



Art at RNSF

“Art is not just a subject to learn, but an activity that you can practice with your hands, your eyes, your whole personality.” Quentin Blake, Illustrator & Children’s Laureate

We aim every day and through the Visual Arts Curriculum for children at Rode & Norton School Federation.....

- * to be **inspired** by the world, by each other and by learning.
- * to **explore** and be playful, to “look up to the stars,” to wonder, to be inquisitive, resilient, and curious individuals.
- * to be flexible, critical thinkers, who question, make connections, and **discover** wonderful things about themselves, each other, and the world every day.
- * to be confident, imaginative thinkers who believe in themselves, their BIG dreams, and their ability to **create** and innovate.
- * to **flourish** as independent, resourceful, caring, and responsible citizens, who have the ability, desire, and compassion to influence and change the world for the better.

Intent

Rode and Norton School Federation believes that art is a vital part of children’s education and has a significant and valuable role in the taught curriculum, as well as the enrichment opportunities we offer our pupils. (Arts Week and whole school art days). The art curriculum will develop children’s critical abilities and understanding of their own and others’ cultural heritages through studying a diverse range of male and female artists.

Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Knowledge of the visual elements of art and design (line, tone, texture, colour, pattern, shape, and 3D forms) will be developed by providing a ‘skills’-based curriculum which will enable children to reach their full potential.

Implementation

Our Visual Arts curriculum incorporates the statutory requirements of the National curriculum 2014 and includes aspects of appreciation, art history and experimentation. Artists and styles and cultures from around the world are studied. Each topic begins and is developed through the children’s curiosity, wonder and questions they raise.

All children follow a program of progressive skills and wherever possible first-hand experiences and real things are used to stimulate art and design activities.

Visual Arts is taught through whole school topics, which aim to nurture, explore, and ignite the artistic talent which lies within each child. We believe that art stimulates creativity, imagination & inventiveness. It gives our children the skills, concepts, and knowledge necessary for them to express responses to ideas and experiences. It fires their imagination.

Teaching is done in whole class groups followed by group and independent work. New techniques and skills are modeled, and examples of work are shown to children.

The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists 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 systematic approach to the development of artistic skills means that children are given opportunities to express their creative imagination, as well as practice and develop proficiency in the key processes of art: drawing, painting, printing, textiles, and sculpture.

Coordinated whole-school project work (e.g., end of year Carnival) ensures that art is given high status in the curriculum. The school’s high-quality art curriculum is supported through the availability of a wide range of quality resources, which are used to support children’s confidence in the use of different media.

Whenever the opportunity arises, we will endeavour to invite specialist artists to work with the children, to inspire them and challenge their thinking and creativity. We will endeavour to give children the opportunities to visit museums and galleries, developing their skills of observation and evaluation. We also celebrate and recognise the work children bring into school from home. Self-evaluation of work is always encouraged, and the children are taught how to be resilient to achieve their goals.

The natural environment is one of our biggest stimuli at Rode & Norton School Federation. The children are often taken outside to draw in the natural light and under the trees in our wonderful grounds. We use sketchbooks to record experience and imagination, to help the children develop their ideas and to show progression in their artistic ability. We encourage children to work on their own and collaborate with others on projects in two and three dimensions and on small and large scales.

We ensure that children also have access to contemporary (20th and 21st century) artists as well as more traditional ones, that are more relevant to children today.

In the EYFS there is continuous provision of art and design opportunities: these activities make important contributions to children's development in the areas of Expressive Arts and Design and Communication and Language. They are also important in children's Personal, Social and Emotional development. Art is covered in art lessons, continuous provision and as a means of communication and learning in other curriculum areas.

Impact

The structure of the art curriculum ensures that children can develop their knowledge and understanding of the work of artists, craftspeople, and designers from a range of times and cultures and apply this knowledge to their own work. The consistent use of children's sketchbooks (to be introduced throughout the school this year) will mean that children are able to review, modify and develop their initial ideas to achieve high quality outcomes. Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion, and perspective. The opportunity for children to refine and develop their techniques over time, is supported by effective lesson sequencing and progression between year groups. This also supports children in achieving age-related expectations at the end of their cohort year. (Skills based)

Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum.

Children are proud of their artwork and will talk about it animatedly to visitors. Children leave school confident to work with a wide variety of materials and media. Many of the children leave with a love of art and go on to study it at GCSE and A level. Our Art club is always over-subscribed.