

Being a Champion Artist: an approach to Art at Filton Avenue Primary



Intent

What is the point of Being an Artist?

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.

The aims of being an Artist are:



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

Where does it come from?

Being an Artist is integrated into our curriculum through Curious-city. An enquiry-led, local learning approach to the National Curriculum 2014. This approach recognises that the cognitive maturity of learners affects what and how they learn. It also encourages teachers to think of how they encourage learners to be an Artist instead of simply teaching them Art.

Within a Curious-city curriculum, there is no 'skills or knowledge' debate. It is seamless blend of both, and through every enquiry, learners are challenged to work independently to prove their understanding of Being an Artist.

Implementation

What does being a lead Artist entail?

- Provide encouragement and ideas to staff across the school. Know when Artist enquiries are happening and speak with the relevant year groups.
- Ensure visits and experiences are carried out and provide support regarding this.
- Monitor content, progression and enquiries and be mindful of coverage 'v' skill acquisition.
- Support with the development of skills and knowledge progressions.
- Lead staff training sessions.
- Drive the development of being an Artist, sharing best practice.
- Evaluate being an Artist and complete a Deep Dive analysis.
- Ensure enquiry planning and floor books (or alternative evidence) are sufficient to effectively represent the state of being you lead.
- Lead a group of children to be "Champions" for the subject and use this group to gather different voices across the school.
- With the State of Being Champions, create an annual newsletter for your state of being, which is sent to families and shared on our website and other social media channels. This should celebrate learning, create aspiration and centre children in current affairs for that state of being.
- Working closely with these Champions, have a strong focus on developing pupil voice, ensuring our pupils know their thoughts are valued and providing evidence of the positive impact of our curriculum.
- Lead being an Artist in line with the school improvement plan and curriculum action plan so that you are sensitive to, and understand how, whole school improvement has to be considered strategically in order to have the best effect and not overwhelm staff.

What is 'covered'?

Essentially, a Curious-city curriculum uses the National Curriculum 2014 areas as a basic foundation of entitlement. However Curious-city is much more than that. It is localised, real-life and challenges learners to apply their learning in unique ways without the support of adults to prove what they have learnt. Local companies, charities, organisations, individuals and objects are used as foci to enhance and instill a sense of curiosity, pride and stewardship.

Impact

How is Being an Artist monitored and assessed?

Every term, *Being Champions* meet as a team (the Enquiry hub) to discuss and share what they are seeing and hearing and, working as a team, help to review the school's curriculum and contribute to the Enquiry action plan.

Twice a year, Being Champions work with the Enquiry leads to review floor books and enquiry books to ensure coverage and progress across the school for their state of being.

As there is no requirement to formally report attainment of Art, Being an Artist is assessed through monitoring how a learner responds to enquiries and whether they show a particular enthusiasm and disposition towards it, or, if they constantly needed support in order to access it. This information is recorded on the Enquiry crib sheets which are kept and used for report writing towards the end of the year. These are then passed on to the next teacher to use to support future learning.

KS1	Y1							Y2										
Art and design	What is my hat made of?	Where is my school?	How do we move around?	Who helps who?	What changes around me?	What am I?	What do artists do?	What grows near me?	How could we play in different ways?	What might I do in the future?	What could my classroom be made-of?	How do we live a healthy life?	How can we help?	What did Brunel do for Great Britain?	How are schools the same?	How do plants grow near me?	What is home?	How will we get around in the future?
use a range of materials creatively to design and make products																		
use drawing, painting and sculpture to develop and share their ideas, experiences and imagination																		
develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space																		
be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work																		

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Light Blue indicates objectives are enhancing

Dark Blue indicates objective as lead state of being

KS2	Y3			Y4			Y5			Y6																				
Art and design	Where does the darkness come from?	How can we find out about people in the past?	What is underneath our feet?	Why did people travel in the past?	How can you feel the force?	How do plants die?	What is the difference between surviving and being healthy?	What is the difference between noise and sound?	Why are more people becoming vegetarian?	Why do we live here?	What is creativity?	What should you flush down the loo?	Who has stood here before us?	How can we switch off?	Where does our water come from?	What does the Earth look like from the Solar System?	How can you show what you believe in?	Where is our twin?	How can science help the homeless?	Who is trading with whom?	What makes a good performance, great?	How are you helping to save our planet?	What do forces actually do?	How are lives saved?	Who were the greater engineers?	Linnaeus and Darwin - how are they connected?	Where does our food really come from?	How do we all live together?	Why are shadows important?	How big is your footprint?
create sketch books to record their observations and use them to review and revisit ideas																														
improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]																														
be taught about great artists, architects and designers in history																														

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