



Art at Robert Le Kyng Primary School

The National Curriculum Purpose of Study requires us to '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'. At Robert Le Kyng, it is also important that we develop a sense of enjoyment of art, whether that be investigating the work from a variety of artists and cultures (taking into account the diverse population within our school and the wider community) or the children themselves producing their own 'masterpieces'. We want to engage them in the wider debate about what makes a 'great' artist and how they have influenced the development of the art world.

Sketchbooks

All children from Year 1 will have their own sketchbook, which will move up the school with them. In this book, they can:

- Research artists, illustrators, architects and designers in history – this might include notes, sketches/photocopies/photographs of paintings, buildings etc.
- Recording observations from the world around them
- Record their thinking process as they develop their ideas
- Practise, experiment with and develop new techniques and skills they have been taught e.g.:
 - Using a pencil/different grades of pencil for line, tone and pattern
 - Mixing colours & experimenting with different sized and types of brushes for specific purpose and effect
 - Developing collage skills etc.
 - Develop and share their ideas

NB 'Final pieces' can be produced on separate paper/other materials where appropriate.

As the children progress through the school they should build on the previous skills they have been taught, developing their techniques and demonstrating more control. They should also be given more freedom to choose which materials, techniques etc. they would like to use and explain why they have chosen them.

Curriculum coverage

In each year group from Year 1, the children will complete one artist study (stand-alone, see attached). They will also undertake two other Art units of work, which might relate to the topics being taught. These could include looking at other artists but should not overlap work covered in other year groups. Planned activities should be linked to the Art Progression document and, over the course of the three topics, should include elements from each of the five sections. They should also build on the skills developed in the subject previously. Not all artist studies have to have a 'final piece'.



Cross-curricular Art

Alongside protected Art lessons, teachers are encouraged to use examples of artists work as a stimulus e.g. in Guided Reading sessions. These activities should not however take the place of Art lessons.

Assessment

Assessment will be carried out in a number of ways:

- Foundation Subjects Tracker – completed by staff twice yearly
- Yearly scrutiny to monitor planning and delivery of the curriculum
- Evaluation by the pupils of their own work – this could be a few sentences written during/at the end of a unit when a final piece has been completed
- Peer evaluation and feedback – could be carried out within one class, amongst a year group or across year groups. Children could use post-it notes to write on which could then be stuck in the children's sketchbooks in an appropriate place.