

**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 art and design, we aim to allow children to...

- Be inspired and encouraged through a high-quality curriculum.
- Develop their confidence to experiment and invent their own works of art.
- Develop a real love of and passion for art and design; their own and others work.
- Be reflective and unique; providing opportunities for creative outcomes.
- Build on their ability and nurture their talent and interests.
- Express their emotions, perceptions and ideas about the world 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 a range of artists and craftspeople across cultures and through history.

**IMPLEMENTATION**

We follow the Kapow Primary schemes of work and lesson plans

The curriculum is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

- ✓ Children learn how art is produced (Substantive Knowledge) and gain a practical and theoretical understanding of skills and techniques through units that fully scaffold and support age appropriate, sequenced learning. Pupils have time to make their own creative choices and decisions so that their art outcomes, whilst still being knowledge-rich, are unique and personal to the pupil.
- ✓ Children also learn how art is studied (Disciplinary Knowledge) and the key vocabulary needed to allow them to describe skills and techniques as well as compare and evaluate pieces of work.
- ✓ Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas.
- ✓ Where possible, links are made with other areas of the curriculum.

### **Learning through talk**

- We believe it's crucial to provide pupils with opportunities for exploratory talk during their learning.
- This involves thinking aloud, questioning, discussing, and collaboratively building ideas.

### **Learning to talk**

- Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.

## **IMPACT**

- The curriculum is designed so that children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make.
- By taking part in regular discussions and decision making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, and have a growing understanding of how to improve.
- They show an appreciation of the work of others.
- They use art and design -specific vocabulary and understand a range of artistic styles and techniques.

## **ASSESSMENT**

### **HOW?**

- Formative assessments are made verbally to individual children during each lesson.
- Planning offers guidance to support teachers in assessing pupils against learning objectives at the end of each lesson.
- An end of unit quiz also provides teachers with evidence of pupils understanding.

### **SO, WHAT?.**

- Formative assessments, based on what the children have been learning to do, are used to make adaptations to teaching and learning and to motivate.
- At the end of the 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.
- Subject team: children's voice, children's work, data analysis, coverage. action planning, report/presentation to governors

## ***Oracy in Art and design***

*Through our Art and design curriculum, pupils have opportunities to develop their oracy skills by:*

- *Explaining and justifying their choices of materials, methods, and techniques.*
- *Engaging in paired and group discussions.*
- *Presenting and explaining their artwork and ideas to peers and the class.*
- *Analysing and critiquing the work of others as well as established artists.*
- *Collaborating on group artwork.*
- *Responding to high-level questions such as 'What is art?' by articulating and defending their ideas.*

### ***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.

#### **Social Development**

Art can be a unique individual expression or a combined social expression of a collective thought.

#### **Cultural Development**

Children will begin to understand how art relates to different cultures and times in history. They will develop an awareness of and sensitivity towards diversity.

### ***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 to 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!**