



Art

More than a set of skills...
an experience



Why teach Art?

Art is one way, a key way, to develop creativity.

Creativity is part of humanity.

Art is a unique trait of humanity.

Art is an exploratory medium and develops independence.

Art develops creative and critical thinking and making skills.

Art brings together hands, heart and head.

Skills and knowledge

+

Exposure to artists

+

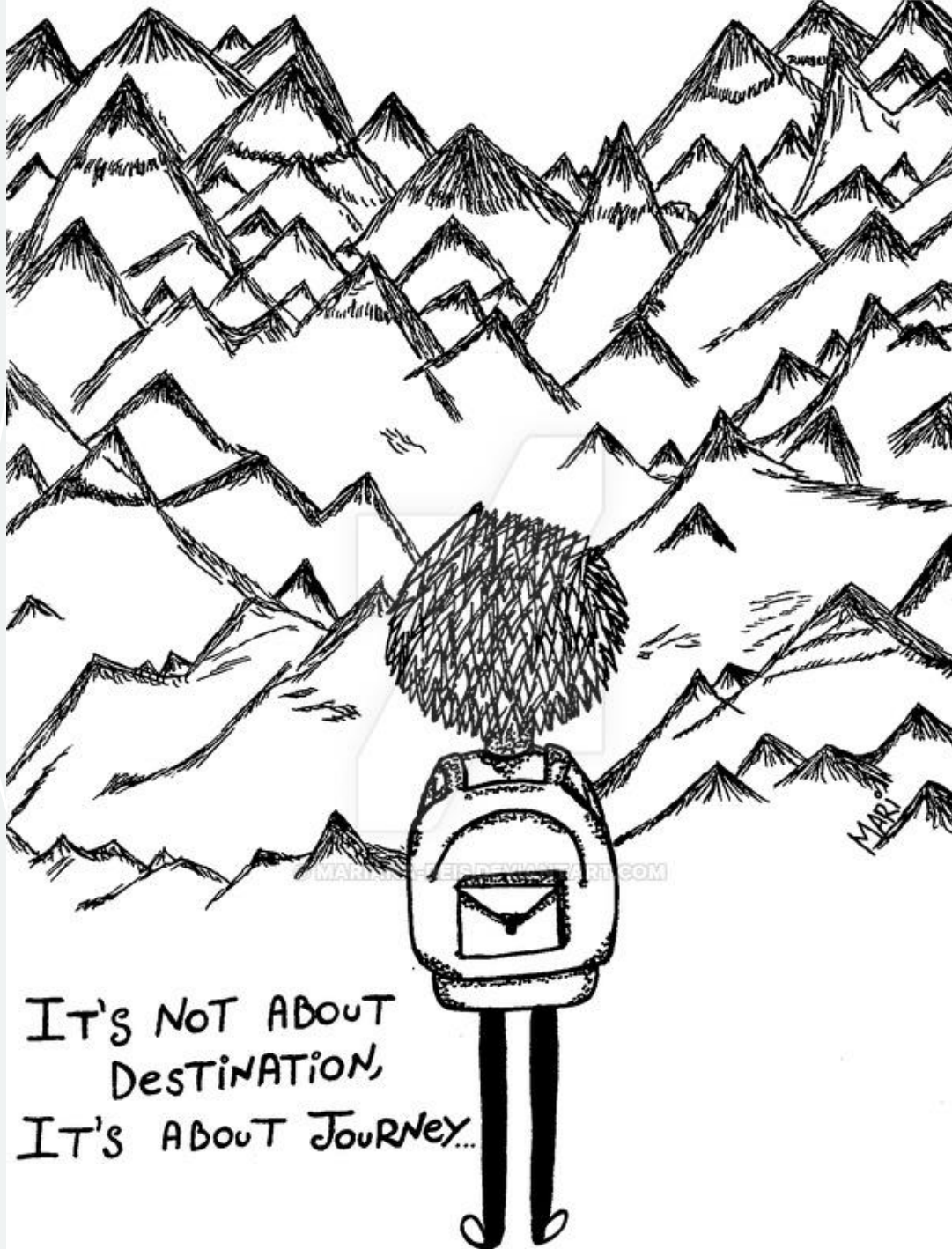
Exploration and
experimentation

+

Opportunity for personal
response

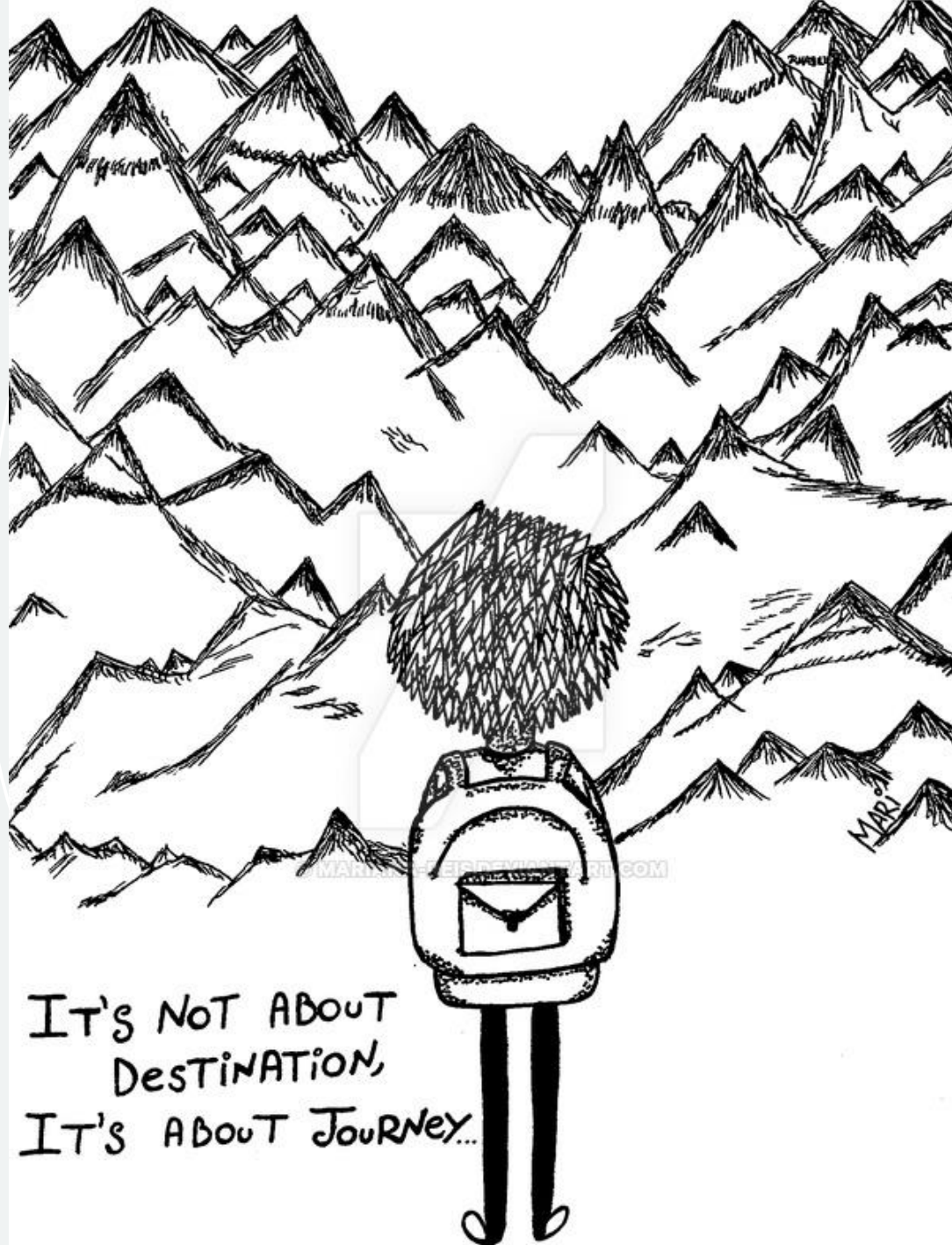


FINDING BALANCE



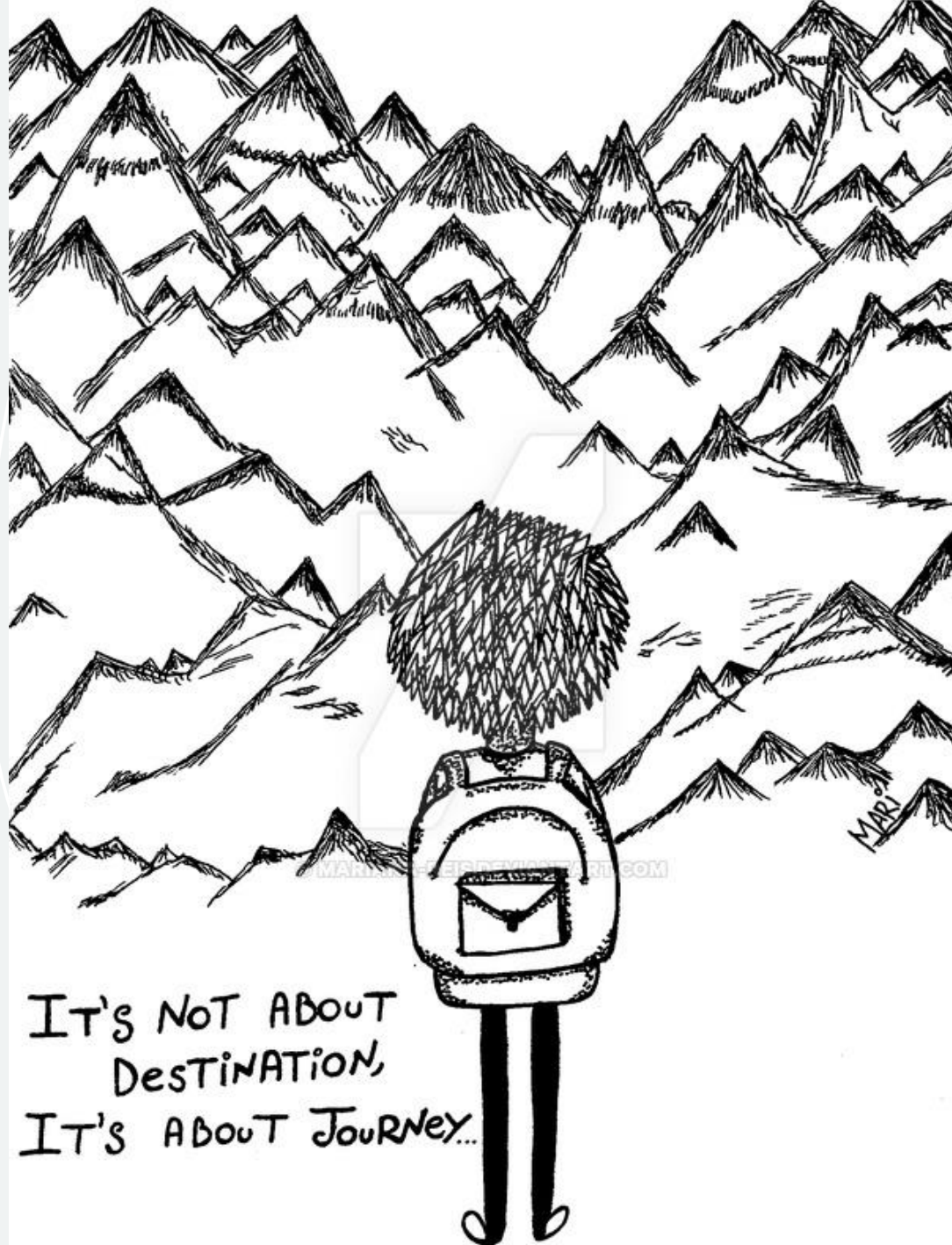
We need a journey that:

- Builds on previous experience (but isn't reliant on it)
- Allows for the development of each child as an individual
- Provides a safe structure through which ALL teachers feel able to facilitate learning
- Promotes creative risk-taking and willingness to experiment
- Encourages self-discovery and re-invention
- Develops creative and critical thinking skills
- Leaves room for adaptation and flexibility in response to our children/school



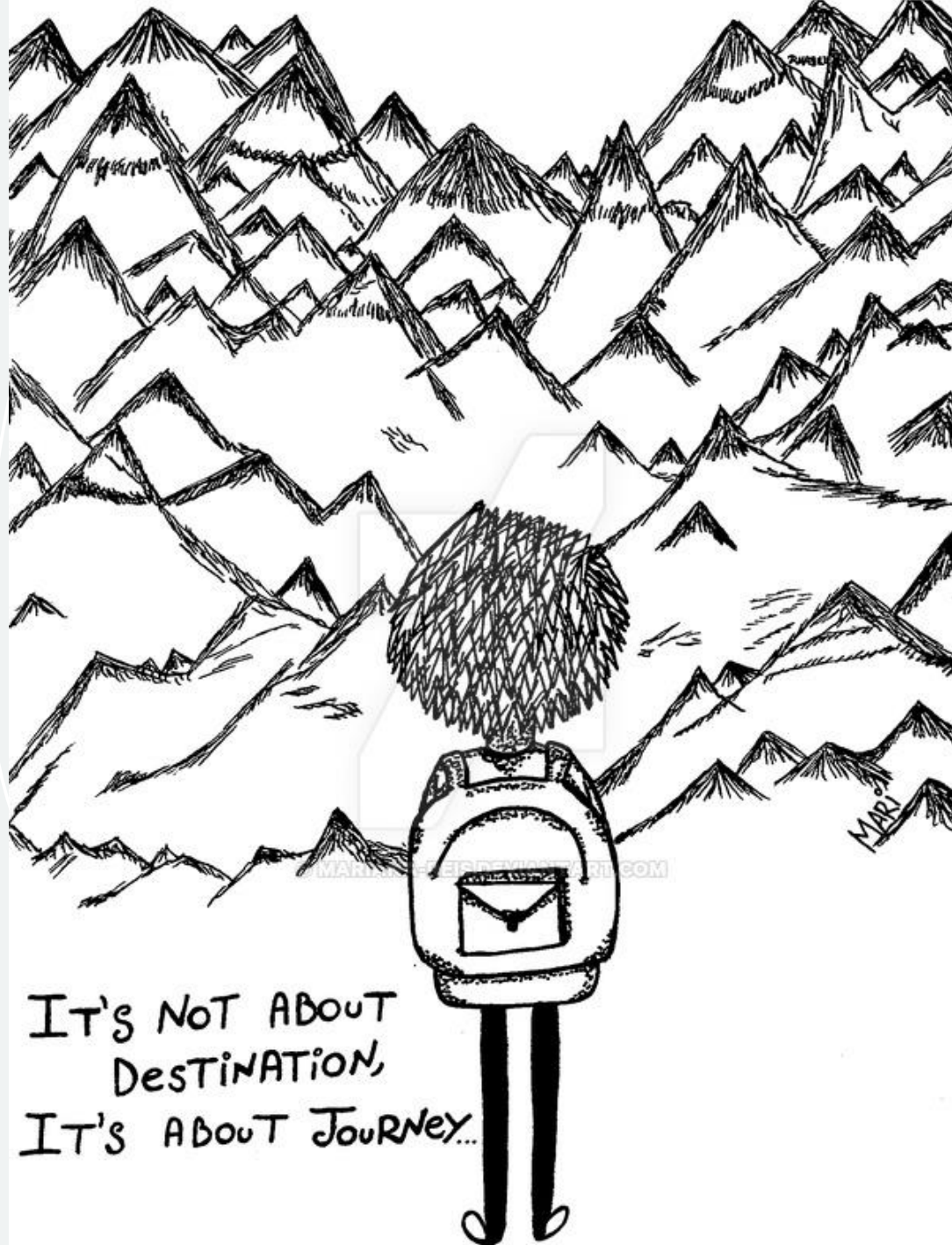
A journey that broadens the horizons – widening what we share with children by removing the limitations of any tight, preconceived ideas of approach, activities, artists, anticipated finished result – a journey that is truly inclusive.

A journey that allows all children to find an aspect of the visual arts that resonates with them by the time they leave our school.



My intention: to create a new art progression that linked the skills, activities and other resources already offered on Access Art with opportunities to explore artists – the bit that was missing.

A new 'curriculum' will be available from May 2022 that does this! This is a curriculum plan that combines pedagogy and activity-based resources with external links to websites which explore artists and themes.



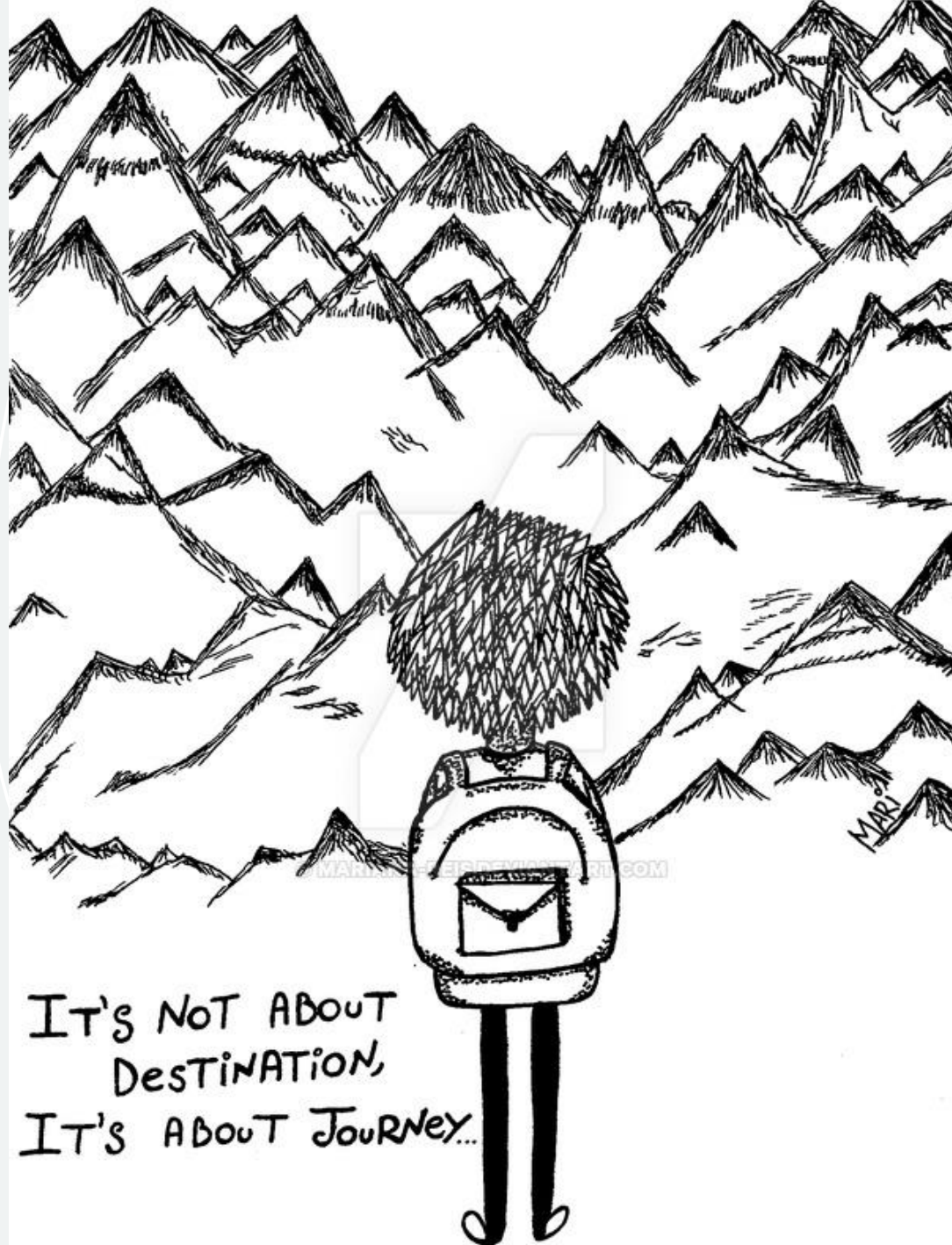
This new curriculum is designed to encourage children to **explore**, **question** and **make**.

Every year is split into 6 half term pathways, 3 to be used alternately with DT, or anywhere inbetween.

Broadly these follow this pattern:

- Drawing and Sketchbooks
- Printmaking and Collage
- Making
- Paint and Surface
- Making
- Collaborate and Celebrate

This provides a rhythm leading to energy and momentum but the order can be changed, allowing KS1 to explore in response to children as with other subjects.



There are therefore 36 pathways available, which provide structure and resources for teachers.

Each pathway tells the story, essentially forming a journey through a unit for both staff and pupils.

This could be, for example:

A warm up: exploration of artists' work: activities: crit/reflection,

Exploration of artists' work: exploration of materials: activities: crit/reflection ,

A challenge or brief: exploration of artists' work: activities: crit/reflection etc.

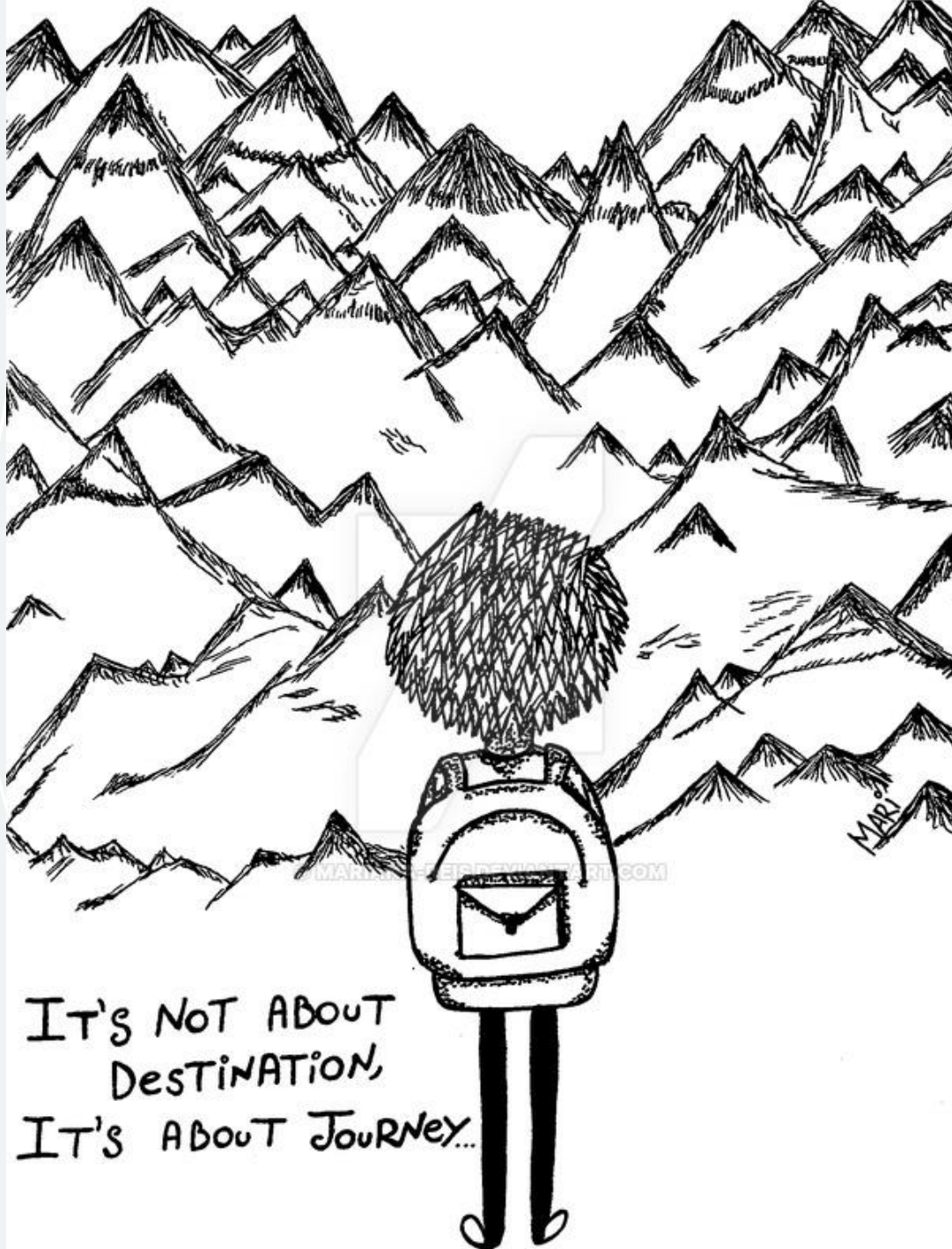
Every pathway includes exploration of art from more than one artist to ensure children are given opportunity to:

Look at the work of the 'great artists' in a different way

Explore the work of new artists

Have exposure to the work of a range of artists

Can explore juxtaposition, promoting conversations with children.



As a matter of good practice, pathways:

- Embed drawing & sketchbooks throughout
- Put the child's experience of the activities at the centre.
- Encourage ownership of teaching and learning to the teachers and pupils, enabling personalized adaptation of the pathways leading to unique outcomes.

Teaching Notes

Making Is Hard.mp4
from AccessArt



Watch the video above or [visit the "Making is Hard" resource here](#) to develop your understanding as a teacher.

Watch the Design Through Making animation (coming soon).

Time

This pathway takes 6 weeks, with an hour per week. Shorten or lengthen the suggested pathway according to time and experience.

Curriculum Links

There are opportunities to tie the projects into a variety of curriculum areas, in particular in Science where you can look at properties of materials and natural forms – just

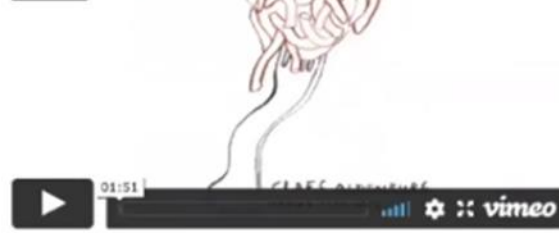
Playful Making Pathway

Week 1. Introduce the idea of "Sculpture"



[What Is Sculpture?](#)

What Is Sculpture.mp4
from AccessArt



Use the [What Is Sculpture? resource](#) to introduce children to the idea that when we make art in 3 dimensions it is often called Sculpture.

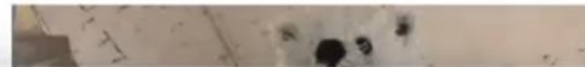
Talk



[Enable Children to Be Curious & Articulate](#)

Use the animation above as a starting point to talk about Sculpture made by Sculptors.

Use the artworks and questions on the [Talking Points: Introduction to Sculpture resource](#) to help children explore sculpture made by other artists.



Documents provide:

- Discipline
- Key Concepts – suggested
- Theme
- Medium
- Artists – more than one – good practice
- Teaching Notes: Video, Time, Curriculum Links, Child-perspective end points (assisting with assessment – art is more than just technical skills though)
- A pathway for children, broken into weekly lessons: intro, task, talking points and questions, work for sketchbooks – all adaptable, making suggestions