and practice techniques, and then develop their ideas for a ‘finished piece.’ Each Term children complete one ‘Finished Piece’ This finished piece is placed in their art portfolio. Each half term, a display in the entrance hall of the school hall is changed to showcase the artwork across the school – as an art exhibition. The purpose of this |

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| <p>without which we should never know of what stuff we are made, or grow to our full stature.” Robert Louis Stevenson.</p> | <p>showcase is not to show the best quality – but the work which teacher’s feel show great progress and where children have especially risen to that challenge. Children critique and evaluate their own work, and work of others (this can be verbal, as class discussions, post-it note reviews or as a short passage of writing.)</p> |
| <p>Succeed: Children need the skills of presenting and explain. Children need the pride, confidence and self-esteem which comes with ‘showing-off’ their work. Children need the skills of producing and creating work for a specific audience (creating being one of the higher-order skills of blooms taxonomy, which shows a deeper level of learning and understanding.)</p> | <p>Children create ‘Final Piece’ once per half term and showcase this.</p> <p>Great artwork is celebrated in class. During assemblies termly there is a ‘showcase your work’ assembly, where children get to show other children what they are especially proud of. Each half term, a display in the entrance hall of the school hall is changed to showcase the artwork across the school – as an art exhibition. Yearly, the school takes part in an academy exhibition. Part of the expectation of this art exhibition is the children are there as artists and explain their thought processes and evaluate their artwork.</p> |

SMSC

| What we Know / What we believe | Provision |
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| <p>Spiritual:</p> <ul style="list-style-type: none"> • ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values • sense of enjoyment and fascination in learning about themselves, others and the world around them • use of imagination and creativity in their learning willingness to reflect on their experiences. | <p>Expressing own thoughts/feelings/emotions through artwork. They take pride in their work, and showcase their final work. Children create artwork taking inspiration from the world around them.</p> |
| <p>Cultural (Including Cultural Capital)</p> <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others • understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes | <p>Wide range of artwork studied, including different cultures, artwork from different faiths and historical periods.</p> |

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| <p>towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> | |
| <p>Social (Including British Values)</p> <ul style="list-style-type: none"> • use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds • willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. | <p>Art used as part of religious education – to show different religions and ethnicities – especially those from backgrounds, which are unfamiliar to children in Byfield.</p> |
| <p>Moral</p> <ul style="list-style-type: none"> • ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England • understanding of the consequences of their behaviour and actions • interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. | <p>Children use themes such as recycling, environmental, war posters (y2) as inspiration for their artwork, and to create artwork which sends a message to others.</p> |

Other opportunities.

Artist station at lunchtime – ran by prefects. With lunchtime display gallery.

Termly art challenge at home.