



The Pebblebed Hub of the Jubilee with Pebblebed Federation

Subject Intent Statement for Art

Our Vision

I have come to you that you will have life and have it to the full
John 10:10

Intent

In the Pebblebed Hub of the Jubilee with Pebblebed Federation, the aim of Art and Design teaching is to stimulate, nurture and develop the children’s creative imagination. While enabling them to communicate what they see, think as well as feel, through a range of tools, media and materials. The children will be given regular opportunities to experiment, invent and create their own works of art, craft and design. Skills are taught progressively to ensure that all children are able to learn and practise in order to develop as they move through the school. Children’s interest will be captured through specific subject learning, as well as theme learning, ensuring that links are made in a cross curricular way, giving the children motivation and meaning to their art and design. Throughout the key stages children’s experience of art is to be enriched by finding out about famous artists (past and present), working with local artists on projects and exploring the rich and varied local environments and to draw on that inspiration. We aim to ensure that all children are given high quality experiences, including those who may not have these opportunities outside of school, together with a means to express themselves which is unique to this subject.

Implementation

The use of Cornerstones Curriculum Maestro for the planning of art lessons linked to our formal topics, ensures that children are given the opportunity to develop their understanding across all strands of art including; the styles, techniques/skills, history and traditions of art and an appreciation of artists, through a creative thematic approach. The Cornerstones Curriculum supports teaching and learning that is mapped to the Primary National Curriculum, to ensure comprehensive coverage of national expectations. Each year and in each unit, we ensure that the children build on their previous knowledge and skills in order to gain a varied experience and appreciation of art, using our skills progression map to differentiate activities appropriately. There are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the learning projects means that the children are increasingly challenged as they move through the school.

Whilst we encourage cross-curricular links to ensure that art is taught as a holistic part of the curriculum, art is not just taught in designated art lessons. Wherever appropriate it is also linked to many broader aspects of our wider school life. Teaching in this way complements the learning planned in our thematic units by ensuring that the teaching of additional art skills are progressed through each term through many other varied opportunities and experiences - for example; the appraising of pieces of art representing key stories and bible passages in Collective Worship; discussing book covers and illustrations encountered in the daily teaching of many other subjects such as literacy, during story time and in music/science books etc.; observational sketches/drawing of diagrams in science; observational studies in Forest School; designing illustrations for adverts, posters and programme covers for services and performances; the teaching of specific art vocabulary and displaying this within the learning environments; participation in art projects within the local and wider community. Additionally, the children are often taken outside in Forest School sessions and also with their class teacher to draw in the natural light, in the woods under the trees and to the beach.

Children explore ideas and meanings in the work of a wide range of artists, craftspeople and designers. They will understand the historical and cultural development of their art forms. We provide children with a range of enrichment experiences such as meeting professional artists/craftspeople and enjoying workshops led by them, as well as visiting exhibitions, museums and galleries in the local area to inspire them, to develop their skills of observation and evaluation, and to challenge their thinking and creativity.

The natural environment of our local communities are our biggest stimuli at The Pebblebed Hub and each of our schools are lucky to be able to use the Area of Outstanding Natural Beauty in which they are situated to inspire and teach the children. Using the local environments as a key resource is regularly practised in order to enhance the pupils’ experience. For example at Woodbury Salterton projects often relate to the local botanical artist Rev Keble Martin. Also, children explore the natural surroundings drawing from the rich and diverse wildlife, such as the water birds found close by and to explore further back in school. The ceramic artist Joy Davis can develop this further with the children. Dee Priest, a local expert in textiles and a former teacher is able to extend this even further through a craft approach. This expertise would be transferred to Littleham School in a relevant way, by using the local Church and surrounding areas, including The World of Country Life which demonstrates Littleham’s rich agricultural heritage, as well as the magnificently resourced Sandy Bay Beach. Likewise, local artist Anna Fitzgerald who specialises in wildlife, including sea birds could be invited back into school to work with and alongside the pupils. The art she did with the children is still evident in the murals on the seafront, where the Exmouth renewal development is taking place. Former Head of Art from Rolle College and internationally renowned artist Alan Cotton is another expert who would share his style of painting with a palette knife and could easily work in both schools. Added to this, the renowned local watercolour painter Ray Balkwill would certainly be

able to share his expertise - he specialises in seascapes of Exmouth.

We also celebrate and recognise the work children bring into school from home. All classes have access to varied and high quality media and resources. Children enjoy opportunities to display their work in local exhibitions, in the local churches and village halls.

EYFS/KS1 classrooms use carefully planned invitations to play where different interesting and unusual real life objects are placed as a way of encouraging the children to look closely and deeply at what they see. We encourage them to ask questions about what they see and be explorers of the world around them. In Key Stages 1 and 2 we use portfolios and sketchbooks (where appropriate) to record experience and imagination, to help the children develop their ideas and to show progression in their artistic ability. We encourage children to practise the skills taught to produce individual pieces of work as well as to collaborate with others on projects in two and three dimensions and on small and large scales. All children are given opportunities to: draw, paint, print, make collages and use clay and other sculpture materials. The use of the Federation Kiln is maximised. Children are encouraged to evaluate and analyse their own work as well as the creative works of others, using the language of art, craft and design.

Class teachers are responsible for teaching art and design, however there will be times when professional artists will be asked to be involved in the teaching of the topic or experience. We regularly use the expertise of Joy Davis for after school pottery club. We also take every opportunity to develop links with outside agencies and experts, such as Babcock, in order to enrich our Art and Design provision. Links with the local community college ECC are explored, so that the children in the schools can experience the expertise of A level students.

Art assessment is on going and teachers record the progress and attainment against the National Curriculum expectations of attainment on Target Tracker thus identifying the level in which the child is working and recording the names of children who are achieving above or below the age-related expectation. Teachers ensure they are identifying and addressing pupils' emerging needs to support their progress. They use their assessment to inform them with their planning, lesson activities and differentiation; ensuring children are supported and challenged appropriately. Art is also monitored throughout all year groups using a variety of strategies such as lesson observations and pupil interviews. Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked both weekly and termly using Target Tracker. Age related expectation levels are reported to parents at the end of the Reception Year.

The Art Subject Leader will support teachers in their subject knowledge and implementation, assessment procedures and through regular auditing of resources to ensure appropriate materials are available. Teachers will be able to access a central bank of works of art. The subject leader will also regularly monitor assessment data and the use of visiting artists and trips out of school for art

projects – and the impact of these.

High quality classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment also celebrates children's achievements in art and demonstrates the subject's high status in the school, with outcomes, including sculptures, enhancing the outdoor as well as indoor environment.

Intended Impact

By the time the children leave their school within The Pebblebed Hub they will have developed the ability to:

- use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- communicate fluently in visual and tactile form.
- draw confidently and adventurously from observation, memory and imagination.
- explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- appreciate a knowledge and understanding of artists, craft makers and designers.
- think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- have independence, initiative and originality which they can use to develop their creativity.
- select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- reflect on, analyse and critically evaluate their own work and that of others.

Above all the pupils will leave our schools having an enjoyment for the subject, as a means of self-expression.