ART AT CEDAR PARK

SUBJECT INTRODUCTION

At Cedar Park, we value the subject of art and make sure it is taught as a discrete subject, important in its own right. Art is important for:

- Unlocking creativity
- Building cultural capital
- Developing artistic skills
- Helping to process emotions

We want children to leave us, not only with fundamental art skills, but also be able to use art to make sense of their own thoughts and the wider world. We design our curriculum so that children learn through art as well as about art.

INTENT

Art is essential for children's well-being and their understanding of culture, society and economics.

Each year, children will explore these three mediums:

1. Drawing and sketching
2. Printing, colouring and collage
3. Working in different dimensions

The artistic skills and life skills within these mediums will increase in complexity as the children get older, but they will be able to use previously taught skills and knowledge in order to help them navigate

TO IMPROVE, OUR PRIORITIES ARE:

- All teachers to be confident in assessment of art - process rather than outcomes based
- Make wider links to community-based artists and art projects

IMPLEMENTATION

Children will be taught art from Years 1-6, with a 'pathway' covered each term. Most of these lessons will take place within the art room, where children have a plethora of resources and tools to help their creativity. Their will also be time for children to collate their thoughts, feelings and ideas through their very own sketch book.

Within each unit of learning, children will play, discover, invent and explore. Each unit will have a warm-up activity, time to appreciate artwork or an artist, a practical artistic challenge and an opportunity to share, discuss and critique art processes and outcomes.



STRENGTHS

- Children's love for the subject
- Our own art room
- A very well-resourced subject dedicated space
- CPD delivered by art leader
- A sequence of learning that exposes children to different art & life skills and a wide range of diverse artists
- Pathways taken that suit both skilled art teachers and developing art teachers
- Use of sketch books to help drive freedom and creativity
- Oracy through art appreciation.

CHILDREN WITH BARRIERS TO LEARNING

At Cedar Park, art is adapted to meet various needs.
We use different resources to help children who may have fine motor difficulties, as well as providing additional adult support where required. As we have a strong emphasis on the process, there is a real inclusive nature to this subject at Cedar Park. We don't have one way in which we would like outcomes to look.

ART IN EYFS

In EYFS, we offer activities which enable an open-ended, playful exploration of materials, processes and ideas. This matures dexterity skills, promote early understanding of visual literacy and begin to trigger a personal/creative response to stimuli.

SUBJECT OUTCOMES

We are very proud of our outcomes, which can be seen:

- In sketch books
- On display
- Within the art room

SUBJECT ASSESSMENT

Art is a balance between process and product and so we want children to appreciate the work that goes into their final product as much as the finished piece itself.

Our assessment is based on three elements:

1. Oracy
2. Empathy
3. Appreciation

We want children to talk about their own product and process, as well as that of others. In assessing art, we value artistic appreciation as well as the life skills of oracy and empathy.

Cedar Park School
01494 711918
office@cedarpark.bucks.sch.uk