

Art and Design Best Practice Guide

Spring 2022

Guidelines specific to Art and Design

The new National Curriculum for 2014 sets out why we teach Art and Design in schools:

“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.”

Strands of Art and Design

Art and design has two main strands: **substantive** and **disciplinary** knowledge.

Substantive knowledge comprises of **practical knowledge** which is the knowledge that children acquire from making. The knowledge and skills are built upon over time and is a way for the children to visually communicate and create their ideas and demonstrate thought. **Theoretical** knowledge teaches the children about art and its history. The children learn that art is not one set thing and exposes the children to a range of art.

Discipline based knowledge is the knowledge that children acquire to help them understand what art is. Art is not one set thing. It covers a broad spectrum and we provide opportunities to compare methods, techniques and styles. We give the children a rich and varied diet so they can see any number of opportunities their own work can take.

Art and design teaching and learning sequence

Research- Children collect examples of art and design. This is where children are exposed to a range of artists, craftspeople and designers. They make observations in any form that they would like. They draw, photograph, collect pieces of fabric, pictures from magazines or even bits of text/vocabulary that inspire them and link to what they are learning about. This is usually collected in their sketchbooks.

Experiment- Children experiment with a range of processes. This part can be done at the same time as research and runs in conjunction with it. It is a fundamental part of learning in art and is where they develop their craft.

Design- The children now have a wealth of information at their disposal linked to their overarching topic. This is the time to look back at what they have learnt and collected and decide what they want to include in their final piece. They explore composition, colour, materials and application.

Make- The children make use of previous work within their sketchbook at this stage of learning. It contains the tools they need to create their vision.

Evaluate- Evaluation is an integral part of every art and design lesson. They evaluate others designs, the process they have chosen, tools used, final design.

Vocabulary

Mastering relevant vocabulary is a key part of learning to be an artist and designer. Katherine Semar has an agreed vocabulary progression to support the children's' primary school journey. Art and Design teaching should seek to revisit and embed this vocabulary so that children are able to confidently to use it appropriately.

Revisiting prior learning

Our art and design progression is specifically designed to build upon the art and design learning from previous years. This will involve both substantive knowledge and disciplinary knowledge. OFSTED is explicit in its requirement that content is revisited in subsequent year groups to support the introduction of new, more complex knowledge, 'emphasising how it is interconnected to facilitate the building of strong schema and allowing the children to retain more information.'

Cross-curricular Links

Best practice in art and design will develop skills within other areas of the curriculum: English, Maths, geography and history and PSHE.

Focused areas identified from previous monitoring:

- We are focusing on the structure of units of work and using sketchbooks throughout the learning process.
- We reflected on the progression within year groups and each topic to ensure both knowledge and skills are built upon. From this, training was delivered on the structure the unit should follow as a learning sequence.
- Continue to embed the vocabulary progression for art.
- We concluded that the experimentation held more value to the children's learning so are creating more opportunities for this stage.