



South Gosforth First School
Art & Design - Subject Overview



‘Every human is an artist’ - Don Miguel Ruiz

Art & Design at South Gosforth First School

At South Gosforth, our highly ambitious and progressive art curriculum gives pupils opportunities to develop knowledge and understanding of artistic techniques and processes. We want our pupils to have a sense of wonder, appreciation and curiosity of art and the world around them. Our curriculum is sequenced so that within each unit the children generate ideas, use their sketchbooks, develop skills, including formal elements (line, shape, tone, texture, pattern, colour), improve their knowledge of artists and are given time to evaluate and analyse their own work and the work of others. In this way, our children learn to appreciate a diverse range of artists, art styles, art movements and cultural heritages alongside the more formal elements of art. Supplementing our planned, progressive curriculum are opportunities to explore local and national galleries. Each year the whole school participates in the National Gallery project, ‘Take One Picture’ which provides time for pupils to work collaboratively, developing research skills, communication and critical thinking. Throughout their time at South Gosforth, pupils make visits to local art galleries in Newcastle and the wider community. Links are made with local artists to further enhance the learning within our art curriculum. As enhancements to our provision in school, there are opportunities for all our children to attend extra-curricular art clubs. Pupils’ artwork is celebrated throughout school in range of exciting and interesting displays.

Intent			
How our key drivers are lived through our Art & Design curriculum			
Character	Culture	Creativity	Challenge
Express likes, dislikes, make judgements and reflections about pieces of artwork. Have confidence in expressing their creativity and celebrate their diversity through their artwork. Have resilience and independence when learning and exploring the formal art elements.	Appreciate a range of artists and the value of art in the world around them. Learn about a range of artists and designers from a diverse range of time periods, heritages and cultures. Know about local art galleries and artists who enhance our local area.	Think creatively and critically when producing pieces of artwork. Learn the formal elements of art that allows them to express their individuality and creativity.	Communicate confidently like an artist, drawing on a solid foundation of substantive knowledge. Gain proficiency in drawing, painting and sculpture with an expanding understanding of art skills and language.

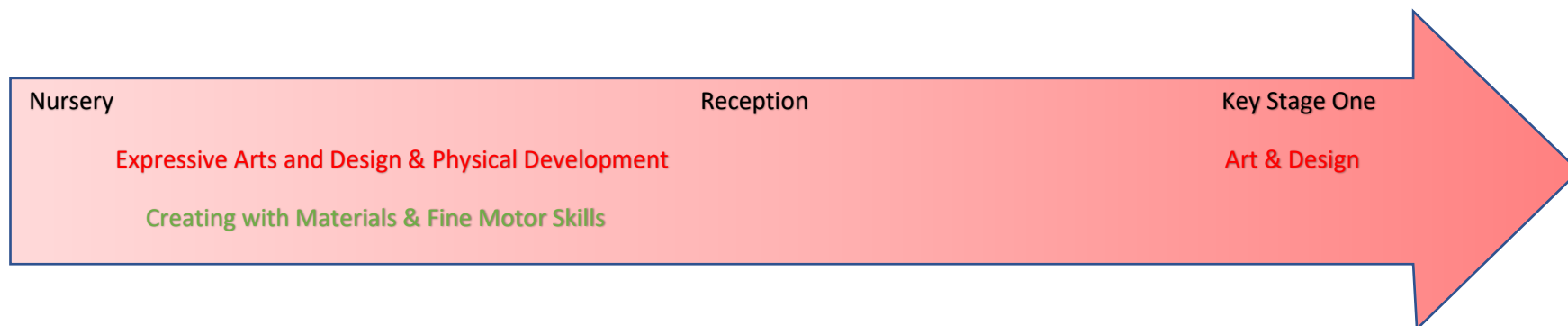


Implementation

Early Years

Expressive Arts and Design is one of the four specific areas of the Early Years Foundation Stage. The specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning. By encouraging children to experiment and use learned skills to explore a wide range of media and materials, we are promoting their ability to explore and understand their world and to make links between their experiences which will encompass all the areas of learning.

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



Through the long-term plan themes, adult interactions, continuous provision and enhancements in the classroom our children will:



Nursery	Reception
• Use a range of media throughout the Nursery curriculum such as pens, pencils, chalk, crayons and materials. • Develop fine motor skills so they can use a range of tools with increasing proficiency. • Explore art both in the classroom and in the outdoor area. • Learn how to select materials independently in the classroom. • Look at a range of pieces of art and start expressing opinions. • Begin to mix colours to match the colours they have seen and want to use. • Use drawing to express ideas. • Use stories as a stimulus for creative work. • Create large scale collaborative paintings and creative work. • Painting and printing – use a range of tools other than paintbrushes, e.g. hands, vegetables and fruits, cotton wool, kitchen utensils, bubble wrap, foil. • Use playdough to make models. Add additional materials to enhance their work e.g. matchsticks, buttons, beads. • Paint and draw self-portraits each term and compare their work. • Use autumn colours to create collages. • Paint fireworks thinking of the different shapes and colours. • Make Christmas cards and decorations. • Make Easter, Mother’s Day and Father’s Day cards. • Paint observational pictures of spring flowers. • Discover about symmetry when painting butterflies. • Paint pictures of who they would like to be when they grow up. • Use a range of textured materials to make seaside pictures. • Share artwork from home in our Tapestry Learning Journeys. • Participate in the whole school ‘Take One Picture’ project.	• Use a range of media throughout the Reception curriculum such as pens, pencils, chalk and materials. • Develop fine motor skills so they can use a range of tools with increasing proficiency. • Explore art both in the classroom and in the outdoor area. • Learn how to select materials independently in the Creation Station and other areas across the Reception unit. • Look at a range of pieces of art and start expressing opinions. • Begin to mix colours to match the colours they have seen and want to use. • Use drawing to express ideas. • Use stories as a stimulus for creative work. • Create large scale collaborative paintings and creative work. • Design and make models using junk during Play Projects sessions. • Hold pencils, paintbrushes and scissors with the correct grip. • Create pictures of autumn, winter and summer trees and flowers. • Create leaf rubbings. • Create transitional art with real objects, i.e. conkers, leaves, twigs etc. • Look for patterns in the environment, i.e. spider webs, bricks, veins on leaves, texture on pebbles etc. • Explore different textures and shades. • Make Christmas cards and decorations. • Make Easter, Mother’s Day and Father’s Day cards. • Design and make superhero capes and masks. • Share artwork from home in our Tapestry Learning Journeys. • Participate in the whole school ‘Take One Picture’ project. • Complete an Art Gallery Project.



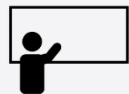
Year 1- 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Make Your Mark Core area: Drawing Artists: Bridget Riley, Zaria Forman, Renata Bernal, Wassily Kandinskym and Ilya Bolotowsky	Take One Picture	Colour Splash Core area: Painting Artists: Jasper Johns and Clarice Cliffs	Gallery or Artist Project	Paper Play Core area: Sculpture Artists: Samantha Stephenson, Marco Balich and Hubert Phipps	Woven Wonders Core area: Craft and Design Artists: Judith Scott and Cecilia Vicuña
Year 2	Life in Colour Core area: Painting Artists: Romare Bearden		Clay Houses Core area: Sculpture Artists: Ranti Bam and Rachel Whiteread		Tell a Story Core area: Drawing Artists: Quentin Blake	Map It Out Core area: Sculpture Artists: Susan Stockwell, Kim Soon Im, Josef Albers, Eduardo Paolozzi and Matthew Cusick
Year 3	Prehistoric Painting Core area: Painting Artists: Online galleries of prehistoric art including the Great North Museum, Hancock		Egyptian Art Core area: Craft and Design Artists: Online galleries of prehistoric art including the Great North Museum, Hancock		Growing Artists Core area: Drawing Artists: Georgia O'keeffe, Charles Darwin, Maud Purdy, Max Ernst and Carl Linneaus	Abstract Shape and Space Core area: Sculpture Artists: Anthony Caro and Ruth Asawa
Year 4	Power Prints Core area: Drawing Artists: Henri Matisse, Georges Seurat, Ed Ruscha, Fernando Botero, Alberto Giacometti and Henry Moore		Architecture Core area: Craft and Design Artists: Bridget Riley, Zaria Forman, Renata Bernal, Wassily Kandinskym and Ilya Bolotowsky		Light and Dark Core area: Painting Artists: Caravaggio, Paul Cezanne	Making Memories Core area: Sculpture Artists: Joseph Cornell, Louise Nevelson, Judith Scott, Yinka Shonibare, Nicola Anthony, Luoise Bourgeois and Romare Bearden



Learning Links to Art & Design across the curriculum

	English	History	Geography	Other
Year 1				Paper Play (DT Construction – moving pictures)
Year 2	Drawing - Tell a story (Bad Nana illustrations)	Sculpture - houses (Great Fires)	Map it out	
Year 3	Prehistoric painting (Stone Age Boy narrative and Stone Age settlement information text) Egyptian Art (Howard Carter diary and Adventure in the pyramids narrative)	Prehistoric painting (Stone Age to Iron Age)		Growing Artists (Science - plants)
Year 4		Architecture (Ancient Greeks)		Architecture (Computing – 3D design)

What would an Art & Design lesson look like at South Gosforth First School?

					
Clarity of learning exemplified The 'big learning' is explained and the small steps are highlighted. Children know what they are learning, why they are learning it and how it links to previous learning.	Talk like an artist Using technical vocabulary, children express opinions about artists and artwork.	Retrieval practice There are opportunities for children to practise skills in drawing to 'warm up' their art skills.	New learning Teachers provide clear explanations of new knowledge. Opportunities to practice specific elements of the formal art methods are provided.	Independent work Children apply the new knowledge to an independent piece of artwork, either a completely independent piece or a piece of work in the style of an artist.	Assessment for learning and feedback strategies Assessment for learning opportunities are woven in throughout the lesson through careful questioning that makes the pupils think hard. Pupils use self and peer assessments to assess and reflect on their work.



What makes Art & Design special at South Gosforth First School?

Whole School initiatives	Take One Picture Gallery visits: Baltic, Laing and Shipley Visiting Artists: Glow Project, John Quinn, Jane MacCracken Extra-Curricular clubs KS1 and 2. Art materials available during Opal Lunch Play.
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CPD

Strategy	Who	When	Impact
Subject leadership time	Julie Dibb	Autumn term	Time to review the curriculum provision. Replanned several units of work to ensure progression across the school. Substantive themes reviewed.
Staff meetings/Training Day	Julie Dibb	Autumn term	Shared Take One Picture processes and ideas with staff so they are enabled to plan and deliver lessons. Looked through some sketchbooks to look at quality of work and develop further consistency.
Membership to subject association (Kapow)	All staff	Ongoing	Staff have access to high quality subject knowledge CPD and resources. High quality resources and authentic sources are used within art lessons across school.
GST Subject Leader Networks	Julie Dibb	2 sessions throughout the year	Subject leader has access to examples of best practice across the trust. Subject leaders can share planning and resources that can then be disseminated in school. Gosforth Gateways documents created with SLT and developed with subject leaders in art.



Impact	
Strategy	Evidence and Findings
Pupil Voice	Key findings from this monitoring in school can be found on internal school documents and is collated by Julie Dibb (Art & Design Subject Leader). This monitoring informs the current 'Art & Design Subject Action Plan' which identifies key strengths and areas for development in Art & Design, as well as actions taken to improve the subject curriculum and its delivery across school.
Book Look	
Lesson observations	
External reports eg. SIP/Governors	