

Art Intent

What Art looks like in our school:

- ▷ Throughout the school our art and design topics are devised to inspire and encourage a love of art and develop their own personal flare.
- ▷ We ensure topics provide opportunities for enjoyment and exploration, and incorporate environmental links wherever possible, to deliver excellence .
- ▷ We want our children to have an understanding of how art has changed across time and how it has evolved with different time periods in history .

By the end of Year R pupils will:

- ▷ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, for and function.
- ▷ Create simple representations of events, people and objects.
- ▷ Choose particular colours for purpose.
- ▷ Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- ▷ Represent their own ideas thoughts and feeling through art.

By the end of KS1 pupils will:

- ▷ 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.
- ▷ 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.

By the end of KS2 pupils will:

- ▷ 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.
- ▷ 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].
- ▷ Learn about great artists, architects and designers in history.



Art Implementation

How Art and Design is taught:

- ▶ Art and Design is taught in a variety of ways across our school to maximise pupil learning and cross curricular links wherever possible. We allow teachers the flexibility to block or spread lessons as they choose, this works out to approximately 1 hour of art teaching per week for every year group
- ▶ We aim for our lessons to be as practical and engaging as possible Curriculum Progression Grids and Knowledge maps are used by each year group to plan lesson and series of lessons. This ensures full coverage of our curriculum over the academic year
- ▶ By the time children leave our school they will have been taught a range of artistic technique and developed their personal artistic style

Adults roles:

- ▶ Plan lessons based on the Curriculum Progression Grids and Knowledge maps for their year groups
- ▶ Create a learning environment that stimulates children's interest
- ▶ Plan visits and trips, where possible, to inspire children's imaginations and connections to their learning
- ▶ Biannual review of our art and design curriculum by the co-ordinator to include: lesson observations, work scrutiny, staff and pupil interviews
- ▶ Provide opportunities for stakeholders to come into the classroom to share in the learning of art and design with pupils.
- ▶ Open door tours are a key way we do this each term

How we support pupils and ensure they can access the curriculum:

- ▶ Teachers use our assessment grids before they start a new topic to identify pupils previous competence in the subject / area, for those pupils requiring support the assessment grids will give a clear indication of why they had not previously met the expected standard and this will allow their current class teacher to provide appropriate support
- ▶ Work maybe differentiated to allow children to meet the

learning objective. This could take the form of additional adult support, the use of resources, peer support or the differentiation of the work to be completed.

- ▶ We use live teacher-assessment and self-assessment to quickly identify those who may need more help in specific areas.
- ▶ For pupils with specific SEN or EAL needs a variety of approaches maybe used including: pre-teaching of specific vocabulary, seating children alongside role-models, providing visual practical prompts, adult support and adaptation of activities to ensure engagement.

How we provide challenge:

- ▶ Teachers use our assessment grids before they start a new topic to identify pupils previous competence in the subject / area, for those pupils exceeding the expected level the assessment grids will give a clear indication of why exceeded the expected standard and this will allow their current class teacher to provide challenge.
- ▶ Work maybe differentiated to allow children to go beyond the year group's objective. This could take the form of additional independent work, the use of resources, peer mentoring or the differentiation of the work to be completed.
- ▶ We use live teacher-assessment and self-assessment to quickly identify those who may need more challenge in a specific areas.



**BACK TO
GEOGRAPHY
DASHBOARD**

Art Impact



This is what you might see:

- ▷ A recap of learning from previous year groups.
- ▷ A focus on a renowned artist, often linked to another topic.
- ▷ Engaged learners.
- ▷ Children interpreting and reflecting on the works of the artists they have studied and applying this to their own work.
- ▷ The teaching of specific skills such as: how to use watercolours; how to sketch using a grid or how to mix colours.
- ▷ Children experimenting with different techniques.
- ▷ Children working alone, or in teams, discussing their progress as they go.
- ▷ Children evaluating their own work, and that of their peers.

This is how we know our pupils are doing well:

- ▷ Lessons are planned using our Curriculum Progressions Grids and our Knowledge maps
- ▷ Teachers assess progress using our Assessment Grids recording who has achieved each key area, those who have exceeded it and those who are working towards it. For those exceeding the objective and those (20%) working below the expected level evidence will be provided to support the teacher judgement
- ▷ Feedback from teachers and peers
- ▷ Sketch books will record the key learning in each class.
- ▷ Subject leaders monitor the coverage and progression of pupils within their subject on a biannual basis

Impact of our teaching:

- ▷ Children who enjoy Art and Design
- ▷ Inquisitive learners
- ▷ Reflective learners
- ▷ Children who are appreciative and analytical about art in a positive way
- ▷ Children who are prepared to experiment with their unique artistic style
- ▷ Children who are proud to share their work