

Art

Research	Intent	Implementation
<p>Art educationalists/psychologists believe that art promotes educational benefits that other school subjects cannot. These benefits come both from practising art and from learning about it. Neuroscience shows us that areas within the right hemisphere of the brain are the primary seat for processing and developing the learning gained through participation in art activities. It is likely, therefore, that art education teaches a specific set of thinking skills not addressed elsewhere in the curriculum. It supports the development of:</p> <p>Imagination/Creativity: Children use their experiences of the world and transform them through art, making new connections and relationships. Their knowledge, memories and fantasies all feed their imagination. Art allows children to explore, build on and record their own creative and imaginative ideas.</p> <p>Expression: Art allows children to express their feelings and ideas, both as a means of self-expression and to communicate their ideas and feelings to others.</p> <p>Visual thinking: Art encourages us to think about and understand the world visually, instead of restricting learning and the acquisition of knowledge to words and numbers alone</p> <p>Observational skills: Engaging in art helps children observe the subject matter of the real-world more</p>	<p>The 2014 National Curriculum states that ‘children should use drawing, painting and sculpture to develop and share their ideas, experiences and imagination’.</p> <p>Our Art curriculum ensures a clear and progressive development of these key principles across the year groups.</p> <p>The introduction of ‘Thinking like an artist’ reference sheets highlight our aim to develop children’s art vocabulary, their ability to talk about art and to think critically.</p> <p>We see the use of art books as important. Children should use these to try out and develop their ideas and to record and store ideas for future work.</p>	<p>At Southwick we follow the NC14 curriculum for art; this is taught in units of learning throughout the year to enable children to achieve depth in their learning.</p> <p>See ‘Think Like an Artist’ overview</p>

closely.. Developing observational skills through picture-making facilitates the child's visual sensitivity to the world.

Problem solving and analytical skills: Pictures enable children to explore and test out ideas, while making decisions on how they choose to depict them e.g. trying to create a three-dimensional observation as a two-dimensional page. With practice, children learn that concentration and persistence allow them to get closer to the pictures they are trying to achieve.

Autonomy: A child's artwork is his or her own. It has worth in its own right, without having to be measured or judged by others as right or wrong. The child has the authority to say what their art is or what it communicates, building up their confidence and self-esteem.

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