


Reach for the Stars


Art Intent:

At Oakridge our aim is for every child to see themselves as an artist, giving them opportunities to develop their creativity and individual expression by engaging in a wide and diverse range of art forms. Developing a clear understanding and appreciation of how art contributes to cultures and the world around them.



Art Curriculum Drivers:

Key Driver	Promoting	Rationale and Evidence
<p>Developing lifelong learners</p>	<p>Metacognition through the canopy of The Oakridge Way</p> 	<ul style="list-style-type: none"> <p>Resilient: Children are encouraged not to give up often referring to 'Austin's Butterfly' and how many times he tried to get the shape right. encouraged that mistakes are learning opportunities.</p> <p>Reflective: children can make ongoing reflections based on success criteria Children understand that mistakes are learning opportunities to improve work Children use self, peer and teacher feedback to improve their outcomes.</p> <p>Resourceful: Transferring knowledge from other subjects to art e.g History- Ancient Egyptians Y3/4, Science – Seasons Y1 Making choices about appropriate tools and media to create the most effective outcome. Children are given opportunities to use their imagination– Dragons Y1, Colour and Mood Y5, Fish Y6. Children are given opportunities to work in a team on projects-Bridget Riley Y3, Environmental Art Y5, PortraitsY2.</p> <p>Reciprocal: Children can look at other children's art work and respond in a respectful way – feedback walkarounds Children can mag-pie ideas from artists introduced and use them to inspire my work – Romero Britto – Y5, Yinka Shonibare Y5, Hundertwasser Y4. Children can respond to artworks using critical thinking and opinion.</p>

	<p>Unique discipline in each subject</p>	<p>Develop artists who can</p> <ul style="list-style-type: none"> • 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 • know 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.
	<p>Secure fundamental basic skills in Reading Writing and Maths</p>	<ul style="list-style-type: none"> • Written sources require children to use their reading skills to understand its message. • Children are encouraged to read non-fiction texts to develop their finger-tip knowledge in art and linked curriculum subjects.
Key Driver	Promoting	Rationale and Evidence
Enrichment	<p>Education visits, visitors, theme days, after school clubs, paired year group work</p>	<ul style="list-style-type: none"> • Each art unit has relevant enrichment chosen to maximize children's learning through gallery visits, environmental visits and visiting artists • Children interact with experts at art galleries and the environment passing on a love of art and a greater understanding of its place in history and society. • Children are inspired by real works of art in galleries and the environment giving them the opportunity to see first hand the scale, colour, texture and true impact of a piece. • Children are inspired by the enrichment they experience and are then able to use this to create higher level outcomes. • No trip is too ambitious e.g. Ireland, Tate Liverpool, The Lowry Manchester, Stonehenge. • Children exposed to museums and worlds they otherwise would not have been via their parents
Key Driver	Promoting	Rationale and Evidence
Making a positive contribution	<p>The roots of 'The Oakridge Way'</p>  <p>The logo consists of a stylized tree with a thick trunk and many roots. Above the tree, the text 'Reaching for the Stars' is written in a curved font. Inside the canopy of the tree, the words 'RESOURCEFUL', 'RECIPROCAL', 'RESILIENT', and 'REFLECTIVE' are listed. Below the tree, the words 'KINDNESS', 'GOOD MANNERS', 'TRUSTWORTHY', and 'RESPECTFUL' are listed. At the bottom, a banner contains the word 'OAKRIDGE'.</p>	<ul style="list-style-type: none"> • When discussing Art topics explicit references are made to the roots of the tree and whether they/the artists being studied have shown those values e.g. Yinka Shonibare and the prejudices and difficulties experienced due to his colour and disability. • Hundertwasser and his desire to make the world a better place. • Showing the values when appreciating each other's work during walk arounds and peer evaluations.

	<p>British Values</p>	<ul style="list-style-type: none"> • Mutual Respect and Tolerance Children become culturally rich in the art history of Britain and other continents. Children start to understand the chronology of art and how humanity has become more tolerant of the British Values. Units are built into the curriculum to ensure that a range of different cultures are represented, these are taken from a range of different periods in history from prehistoric to modern day. Within these units consideration is made to ensure there is representation from different gender, different race and the able and disabled. e.g. Romero Britto – Brazil, Yinka Shonibare – Nigeria/Physically Impaired, Clarice Cliff – Female Children discuss British Values when talking about the lives of the artists and their own individual struggles, achievements and the messages they send out through their work • Individual Liberty In art and design, the children are given the opportunity to express individuality through a variety of projects. We are given regular opportunities to make our own decisions and choices. The children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs, use of tools and media. • Rule of Law We understand the school rules and guidelines and recognise their importance in keeping ourselves and our peers safe. During projects and activities, we access our tools and materials making sure we are following class rules. We know and understand the consequences of not following these rules • Democracy In art and design we ensure that we are aware of and consider the views and values of others, particularly when working collaboratively
	<p>Healthy Relationships</p>	<ul style="list-style-type: none"> • Children are encouraged to show respect when critiquing other children’s pieces of art work
<p>Key Driver</p>	<p>Promoting</p>	<p>Rationale and Evidence</p>
<p>Developing character</p>	<p>Resilience</p>	<ul style="list-style-type: none"> • Children are encouraged to understand that in order to make progress they will make mistakes and it is important to reflect and show resilience in order to move their learning to the next level. • Children are exposed to artists who themselves have shown resilience in many different ways which act as a positive role model.

	<p>Independence</p>	<ul style="list-style-type: none"> • Children are encouraged to be original with their work by celebrating and sharing originality. • Children are encouraged to bring in examples of work they have completed at home that they are proud of. These are shared with the class
	<p>A celebration of effort and hard work</p>	<ul style="list-style-type: none"> • There are a large number of display boards throughout the school that celebrate the work of all children. • Subject specific golden books are given out for art. • Children are rewarded for excellent outcomes and/or progress through Headteacher/ Deputy Headteacher awards, positive notes, Twitter posts, house points.