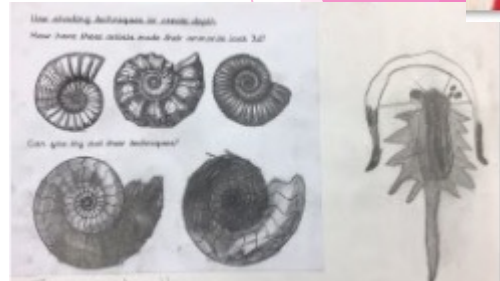
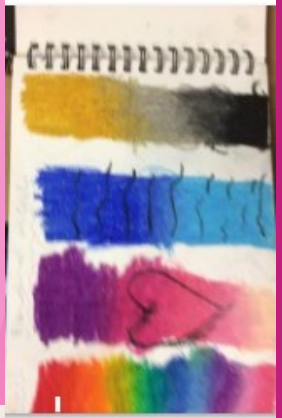
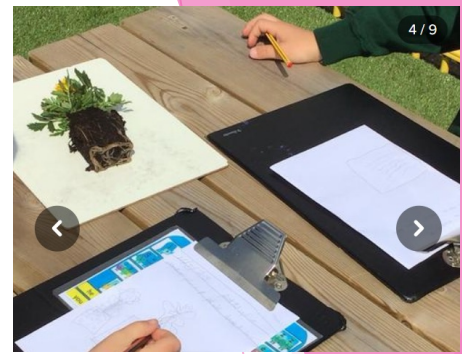




Fun, hands on experiences of a variety of art techniques



Use of the outdoor grounds



Work with local artists

# Art at Manor Road

Art Exhibitions



Exploration & evaluation in sketch books

Study of a variety of artists

Art work displayed around school

I love art because drawing makes me happy I now I can draw.  
Layla Elm

I used to get upset because my drawing was rubbish now I am getting much better. Emilia Oak

Art has helped Year Six to deal with the pressure of SATs. We have been doing drawing and following YouTube videos whenever we get time. I have noticed a positive impact on one boy in particular who is drawing lots at home.  
Mr Astley Y6

Art brings brightness and joy to the world and for some pupils it can shape and define who they are, fuelling their imagination, igniting their creativity. I have watched children become completely absorbed in drawing and painting, creating work that is completely unique to them. Art is a fantastic way for children to express themselves and to learn to value their uniqueness.  
Mrs Armitage

The standard of art work was really good and their knowledge of artists was wide. The children's enjoyment and enthusiasm shone through. Y5 Parent

We've loved all our art units this year, especially our Serena Hall seaside themed collage. Even the non-artists in class enjoyed having a go at recreating the colours and shapes inspired by Serena's paintings. We loved creating our min-gallery and the children are really proud of their work on display.  
Mrs Heald Y2

# Strengths in Art at Manor Road

- Children at Manor Road love Art, they like the creativity and imaginative elements of the curriculum in each year group. A lot of children spoken to in the pupil voice sessions say it is their favourite subject as it is relaxing, calm and a way they can express themselves with slightly less boundaries.
- Staff are beginning to enjoy teaching art a little more as they become increasingly confident. Having been given a big part in creating our Art curriculum, staff meetings have enabled staff to look at their key areas of learning and the progression of skills to ensure we are all comfortable with our artists, skills and techniques.
- Children's Artist skills are definitely developing; as a staff we have picked up on areas of weakness and then been able to track back through the years to ensure these skills are built upon and developed more thoroughly.
- In class children are encouraged to use their sketch books to investigate, experiment and challenge their own skill set, and then given the opportunities to build on these as they progress through the units in their year group, as well as when they move through the school

# Areas for Development in Art

- ▶ We must continue to ensure that the children are taught all the necessary skills and techniques to be able to access the learning on offer in school lessons. Encourage children to take risks, make mistakes and challenge themselves to achieve more.
- ▶ Ensuring progression of these skills is essential and as a staff I think we are now in the best place to keep pushing on with this.
- ▶ Pre/post learning tasks - these are essential in Art, not only for the teacher but for the children to see how far they have come from the beginning of the unit. The children need to see their improvements along the way so they can be proud of their own Art journey.
- ▶ Arrange more visitors/visits where possible- we have had a local artist/ art teacher in to introduce our Collage Unit in Y1 - this had an amazing effect on the children's skills, mind-set and achievements. The work produced was amazing.
- ▶ In school Art Galleries to celebrate our children's work- Y5 have done one recently which had a profound effect on the children's enjoyment, positivity and creativity as they added some of their own pieces created at home.

# Context of school and needs of our children.

At Manor Road we believe that a high-quality Art education will help pupils gain resilience, self-belief, self confidence and the skills to express themselves through the medium of Art. It should inspire children's creativity and imagination to know more about Art in the world around them and how art can influence the learning journey as well as supporting good mental health and well being. Teaching should equip children with the skills required to think creatively and imaginatively, build resilience, and develop the ability to self reflect to be able to develop and grow as a whole person both in body and mind. Art helps children to understand the diversity of communities, societies and cultures; it shows other people's ideas and qualities, giving them the ability and freedom to find their own way through an ever changing world.

“Artistic expression communicates something about children's 'self', their preferences, interests, feelings, own experiences and choices. Providing art materials as early as possible is essential to learning. All children can communicate meaning through their responses to materials and experiences.” *Education.gov*

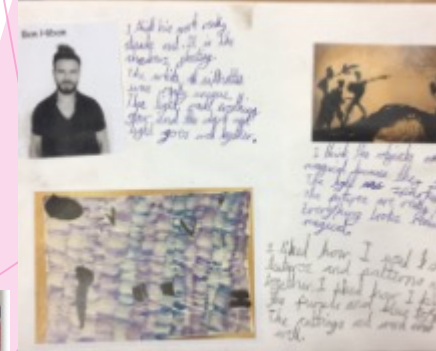
- ▶ Personalisation on planning -this is especially important in the EYFS and Expressive Arts and Design activities are planned around the interest of the children but also link to the progression of skills and start in preschool. The progression of skills continues to be the essential element of Art planning that is used to personalise all units in relation to the age group and current cohorts. This is changeable over the years as all children are individuals and their level of imagination and creativity is diverse.
- ▶ As children develop in imagination and creativity they are able to tell a story, relate to other people, keep themselves emotionally grounded and enter their imaginary worlds. Having an imagination is the ability of the mind to be creative and resourceful.
- ▶ Creativity is children's unique response to all that they see, hear, feel and experience. A child's individual responses to materials, experiences and ideas inspire their creativity and imagination.

Discussions, sharing ideas and self reflection.

## To realise this vision, we aim to...

- Ensure our school is a nurturing and happy family where everyone is valued for their individuality within a safe and secure environment. Children able to be creative if a safe nurturing environment.
- Equip children with the resilience and perseverance to become creative, independent thinkers.
- Encourage learning for life within an ever-changing world. King Charles' Coronation
- Foster an enquiring mind in order to stimulate reflection, challenge and innovation both inside and outside the classroom. We use our versatile outdoor areas around school for sculpture, observational drawing, painting, printing.
- Provide first hand experiences in order to develop in our children a love of learning, a pride in their work, respect for their surroundings and good relationships with others.
- Promote rights and attitudes of care, tolerance, trust and respect through a broad and balanced curriculum. Our Art Curriculum builds self confidence, self belief resilience and perseverance.
- Build strong, collaborative partnerships between the school and wider community.

EYFS discovered the traditions of Chinese New Year through Art. A parent also supplied resources and equipment to enhance their learning and that of the children in KS1.



# Impact as a Subject Leader

- ▶ Every half term I look at plans, work, talk to children about what they have learnt through a discussion of specific language and skills. The children can bring along their art books or sketch books to talk through their Art journey as this can tell me a lot about the Art being taught in Manor Road.
- ▶ I check the long term plan and discuss this with staff, I also encourage staff to ask me for help and advice and, if I can't help, I will find out for them. I collect photographic evidence of Art uploaded by staff to add onto the website. This is an ongoing process.
- ▶ I have met with my ambassadors and explained their role and have asked the children to photograph any Art displays in their classrooms and ask staff at the end of each term if any resources are needed.
- ▶ I look at data regularly as this is a difficult subject for staff to assess as it needs to be done throughout the unit, focusing on the skills as well as the end piece of Art work. Children who are normally low in certain subjects like maths and English are achieving much better in Art. Also some SEN children find this an easier subject to access without undue pressure.
- ▶ The long term plan has been updated with EYFS provision and the key vocabulary has been added on. I can now use this to pick out vocabulary to ask the children about.
- ▶ I have redeveloped the Knowledge Organisers for Art as the teaching of Art is a more structured process like DT with - *Teach, develop skills and self evaluate, Research artist- evaluate artists work, Practise skills for purpose- evaluate own work, Create the final piece and evaluate the finished product.*
- ▶ Art is a reflective subject which can be a very difficult skill for children to learn but it is essential for them as developing artists to be able to do this. We do this as teachers all the time but we now have to help our children to be reflective learners and help them understand that making mistakes is the best part of their learning journey, art is a really good vehicle for this learning.
- ▶ The intent, implementation and impact statement is on the webpage and will continue to be updated with photographs of Art at Manor Road.

# Progression in Art

Progression in Art is characterised by Knowledge of Artists & Designers, Exploring and Developing Ideas, Evaluating and Developing Work, then specific elements of Drawing, Painting, Textiles/ Collage and 3D form.

Knowledge of Artists & Designers- as the children progress they will be taught about the work of a range of artists, architects and designers in history, describing the differences and similarities between different practices and disciplines, and making links to their own work; in KS2 moving on to great artists, architects and designers in history.

Exploring and Developing Ideas - as children progress they will experience a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; to use a range of materials creatively to design and make products and use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; in KS2 moving on to create sketchbooks to record their observations and use them to review and revisit ideas; including their control and use of materials, with creativity, experimentation an increasing awareness of different kinds of art, craft and design; improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)

Evaluating and Developing Work - as children progress they become more confident at talking about their work, evaluating it, discussing ways it can be improved. They become more proficient at talking and demonstrating different techniques and how the add to or take away from their work. All years are encouraged to use the correct vocabulary appropriate to their year group and skills; as the children move into KS2 they become more confident at comparing their work and skills to those in class or other artists. They use sketch books more confidently to evaluate and express their own opinions about their work and that of others (but always in a safe and secure environment, with absolutely no judgements!) The children become proficient at critical and reflective thinking and how this makes them a much better artist and person.

|      |                          | ART SKILLS PROGRESSION                               |  |  |  |
|------|--------------------------|--|--|--|--|
|      |                          | KS1  |  | KS2  |  |
| EYF5 | <b>Art-Creating with</b> | <b>Key Learning Aim to Creating with Imagination</b> | <b>Key Learning Aim to Creating with Imagination</b> | <b>Key Learning Aim to Creating with Imagination</b> | <b>Key Learning Aim to Creating with Imagination</b> |
|      | <b>Art-Creating with</b> | <b>Artistic Awareness</b>                            | <b>Observation</b>                                   | <b>Experimentation</b>                               | <b>Expression</b>                                    |
| KS1  | <b>Art-Creating with</b> | <b>Artistic Awareness</b>                            | <b>Observation</b>                                   | <b>Experimentation</b>                               | <b>Expression</b>                                    |
|      | <b>Art-Creating with</b> | <b>Artistic Awareness</b>                            | <b>Observation</b>                                   | <b>Experimentation</b>                               | <b>Expression</b>                                    |
| KS2  | <b>Art-Creating with</b> | <b>Artistic Awareness</b>                            | <b>Observation</b>                                   | <b>Experimentation</b>                               | <b>Expression</b>                                    |
|      | <b>Art-Creating with</b> | <b>Artistic Awareness</b>                            | <b>Observation</b>                                   | <b>Experimentation</b>                               | <b>Expression</b>                                    |
| KS3  | <b>Art-Creating with</b> | <b>Artistic Awareness</b>                            | <b>Observation</b>                                   | <b>Experimentation</b>                               | <b>Expression</b>                                    |
|      | <b>Art-Creating with</b> | <b>Artistic Awareness</b>                            | <b>Observation</b>                                   | <b>Experimentation</b>                               | <b>Expression</b>                                    |
| KS4  | <b>Art-Creating with</b> | <b>Artistic Awareness</b>                            | <b>Observation</b>                                   | <b>Experimentation</b>                               | <b>Expression</b>                                    |
|      | <b>Art-Creating with</b> | <b>Artistic Awareness</b>                            | <b>Observation</b>                                   | <b>Experimentation</b>                               | <b>Expression</b>                                    |
| KS5  | <b>Art-Creating with</b> | <b>Artistic Awareness</b>                            | <b>Observation</b>                                   | <b>Experimentation</b>                               | <b>Expression</b>                                    |
|      | <b>Art-Creating with</b> | <b>Artistic Awareness</b>                            | <b>Observation</b>                                   | <b>Experimentation</b>                               | <b>Expression</b>                                    |

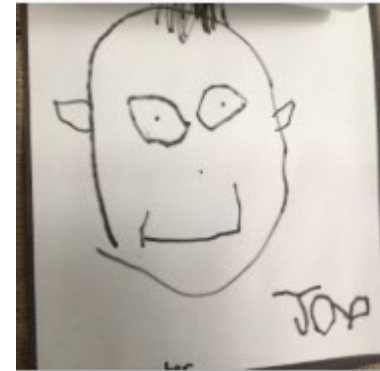


# Progression in Art at Manor Road

Drawing Progression-as you can see the techniques of drawing using line, shape, tone and shade developing as you go through the art books to sketch books in KS2.

## Sketch Books

Ideally, a sketchbook should be a place where pupils can make personal, expressive records about themselves. They should be a place where they are free to explore visual language in ways that interest them and make records about things that they wish to investigate.



EYFS

| ELG Creating with Materials   | Key Learning Link  |
|---|--|
| <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> | <p><b>Aesthetic Awareness:</b><br/>Show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world.<br/>Respond to creative and aesthetic experiences, showing pleasure and enjoyment.<br/>show awareness and appreciation of sensory experiences and a range of different stimuli.</p> <p><b>Physical skill:</b><br/>Manipulate, control and explore a range of tools and equipment for different purposes.<br/>Use tools and equipment safely.</p> <p><b>Art processes and techniques:</b><br/>Purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials.</p> |



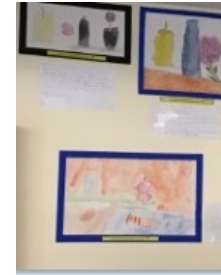
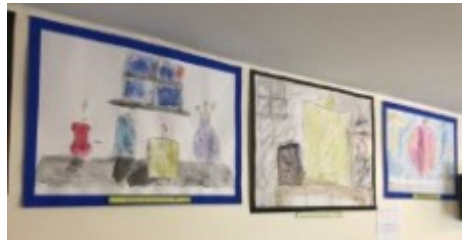
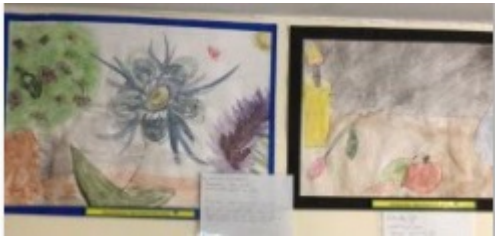
|         |   |   |  |  |   |   |
|---------|---|---|--|--|---|---|
| Drawing | <p>Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ball points, chalk and other dry media.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour.</p> | <p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ball point.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and group objects.</p> <p>Experiment with the visual elements: line, shape, pattern and colour.</p> | <p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use a sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> | <p>Make informed choices in drawing including paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketch book.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> | <p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation experience and imagination.</p> <p>Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements: line, tone, pattern, texture, colour and shape.</p> | <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketch book.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> |
|         |   |   |  |  |   |   |

# Moving forwards

- ▶ I would like to organise some CPD for staff to enable them to develop the use of the sketch book.

The children need to take ownership of their art work and begin to reflect and evaluate more readily. I do believe many of our children at Manor Road find it difficult to see the areas for progression, acknowledge them and investigate how these can be improved. It is a difficult process but I do believe it will enhance the children's outlook on all their learning.

- ▶ Celebrate art and art work more visually around school. Y5 held a fabulous Art Gallery and invited parents and grandparents to view their work. This was well attended.



- ▶ I would like to involve local artists and designers from the local area to come into school and celebrate their talent and help our children develop a love of Art. This has proved to be a rewarding experience for the children