

INTENT

Allowing children to be creative, self-expressive, innovative and authentic is an ambition for all our children.

Allowing children to develop as an artist, to see themselves as an artist and to have self-belief and self confidence in their own work is a shared goal.

Being an artist is not a temporary process in one's life, it is part of life that can contribute to future health and well-being and should not be undervalued.

Through our focus on art and design, we aim to allow children to...

- Develop a real love of and passion for art and design; their own and others work.
- Be reflective and unique; thinking outside the box.
- Constantly fine-tune their skills and their work.
- Express their emotions, perceptions, ideas through their work.
- Explore original design ideas which may result in long term gain for others.
- Develop an understanding of the impact of the work of some famous artists.
- Develop a range of skills and knowledge to give them opportunities to make choices.

IMPLEMENTATION
STATUTORY COVERAGE

- ✓ Focused topic, linked with History in the autumn term, with progressive skills forming the key element of planning.
- ✓ Additional units covered across the year making effective use of curricular links.

KNOWLEDGE, SKILLS & CONCEPTS

- ✓ Key skills are developed across seven different elements of art: drawing, painting, sculpture, printing, collage, evaluating & improving, generating & developing ideas.
- ✓ Skills are practiced over a number of sessions to allow children to improve and embed skills over time.
- ✓ Key vocabulary and key facts are used at the beginning and end of each unit to show progress. They are referred to throughout the unit of learning to support children's development and deeper understanding. Children are encouraged to transfer their understanding to their work and use the key words in both written and oral work.
- ✓ Conceptual understanding is developed over time, with key learning identified for each concept.
- ✓ A range of speaking and listening skills are developed and embedded.
 - Group discussion to generate ideas.
 - Talking through their thinking processes.
 - Explaining and sharing ideas
 - Constructive critique
 - Evaluating their own learning.
- ✓ Where ever possible, art and design units are linked with other areas of the curriculum to make learning more relevant and linked to the wider world.

How does ART & DESIGN support SMSC?
Spiritual Development

Reviewing different works – including famous artists and peers – can develop a sense of awe and wonder. By reflecting, questioning and discussing the work of self and others, this can help children to think more deeply: about themselves and about others.

Moral Development

Moral issues are often raised by art and artists. The opportunity to discuss these and how art can be used to make a statement – political or otherwise – can be discussed. Stone age cave art – used to tell a story of their lives, work of Banksy – political statements?

Social Development

Art can be a unique individual expression or a combined social expression of a collective thought. Children will experience both aspects: individual, pairs, small groups.

Cultural Development

Children will begin to understand how art relates to different cultures and times in history through their studies: cave art, Lowry – industrial Manchester.

How does ART & DESIGN support personal development?

Allowing children time to reflect, imagine, create, express can ultimately support their own personal growth:

- Enhancing their motor skills.
- Supporting language development
- Supporting decision-making.
- Awareness of others and self.

Art can broaden knowledge, give enjoyment, and challenge our assumptions; but it can also help soothe, calm, enlighten, and uplift the mind and spirit. Even art that leaves us uncomfortable can still help us to think differently and give us new perspective.

Ultimately, Art can empower!

IMPACT

ASSESSMENT

HOW?

- Planning is based around introduction and acquisition of skills: declarative knowledge.
- Procedural knowledge is developed through practice and refining of those skills.
- Knowledge is developed during the initial stages of learning; followed by a formative assessment activity to allow children to use and explain their knowledge and understanding.
- Teachers then make judgements based on the children's work, as to what extent objectives have been met.
- End of term Tree House Challenges are used to give children the opportunity to revisit and remember key learning.

SO, WHAT?

- Formative assessments, based on what the children have been learning to do, are used to make adaptations to teaching and learning.
- At the end of the term and/or unit, summative assessments are recorded. This allows subject leaders to interrogate the data to ensure continued progress is made by all pupils; focusing on what the children have remembered, what they now know and what more they can do based on their knowledge.
- Teachers use the summative assessment to identify cohort gaps and support next on-going planning.
- Bi-annual Deep Dives – subject team: children's voice, children's work, data analysis, coverage. action planning, report/presentation to governors
- Bi-annual light touch reviews – subject leader & deputy; children's work, pupil voice, review of action plan.