



## Art & Design



### **Purpose:**

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. To think critically and develop a more rigorous understanding of art and design. To understand how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### **Core Learning:**

- To develop ideas.
- To master techniques.
- To take inspiration from the greats.

### **Characteristics of an Artist:**

- 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.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craft makers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

### **Using and Applying English and Maths within Art & Design:**

#### **English:**

- ⤴ To use Art & Design as a stimulus for writing.
- ⤴ Descriptive writing, brochures, fact files, story boards, biographies, posters, newspaper reports.

#### **Maths:**

- ⤴ Paint by numbers, spatial awareness, 3D shape modelling,
- ⤴ Using different shapes children can make tessellations, mosaics.
- ⤴ Repeating patterns, symmetry.
- ⤴ To look at artists work e.g. Kandinsky and encourage children to answer mathematical questions.

### **Inclusion**

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers must also take into account the needs of pupils whose first language is not English.

\*Quigley's 'Essentials'