

Art at Meadows First School (Vision and Intent)

The 5 principles of our curriculum are: **Unique Child, Positive Relationships, Key Knowledge & Skills, Love of Learning, Global Citizens** We embed these 5 principles within our **Art Curriculum** as follows:

KEY KNOWLEDGE & SKILLS: We equip children with the Art skills, vocabulary and knowledge necessary for the next stage of their learning journey.

Practical, theoretical, disciplinary

Practical: Knowledge and skills are built and ensure progress in Art across the school and to commit learning to long term memory. They will develop skills in media and materials and techniques: (knowing how to use pencils for shading, wire, paint etc) as well as the formal elements of line, tone, shape, space, colour, form pattern texture They will study drawing painting and sculpture as well as printing, collage and other domains.

Theoretical: they will be taught about a range of artists; making connections with their art

Disciplinary: Vocabulary development is crucial and being able to express ideas about what is art? They will compare artists and genres across themes, and enjoy talking about their art work and about great artists they have studied.

POSITIVE RELATIONSHIPS: The Art curriculum at Meadows supports the development of positive, respectful relationships. We encourage children to work together in Art, supporting and encouraging each other, as well as reflecting on their work. We enable parents to support their children by involving them in their education and inviting them into school: eg: during **arts week** parents are invited to join in with the BIG DRAW alongside their children and this is then celebrated in our whole school assembly. Themed weeks such as the 'toy museum' in Year 1—where children do observational drawings of toys old and new to display in their class museum which is open to parents and carers.

Life in 21st Century Britain can be busy and stressful and by allowing children time to be immersed in art and explore the richness of the world around them can aid wellbeing and reduce stress – as well as spending time in the wellbeing garden

We know how to keep ourselves safe in Art, using equipment carefully and safely.

LOVE OF LEARNING: Our theme-based, literature rich curriculum embeds deep learning, ignites curiosity and broadens our children's awareness of cultural capital in Art. Our ambitious curriculum enables children to demonstrate:

FLUENCY EXPERIMENTATION AUTHENTICITY

Fluency: Children develop fluency in their use of techniques and media. They demonstrate automaticity in drawing, painting and sculpture.

Experimentation: They have fun exploring, trying out ideas and then making informed choices about methods to use.

Authenticity: We want children to develop a thirst for learning by using memorable and purposeful learning experiences. For example, local artists have worked with children to develop ideas and projects in the community such as producing lanterns for the Bromsgrove Light Festival. All children have the opportunity to have their work exhibited in the community (Voice and visions at Worcester Cathedral)

GLOBAL CITIZENS: We want our children to use the vibrancy of our great country, to learn from other cultures, respect diversity, and appreciate great achievements. We provide a strong SMSC curriculum, with **British Values, Rights Respecting** and our core values placed at the heart of everything we do. eg. A professional paper sculptor worked with children to produce art panels on the articles of children's Rights.

We want children to feel empowered to make a difference and affect changes as **global citizens** to their community and the world in which they live. eg children design posters for reminding us to switch off electricity and be environmentally aware and they have made a huge totem pole with a resident artist for the school's wellbeing garden. We recently worked with a printing artist to produce work for the Queen's jubilee, as well as a ceramicist producing a collaborative crown made from clay.

UNIQUE CHILD: At Meadows First School we can all become artists! We develop the holistic child, acknowledging their unique needs and ensuring all children are able to access the Art curriculum. eg we support all of our children by **scaffolding**, pre teaching vocabulary, using specific resources etc that caters for all needs. Our inclusivity ensures that all of our children will have their art work proudly displayed around the school and each year the whole school comes together to create a large-scale collaborative art work with an artist in residence.

Children use Meadows Mouse to develop lifelong learning habits to be;

Enthusiastic: to have a go and experience a range of materials and medium and to talk enthusiastically about their art.

Determined: We encourage a growth mindset, with high expectations, so children are proud to share and talk about their art work.

Focused: We want them to have no ceiling to their achievements and to grow up wanting to be illustrators, graphic designers, artists or printmakers!

Organised: We aim for our children to be independent and confident to use equipment safely as well as selecting the right equipment for the right piece of work.

We are proud of what we can achieve!

Love of Learning

key knowledge & skills



Global citizens

Positive Relationships

Unique child

ART		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Y N	To learn 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.	Marvellous Me	Celebrations	Machines!	Wonderful World Nature	wonderful World People	Fantasy Fun	
		drawing -Line & pattern –owl babies / feathers/ faces Draw with increased complexity detail, eg a face with a circle Explore different materials freely, develop ideas to use them, what to make.	paint (texture & colour-printing) Show different emotions in their drawings/paint, like happiness, sadness, fear etc. / Explore colour and colour-mixing.	Other - weaving & textiles – collage Explore different materials freely, develop ideas to use them, what to make/ explore different textures.	Other – Form, pattern – inc digital art Develop their own ideas deciding which materials to use to express them.	drawing line - Use drawing to represent ideas Draw with increased complexity detail, eg a face with a circle	Other -printing collage -shape form space Simple clay/ plasticine	
		John Ruskin/ Picasso	Pollack/ Van Gogh	Michael Brennan Wood	Goldsworthy	Art from other cultures/ differences	Drawing – observational observational art from nature David Measures – observational artists Lucy Arnold	
Y R		Marvellous Me	Marvellous me 2	Around the world & beyond	Around the world	All creatures great & small	Once upon a tale	
		drawing / paint	Paint – sunflowers	Other - Line & pattern –printing Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	paint -colour texture – printing know names of primary colours Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Colour –Painting mixing	Sculpture form shape space giant bugs Explore, use and refine a variety of artistic effects to express their ideas and feelings.	
		Other -Collage Share their creations, explaining the process they have used.	paint colour Safely use/ explore a variety of materials, tools/techniques, experimenting with colour, design, texture, (primary colour mixing)	Chinese art/ Aboriginal	Art work based on Eric Carle	Drawing from nature	Georgia O'Keefe	
Y 1		Van Gogh	Mondrian/ Miro	Our Town, Bromsgrove	Animal Allsorts	Let's Explore Africa	Intrepid explorers	
		Making SENSE of our world Painting – colour to use painting to develop and share their ideas, experiences & imagination	Memory box Painting – colour (wheel) to use painting to develop and share their ideas, experiences & imagination	drawing Line, pattern digital art	Other Texture/ Collage to develop a wide range of art design techniques in using colour, pattern, texture, line, shape, form &space to use a range of materials creatively to design make products	Sculpture – making tribal masks sculpture Shape Form space to use sculpture to share their ideas, experiences & imagination	Drawing – observational masks	
		PICASSO	KANDINSKY	LOWRY	Matisse	African tribal art & recap PICASSO		
Y 2		Beside the Seaside	Queens	Around the World (continents)	Castles	Hot & Cold countries	The great Fire of London	
		to use drawing painting and sculpture to develop &share their ideas, experiences & imagination & to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space						
		Sculpture- SHAPE SPACE & FORM	Drawing – portraits	drawing line (observational)	Drawing Shapes & line –	Paint colour pattern		
Y 3	Pupils should be taught about great artists, architects and designers in history. They should also know how art and design both reflect and shape our history & contribute to the culture, creativity	Other – collage - fish	Paint / colour revisit colour wheel primary/ secondary and mixing	Print – fruit (other)	Other abstract art/ Collage (castles)	Other (weaving / textiles)		
		Calder	Andy Warhol (Queen)	Cezanne	Klee	Kaffee Fassett		
		Stone Age to Iron Age	Village settlers	Egyptians	Our local Area	Roman Britain	Our European neighbour	
Y 4		Drawing & line (stone age)	3D form /shape -sculpture/ tone /text	painting – Colour wheel	Drawing Line: observational fossils	sculpture – clay (form & shape)		
		Painting (Kahlo)	to improve their mastery of art and design techniques, including drawing sculpture and painting with a range of materials					
		Frida Kahlo	Frink	Klimt	Blossfeldt (sketchbook)	Roman Art		
Y 4		Anglo Saxons	From Source to Sea	Rainforests	The Tudors	Crime & Punishment/ Moving On		
		Drawing & line to create sketch books to record their observations and use them to revisit ideas sketchbook	Painting: colour pattern and texture	Texture/ collage and mixed media : revisit colour wheel Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft &design.	Painting – colour royal paintings to improve their mastery of art and design techniques, including painting with a range of materials	Sculpture: 3d form & shape - to improve their mastery of art and design techniques, including drawing and sculpture with a range of materials	Drawing & line: to create sketch books to record their observations and use them to review and revisit ideas	
		Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Artists: Lindisfarne Gospels	Artists: William Morris	Rousseau Sketchbook	great royalist paintings (Tudors) Holbein	Artists: Calder/ Henry Moore/ Anthony Gormley	

ART Skills & Knowledge progression through school from Nursery to year 4

	EYFS	Year 1	Year 2	Year 3	Year 4
Generic skills/ knowledge	<p>Can they describe what they can see and like in the work of another artist/craft maker/designer?</p> <p>Can they say what they liked about their artwork or what they did well?</p> <p>Can they develop their own ideas through selecting and using materials?</p> <p>Can they find out about how media and materials can be combined and changed?</p> <p>Can they talk about the ideas and process which have led them to make their designs or images?</p> <p>Can they talk about the features of their own and others' work, recognising the differences between themselves/ others?</p> <p>Can they begin to explore the work of other artists/ illustrators?</p> <p>Begin to explore and experiment with digital media (in computing)</p>	<p>Can they express their feelings through drawing? Can they create moods in their drawings?</p> <p>Can they interpret an object through drawing?</p> <p>Through their explorations, can they find out and make decisions about how media and materials can be combined and changed?</p> <p>Can they talk about the ideas and process which have led them to make their designs or images?</p> <p>Can they talk about the features of their own and others' work, recognising the differences between them and the strengths of others?</p> <p>Can they explore the work of other artists/ craftspeople?</p> <p>Explore and experiment with digital media. (in computing)</p>	<p>Record and explore ideas from first hand observations</p> <p>Ask and answer questions about the starting points for their work</p> <p>Develop their ideas – try things out, change their minds</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work</p> <p>Begin to use digital media to manipulate and explore forms of art. (in computing)</p>	<p>Select and record from first hand observation, experience and imagination. Using a sketchbook to experiment and explore ideas and textures, tones and lines, shape and space and form.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Use digital media to explore and research art</p>	<p>Use a sketchbook to explore and collect mood boards/ collage and techniques to help them in their work. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Use digital media to explore and research art</p>
Drawing	<p>Can they use different pens/ crayons/ tools to mark make?</p> <p>Can they express their feelings through drawing?</p> <p>Can they create moods in their drawings?</p> <p>Can they draw controlled lines and use the skill to make different shapes</p> <p>Can they interpret an object through drawing? Can they draw from real life using observation as well as imagination?</p> <p>Can they begin to develop an understanding of LINE through mark making</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>Line: Name, match and draw lines/marks from observations. Use different media such as Charcoal/ HB pencils/ wax crayons/ pastels/oil pastels/ pens</p> <p>Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media.</p> <p>Look carefully at objects to draw them from what they see rather than imagination</p> <p>Shape</p> <p>Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.</p> <p>Tone</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p> <p>Pattern & Texture</p> <p>Investigate textures by describing, naming, rubbing, copying.</p>	<p>Continuing to apply and develop skills introduced in Year 1– all skills are learned and practised over long periods...</p> <p>Drawing from observation as well as imagination.</p> <p>Explore mark-making with the following media (explore papers) pencils /Charcoal /Wax crayons ^[1]_[2] Dry pastels^[1]_[2]/Oil pastels ^[1]_[2] Coloured pencils</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Explore clear lines and smudged lines with charcoal. Make tones of grey.</p> <p>Explore space in drawings – positioning objects:- above, below, next to, in front of and behind. Begin to develop overlapping objects to show 'in front' and 'behind'.</p> <p>Explore mixed media drawings eg charcoal and dry pastels; pencil and water colours. ^[1]_[2]</p>	<p>Use sketchbooks to collect and record visual information from different sources. Experiment with ways in which detail can be added to drawings.</p> <p>Lines and pattern</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Form and Shape</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p>Tone</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Apply tone in a drawing in a simple way.</p> <p>Texture</p> <p>Create textures with a wide range of drawing implements.</p> <p>Apply a simple use of pattern and texture in a drawing</p>	<p>Use sketchbooks to collect and record visual information from different sources Continue to develop vocabulary to describe qualities of texture, tone, line, shape and movement created in mark-making experiments. Further explore the use of shading to create shadows and form Build up textures and patterns with layers of marks Explore a range of media for their contrasting expressive effects eg heavy, dense marks – delicate light marks. Make mixed media drawings using effects appropriately. Develop skills for showing space – eg 'view from a window'/ perspective in simple form as well as form and shape. (use shading)</p> <p>Use black and white pastels or charcoal and white pastel to explore tone making a sequence of greys, dark to light. Develop control with chalk and oil pastels making clear and smudged marks appropriately blending colours.</p>

<p>Painting</p>	<p>Can they experiment with a range of painting equipment? Can they select and use different tools to use? Can they paint controlled lines and use the skill to make different shapes? Can they mix colours and describe how they change? Can they name colours and make up names for new colours mixed <u>Texture</u> Create textured paint by adding sand, plaster and other materials Mark Making *Using tools to drag or scrape one colour over another, creating textures. *</p>	<p>Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Develop language to name colours eg. Yellowy green; orange red To begin with primary colours - mix with only 3 colours eg. Red, yellow, blue. Mix variations of one colour (discuss and mix cold /warm colours) <u>Texture</u> Create textured paint by adding sand, plaster, other materials. Experiment with tools and techniques e.g. layering, mixing media, scraping</p>	<p>Explore marks using a variety of brushes and tools including sponges with both thick and thin paint. Discuss effects. Mixing Paint Thin paint blends and merges. More water reduces intensity of colours. Mixing steps of thin to thick paint. Awareness that thin colours look distant, thick colours look close. (Space) Choosing and Mixing paint Further develop understanding of primary colours and mix only 3 colours eg. Red, yellow, blue. Move on to use 2 reds, 2 yellows, 2 blues, black and white. Mix variations of one colour. Discuss light/dark (tone), Look after brushes – lay them down to preserve point. Use thick or thin paint appropriate to intentions</p>	<p>Use sketchbooks to experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. <u>Colour</u> Mix colours and develop on knowledge of which primary colours make secondary colours Use more specific colour language Mix and use tints and shades Mixing tones of one colour (lightness – darkness) Use black and white for grey tones and black, white and another colour. Experiment with paints and marks on a variety of papers. Describe effects. Name different types of paint and their properties Look after brushes – lay them down to preserve point.</p>	<p>Use sketchbooks for mixing and sorting colours- ; sorting into a colour wheel. Build upon ‘primary’ ‘secondary’ ‘tertiary’ colours. Making small adjustments to colour mixes to match observations. Growing awareness of the huge diversity of colours both natural and manufactured. Developing vocabulary to describe results. Mixing tones of one colour (lightness – darkness) Use black and white for grey tones and black, white and another colour. Sort into graded sequences. Practice fine control with small pointed brushes and water colour or inks & fine brushes. Build up layers of marks, colours and textures working on a painting on several occasions. For small details mix paint with bristle brushes, apply to painting with soft /fine haired pointed brush. Control consistency of mix to avoid thin runny paint for detail work. Look after brushes – lay them down to preserve point.</p>
<p>Printing</p>	<p>Can they use different tools through printing? Can they repeat a print to make a simple pattern? Print with a range of hard and soft materials e.g. corks, pen barrels, sponges, bubble wrap Can they do simple mono printing - explore mono-print with ready mix+ squirt washing-up liquid paint on table top and wetted paper – then draw with fingers in paint, or experiment with bits of wood, rags, etc for making marks in the ink then press paper on table and take-off an image.</p>	<p>Roll printing ink over found objects to create patterns e.g. plastic mesh, Use textured wall paper to make a printing block (eg for a mask) Make rubbings to collect textures and patterns Further explore mono-print with a roller and ink and lay paper directly over the top to draw an image and reveal a print</p>	<p>Explore Pattern and shape printing with found objects/ cut vegetables Experiment with overprinting motifs and colour Create simple printing blocks with press print and 1 ink layer Make printing block by sticking thin ‘found objects’ onto card eg string, seeds, match sticks, wool etc – roll over with black ink and print onto white paper –</p>		<p>Use sketchbooks to build up layers using prior printed skills taught. Create printing blocks using a relief or impressed method and combine techniques (mono printing/ object printing Create repeating patterns using techniques from previous years Print with two colour overlays – such as screen printing (create ripped paper templates to place over your paper) (these act as a barrier) Squeeze paint onto mesh and work over screen left to right and top to bottom Remove paper and repeat onto another sheet Now create a different template and print with a different colour WASH screens!!!!!!</p>

<p>Textiles (not covered in all years)</p>	<p>Can they manipulate fabric to achieve a desired effect? (e.g. weaving, paper making)</p> <ul style="list-style-type: none"> • Can they weave a pattern? Using found objects and natural looms Create fabrics by weaving materials i.e. grass/ leaves through twigs, carrier bags on a bike wheel <p>Can they use wrapping techniques with wool and fabric – such as journey sticks</p>	<p>Match and sort fabrics for colour, texture, length, size and shape</p> <p>Change and modify fabrics by knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Apply decoration using beads, buttons, feathers etc</p> <p>Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee (tie dye)</p>	<p>Apply shapes to textiles with glue or by stitching/ v simple sewing techniques – use hessian and large needles</p> <p>Cut and shape fabric using scissors/snips</p>		<p>See DT sewing skills</p>
<p>3-D and sculpture</p>	<p>Can they use found objects to build?</p> <p>Manipulate malleable materials in a variety of ways including rolling and kneading (clay/ mod roc)</p> <p>Explore sculpture with a range of malleable media</p> <p>Explore surface texture on plasticine using found objects and tools *Roll out clay to make slabs/tiles and decorate by pressing</p>	<p>Manipulate malleable materials, e.g. papier mache/ mod roc</p> <p>Understand the safety and basic care of tools</p> <p>Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Use simple 2-D shapes to create a 3-D form</p> <p>Use papier mache to create a simple 3D object (e.g.mask)</p>	<p>Modelling Clay - Create surface patterns and textures in a malleable material</p> <p>Use other materials (for example wire) to create sculpture and form</p> <p>Create an object using clay and form shape adding patterns and texture – adding mixed media to finished art work (Fassett)</p>	<p>Plan, design and make models from observation or imagination (select materials for 3D)</p> <p>Learn how to make a thumb or pinch pot</p> <p>Use modelling tools to help shape, fix, texture pots</p> <p>Use wire to create sculpture and form</p> <p>Use (e.g Modroc) to create sculpture</p>	<p>Plan, design and make informed choices about the 3D technique chosen. Use a variety of Materials.</p> <p>Show an understanding of shape, space and form.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Create surface patterns and textures in a malleable material</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p>
<p>Collage</p>	<p>Can they cut and tear paper and card for their collages?</p> <p>colour sort materials?</p> <p>Can they build layers of materials to create an image with support?</p> <p>Use a range of materials to combine for effect</p> <p>Explore transient art with found and natural objects</p>	<p>Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour</p> <p>Fold, crumple, tear /overlap</p> <p>Work on different scales</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Mix materials and media together for effect</p>	<p>Use collage as a means of collecting ideas and information and building a visual vocabulary – develop ideas through sketchbooks</p> <p>Mix materials and media together for effect</p> <p>Create mixed media pictures using collage and paint/ pastels to create a layered effect</p>	<p>Further explore a range of collage techniques to create images and represent textures</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p> <p>Combine use of media for effect</p>

Art & Design

At Meadows First School, we believe in providing the children with rich opportunities for exploring the Visual Arts. We believe strongly that Art stimulates children's creativity and imagination by providing visual, tactile and sensory experiences and a uniquely personal way of interacting with and responding to the world.

Through the study of art children develop their understanding of colour, form, texture, pattern, line and their ability to use materials and processes to communicate ideas and feelings.



**Artsmark
Gold Award**
Awarded by Arts
Council England



Art & Design is carefully sequenced across the school, building on prior knowledge as well as making links to themes that the children cover in their year groups. E.g Reception explored colour and textiles in their theme of 'countries around the world'. They made this beautiful back drop using tie dye techniques.



We aim to explore whole school collaborative art projects with an artist in residence. Here is a huge dragon we made with a wire sculptor, Kate Risdale. All of the children participated in this giant weaving of 'Blaze' our dragon.



Children will explore their own ideas along with those of artists, craftspeople and designers. They will have the opportunity to explore the work of artists, as well as having the chance to work alongside local crafts people.

Jon the Potter has worked with us over a few years on lots of clay projects around the school. Have you seen our fabulous clay book panels as you walk into school? Or our wonderful poppy display? We have even designed a totem pole for our well being garden!



The artist, Darrell Wakelam, worked with children from all year groups to design and make these paper sculpture panels based on children's rights.



We have an Arts week every year, where classes explore different aspects of art. They work both inside and outside the classroom. Art Lead, Mrs Dwyer works with all of the classes during this week, as well as working with parents in school for the 'big draw'. Each year we produce some amazing work that we exhibit in Worcester Cathedral during 'Voices and Visions' week.



Voices & Visions

The Big Draw

Every year, we hold a 'BIG DRAW' event, where families are invited to come into school and work with their children in class. Every morning before school art rich activities are on offer to explore.



We also put ART in the middle of our STEM activity weeks – ‘STEAM’ Art is very much at the heart of lots of cross- curricular and enrichment opportunities.



Here are some children working with their parents during STEAM activity weeks.



We used to work very closely with the ‘ARTRIX’, our local theatre and visual arts company to produce some amazing art work. This has now very sadly closed. We have made hangings for our school corridor and our year 2 children produced a pirate dance and made masks, they then performed this in front of their families and friends. Here we made lanterns with the ARTRIX and joined in with the whole Bromsgrove community to celebrate our ‘Festival of Light’.



These are just a few of the ways we celebrate and explore Art at Meadows First School. We are sure you will be wowed by the art work on display around our school. Come and take a look!



**Artsmark
Gold Award**
Awarded by Arts
Council England

We are so proud to have attained Artsmark Gold for our commitment to the ARTS in school. **Here is the report from our Artsmark Gold Award. We are so pleased that our hard work has been recognised:**

'The values and ethos of Meadows First School's clearly place a premium on the Arts and the importance of imagination and curiosity in learning. This is the foundation on which the curriculum is built and allows your commitment to the Arts to be further developed. You were recently judged to be outstanding by Ofsted and are a Platinum Rights Respecting School. The three action points driving your curriculum are conducive to arts learning: deepening an awareness of diverse culture; learning something new and children taking a greater lead. Your thematic approach to learning creates modules which are arts rich for every year group and which are linked to artists, different historical periods and diverse cultures. You have invested in arts materials and musical instruments, showing a long-term commitment to these forms of learning. Your response to Covid has been impressive. You have pointed to the many challenges but found solutions wherever you could. The staff are thinking more creatively, e.g. using outdoor spaces to ensure that drama, music and art can still be embedded within the curriculum. The range of activities you were able to continue with is very impressive. Your plans for the future are all excellent 'next steps' as you move to become a local arts hub within your community. Do strive to forge links with other schools and as Covid pressures reduce your idea of opening up your space to be a performance venue or gallery space will certainly help with that. Your parents are actively involved and levels of commitment to your way of doing things seems very strong. It would also be good, as you continue your journey, to build up a discourse that describes your way of working and approach. This will serve you well as you appear to have potential to be a champion for the Arts in the future.'



All Our Futures: Creativity, Culture and Education

"It is through the arts in all their forms that young people experiment with and try to articulate their deepest feelings and their own sense of cultural identity and belonging"

'Art is not what you see, but what you make others see' Edgar Degas