



Hazeldown  
Primary School

# 1 minute guide

## Art and Design

Art and Design aims to help pupils to gain an overall appreciation of art and how it can embody some of the highest forms of human creativity.

### What does effective Art and Design look like?

#### The Art and Design Curriculum

Art and Design exposes children to a range of vital skills needed to achieve mastery. These skills should be taught to ensure children are striving to produce quality Art and Design pieces.

Children must:

- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Produce creative work, exploring their ideas and recording their experiences.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

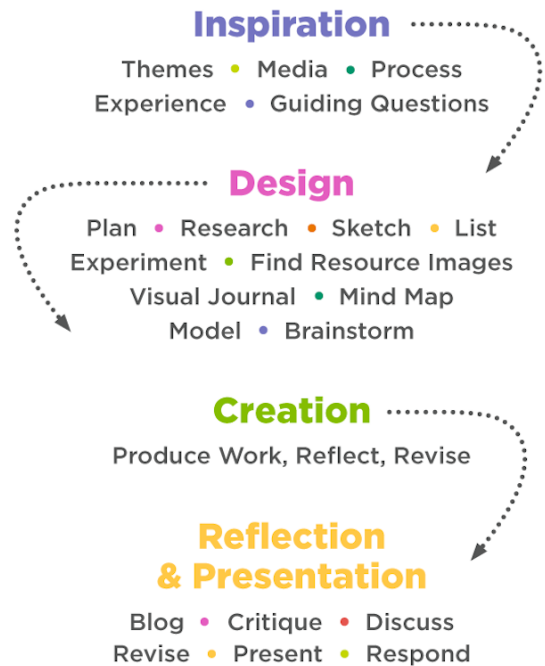
As art teachers, we want our students to be capable and confident creative thinkers. We recognise, admire, and respect the ability of the artists we love to make art that's fundamentally their own. We know it's important to guide our students toward developing the skill set needed to do the same. Therefore we use the 'Effective Art Teaching Model'.

Exemplar of the Effective Art Teaching Model can be found here:



Effective Art Teaching Model

Effective Art Teaching Model example:



## Teaching Model

### Inspiration, Design, Creation and Reflection

All teaching of Art and Design should encompass the inspiration, design, create and reflect model. Each of these stages should be seen as essential.

**Inspiration** – Look for inspiration and use this to start the creative process.

**Design** - Design and plan an outcome. Create a sketch or starting point of the outcome. Ensure that any plans are accurate.

**Create** - Create an outcome following the plan.

**Reflect** – Reflect on your the outcome. Look at areas you are pleased with and areas to make even better.

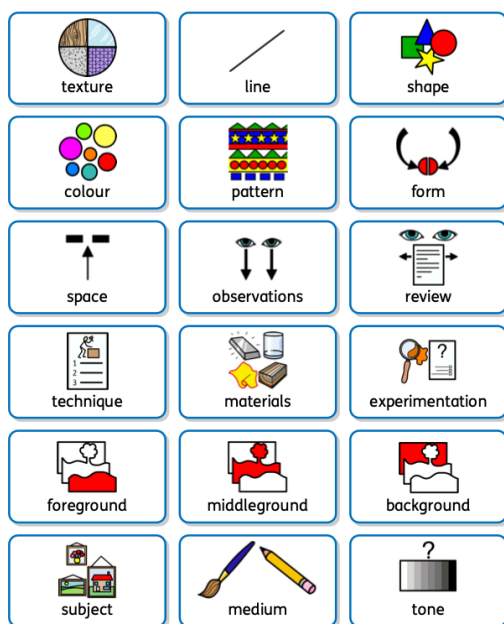
In the inspiration stage, children look for inspiration in others work and the world around them. The design stage is also important and children must sketch and plan their outcomes. The create stage enables children to create using their plan. The reflection stage can be carried out throughout the process but is also effective when used after an end product is created.

For specific skills see the National Curriculum: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239018/PRIMARY\\_national\\_curriculum\\_-\\_Art\\_and\\_design.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf)

## The 5 Cognitive Functions

Eisner (2002) argues that there are **five cognitive functions that the arts afford us**: the opportunity to really notice the world around us; the chance to engage our imagination by 'liberating us from the literal'; an ability to 'tolerate ambiguity' and promote subjectivity; a chance to inspect our own ideas as art is created; and the opportunity to 'discover our emotional selves'.

We have created a vocabulary bank to support children in using specific artistic vocabulary. This can be found in **Staff Resources -> Subject Leadership -> Individual subject folders -> Art and Design -> 2023-2024 -> Resources.**



## Outstanding Art and Design will...

- Provide children with a broadened art curriculum provision to promote greater inclusion.
- Children have opportunities to explore different artistic skills.
- Teachers provide children with variety of different resources and media to explore.
- Be progressive and build on earlier learning.
- Use technical language and subject-specific terms.
- Enable children to have artistic freedom.
- Ensure Art and Design taught is relevant by linking outcomes and processes to pupils' interests, establishing real contexts for their work.
- All finished designs should be completed to a high standard, with children able to articulate their artistic process.

## Key Vocabulary ...

- **Line:** A line is a mark made on a surface that joins different points.
- **Texture:** refers to the surface quality in a work of art.
- **Shape:** is a flat area surrounded by edges or an outline.
- **Colour:** is the element of art that is produced when light, striking an object, is reflected back to the eye.
- **Pattern:** is a design in which lines, shapes, forms or colours are repeated.
- **Form:** it can refer to the overall form taken by the work – its physical nature; or within a work of art it can refer to the element of shape among the various elements that make up a work.
- **Space:** in a work of art refers to a feeling of depth or three dimensions.
- **Observations:** Observational art is easily **defined** as drawing or painting from life
- **Materials:** Artists choose materials because of their qualities.
- **Technique:** the manner and ability with which an artist employs a skill.
- **Materials:** What the artist uses to create art in any combination.
- **Foreground:** The part of an artwork that seems closest to the person looking at it.
- **Middle ground:** The space occurring between the foreground and background.
- **Background:** The part of an artwork that seems furthest from the person looking at it.
- **Subject:** The objects shown in an artwork.
- **Medium:** The materials an artwork is made from.
- **Tone:** How light or dark something is.

## How to ensure challenge in Art and Design...

- Ensure children are using extended periods of time to develop stamina in drawing/sketching and artistic techniques.
- Children need to reflect on the assessment objectives.
- Children need to develop the skill of observing objects or environments, accurately capturing the shape, textures and light involved.
- When children discuss their artwork, they need to use precise, artistic language to showcase their in-depth understanding.

## Continued Professional Development

