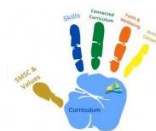




Why Art and Design?



Connected Curriculum

A message from Mrs Buckley, our Art and Design and Technology Lead

I love to teach art and support the creative development of our children across all ages. Seeing the children inspired to create and do, developing their craft is deeply rewarding. Art helps our children to learn to observe the world around them more closely. I provide a balance between accurate representation and self-expression. Children are exposed to a variety of different forms of art such as painting, sculpture and decorative art which will help them to learn a variety of practical skills, including working alongside my outdoor learning colleague, utilising natural resources. The outdoor environment can provide a fantastic stimulus for art projects.

Design and Do

Art is an important element of the connected curriculum with links to history, geography, science, faith and well-being alongside developing key skills and techniques. At Darlinghurst we recognise the importance of creativity and the important part that Art and Design holds in this.

Children start their journey at Darlinghurst in the early years through our immersive approach. They create ideas using a range of materials, colour and design. We encourage imagination, exploration through self-discovery and provocation. This forms the beginnings of their creative journey. Art is taught in focused units with strong connections to other subject matter. During lessons children develop their knowledge of materials, understanding of colour, tone and proportion. Drawing, painting, mastering pencil control and brush strokes are also developed across all phases. Focused stimuli is used to explore an artist or style. This improves their cultural capital and knowledge of the greats, alongside the historical and cultural development of art. Children create works of art applying their ideas, understanding and skills of art and design. Opportunities to engage in further art opportunities enhances this further through visits, workshops, art trails and festivals.

The progression of knowledge and skills are mapped across progression rivers for the four Art strands: Drawing, Painting, DT, Mixed media. Long term plans outline the breadth and depth of study for each strand across the year groups with milestones demarcating expected standards. This provides indicators of basic, advancing and deep understanding and skills of the children.

Each art lesson starts with an introduction of the skill or artist in focus and follows a series of layers allowing children to show what they know, create and do. Children produce ideas, designs and final pieces through a series of stages, including recording this within their sketchbooks. Notes and evaluations are added to their sketches to show their reflective process. This includes the development and use of artistic terms and vocabulary.

Difference

Children gain a range of knowledge, skills and techniques in art, craft and design that advance and deepen over time. Due to the connections made across the connected curriculum children are able to use art to express their ideas and enhance their understanding of other subjects, i.e. history, RE etc. Each topic has a start and end point to show achievement, such as the use of Austin's Butterfly which displays that attainment is within everyone's grasp and links in to the ethos and direction of our school. Our focus on artistic terms and vocabulary means that children use these with increasing accuracy and understand the processes they undertake. There is a positive pupil voice for art, with children creating and sharing art from outside of school. This is further reflected through the high attendance of Art club members. Further evidence through lesson visits, discussions, children's work and sketchbooks, evaluations and teacher assessment demonstrates the good quality of teaching and learning. Children reach milestones with the majority of children showing that they meet the 'advanced' milestone. A good proportion of children demonstrate their artistic knowledge and skill at a 'deeper' level and this continues into secondary with our pupils continuing art at GCSE and A level to a high standard. We enjoy seeing their progress over time, viewing their pieces displayed in our secondary partners, Belfairs Art Exhibition.

Children are able to talk about their work through reflective and evaluative partner talk. They can share their opinion and feedback with partners and celebrate their learning together. There is a sense of pride in their artwork with creative outcomes that are to a high standard and quality. The artwork produced is shared in festivals, galleries and competitions. This includes work with METAL and Havens hospice that enhance the environment. Engagement in the Leigh Art trail is a purposeful experience.

The Academy welcomes visitors such as visiting artists, poets and historical enthusiasts who have joined in with the lessons or run workshops. We regularly run an art club and combine forces with other schools to showcase work and share ideas as well as stay up to date with current ideas and skills. The children have had involvement with a local elderly residents' home for poppy day and Christmas which has been a worthwhile opportunity for them to link Art/DT to cultural capital as well as SMSC.

Deeper days are also a feature of our overall school ethos and the children all take part in Art and DT lessons for Black History Month and Eco week as well as many other deeper days activities. Festivals are celebrated in Art/DT lessons from a variety of cultures enabling a better understanding of our own as well as cultures of others such as Chinese New Year.

'Achieving Excellence Together'

Reflections and celebrations

Examples of Art and Design

In the Early Years, children learn to use a variety of drawing tools, investigate and explore different lines and textures. They experiment with primary colours in painting and use a range of brushes and mediums to enable them to expand the imaginative process, decide which tools and mediums best fit their ideas and start to develop and talk about their designs and images and products within modelling, mixed media and printing.

Example of a Year 1 unit- Linked to The Starry Night painting by Van Gough the children concentrated on painting skills and choosing the correct colours related to the painting .The children emulated movement within the painting as well as creating silhouettes in the foreground and adding to the texture using appropriate tone, shade, highlights and short and long brushstrokes. Within our Metal project year 1 made print stamps for fish to add to our sculpture and added simple thatching.

Year 2- In the unit, The Owl and the Pussycat where we experimented with line drawing and light sketching in the style of Edward Lear as well as reflecting back to the style of Quentin Blake and recreating his style for our owl and the pussycat designs. We used watercolour wash after honing our sketching technique. Year two made fossils for our metal project and clay necklaces representing teeth and bones which are all being added to our sculptures.

By the end of this milestone they are able understand observational drawing, simple model making and sculpting by the use of malleable, recyclable materials and paper, and be able to create pieces based on techniques used by artists, such as impressionism.

As children advance in art they increase their skills and processes in drawing, painting, mixed media, sculpture, printing and cookery. They explore the ideas of emotions and colour linked to artists such as Picasso and Alma Woodsey Thomas. We investigate the style of Quentin Blake and other cultures such as the Mayan civilisation.

This leads to the production of weaving, puppet making, creating cave art by making paint from natural materials and exploring cutting, chopping, melting and mixing while making chocolate moulds and salsa all linked to our connected curriculum topics. The children create collage by using texturised painted shapes and by the layering, coiling and adding other materials creating a texture rich collage.

Year 3 – Children look at shapes in insects combining the styles of Eric Carle and his collage style and the macro bug photographer Marco Retana creating close up bug pieces in detail adding flat collage and really concentrating on this as a skills focus. Children engage in weaving producing outdoor sculptures.

Year 4- During the unit, a view from a railway carriage, children consider perspective, composition and vanishing points. They create a vanishing track with added scenery using mixed media to create some beautiful pieces of work. During DT and sculpture children use wattle, daub and machetes (Metal project) learning how to spin and bead using traditional methods in our outdoor learning area.

By the second milestone children are able to confidently apply and advance in their skills to create 3D workable models, manipulate wire to create a sculpture and apply their weaving skills to recreate pattern and texture linked to their learning.

During upper key stage 2 our children have developed their sketch booking with sketches and notations that demonstrate their thought processes and ideas. They use these well to produce final pieces.

Year 5 – Create some exceptional pieces of art from our Highwayman project, where the children explore the skill of blending charcoal and oil pastels as well as charcoal drawing to create some amazing landscape art based on the poem. Alongside this children produce Masks from the 1700's era showcasing their artistic interpretation. They demonstrate perspective, blending and the creation of a mood and atmosphere in their work.

Year 6 – Explore the art of illuminated manuscripts after studying the painting of The Lady Of Shallot as this study relates to the medieval theme of the painting. They learn about the Pre-raphaelite movement and the artist John William Waterhouse. They consider the romantic style to look at lettering shape and 3D imagery as well as detail and the careful use of mixed media.

By the final milestone children can understand how ideas develop through an artistic process. They have mastered the techniques of painting, collage, sculpture, drawing, using textiles and printing methods, taking inspiration from others learning from both the artistic process and techniques of great artists and artisans throughout history.

Examples of parental and community engagement

Children love to see their work displayed in the classroom. The art room is full of 2D and 3D art and craft that enables children to see the learning that takes place across each phase of the academy. It provides inspiration to others and exposes them to art in other years. The children and parents also enjoy the travelling Art/DT exhibition that show our children's artwork alongside other primary schools in the borough. The standard is high and motivates children to try new ideas. Our children know that art is enjoyed at school but also in the community. For example, our children and our dear friends at a local nursing home share their love of art together.

Alongside this we engage in collaborative projects with a local artist and recently worked with a sculptor linked to Metal Culture, to engage in the Art Makes Children Powerful workshops. Philippa Stewart was the artist assigned to the project attached to our school and worked alongside art and Outdoor Learning. This exposed our children to careers in art and traditional, historical methods of art and sculpture from the past. This led to amazing natural sculptures and sculptures with recyclable materials being created and adding to our environment. We also exhibit work at the Leigh Art Trail.

At Darlington we value creativity and all art forms. Creative pathways are continued for many children and an outlet for their own interests and hobbies. One of children designed a Christmas Card for the local MP and was delighted when it was handed to the Prime Minister at 10 Downing Street. Some of our art Club pieces were displayed as part of a collection from the New city of Southend gallery at the Houses of Commons.

Useful websites

<https://www.natgeokids.com/uk/teacher-category/art/>

Art and Design Gallery



