

Intent:

- To ensure all pupils produce creative, imaginative work and develop a love and appreciation of Art in the world and in themselves.
- Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills e.g. collage, printing, weaving and patterns.
- Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways.
- The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. We look for opportunities for the development of SMSC in this subject.

Implementation:

- Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- Most units are in a six week block and alternates with DT.
- Children are taught in their class groups e.g. Y1/2, Y3/4 and Y5/6.
- x6 D&T projects taught over a 2-yr cycle.
- Knowledge organisers are used to support learning and deepen knowledge

Impact:

- Children can articulate the intended audience of purpose of their products.
- Children feel confident with the terms research, design, make and evaluate in their work written and spoken.
- Increased understanding of the subject DT as a process rather than just an end product.

Subject: Art & Design



Planning:

- Long term planning is based on the national curriculum.
- Medium term planning is developed from the long term plan.

SEND:

Accessible, adapted equipment e.g. tools with larger handles.
Visual aids

Strengths:

- 1. Focus: Quality of Education**
 - 'Cultural capital' and 'SSMC' is developed within art.
 - Learning is structured into 5 units of 7 weeks over the 2-year cycle
 - Evidence of 'sequential' learning through redesigned art curriculum
 - Sketchbooks are now being used in both KS1 and KS2
- 2. Focus: Behaviour and Attitudes**
 - Pupils enjoy the subject and talk positively about Art and Design, as identified in pupil questionnaires and pupil interviews
- 3. Focus: Personal Development of Children**
 - Each unit has a knowledge organiser to aid memory and embed learning and so that recapping can take place.
 - Art themed after-school clubs provided for all children at specific points in the academic year. (Extra-curricular provision)
 - Visiting local artist to school - worked with KS2 and visit to an art gallery (Tullie House)
- 4. Focus: Leadership and Management**
 - CPD via online courses - subject leader and staff
 - Subject lead has redesigned the art curriculum. There is now a clear journey of skills

Monitoring and Assessment:

- Use of questioning
- Children are assessed: the level of engagement in lessons, work produced/output
- Pupils are assessed as either WT, E or GD and this is recorded on tracking grids in TEAMS.
- Book scrutiny & Learning Walks
- Pupil Interviews with Subject Leader and Link Governor
- Pupil voice questionnaires.
- Mock deep dives - staff team participation and professional dialogue

Next Steps:

1. Focus: Quality of Education:

- The use of sketchbooks to be developed further to reflect more like journals. Sketchbooks should be unique and enable children to develop their independence and creativity.

2. Focus: Behaviour and Attitudes:

- To monitor conduct and engagement in lessons.

3. Focus: Personal Development of children:

- KS1 to work closely with a local artist and visit to an art museum/exhibition
- Develop use of rich subject specific vocabulary throughout KS1 and KS2. Vocabulary will include key words as outlined in the redesigned curriculum. Key words to be displayed during the lesson. Encourage children to use the language accurately and effectively to communicate their ideas, intentions, reflections and outcomes.

4. Focus: Leadership and Management:

- Continue to develop ways of 'assessment' within the subject.
- Monitor across the key stages – with specific focus on key stage 1 and EYFS, due to subject lead not delivering these sessions.
- Monitor implementation of redesigned art curriculum

EYFS

ELG 7 – Use a range of small tools, including scissors and paintbrushes. Begin to show accuracy and care when drawing.

ELG 16 – Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.

Share their creations, explaining the process they have used.