



Sitwell Infant School

Subject Overview

ART & DESIGN		
Intent	Implementation	Impact
Alignment to the National Curriculum Our Art curriculum is designed around the National Curriculum in Key Stage 1 and the Early Learning Goals in EYFS. At Sitwell Infant School we have introduced the Kapow Primary Art Scheme as a guide for our art coverage. This enables children to experience the fundamentals of art through broad and balanced units, including exploration of the work of a wide range of artists and makers. Units guide pupils in the skills required to explore, analyse and discuss art. They are encouraged to combine their knowledge of what constitutes 'art', specific artists and techniques with their own experiences to evaluate artworks and to inform their own creative practices. Each unit works towards all of the National curriculum attainment targets. This allows pupils to develop their knowledge and skills around the formal elements in a holistic way	Pedagogical approaches Our art curriculum encourages autonomy, with a greater emphasis on children developing their creativity through experimentation and individual responses. It 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. Key skills are revisited again and again with increasing complexity, so allowing pupils to revise and build on their previous learning. Units in each year group are organised into three core areas: Autumn Term - Drawing Spring Term - Painting and mixed-media Summer Term - Sculpture and 3D There is an emphasis on developing children's use of sketchbooks to apply skills and knowledge throughout the whole process of creating art, including practising techniques learned as well as developing and evaluating their ideas towards an outcome	Approaches to assessment The impact of our art curriculum can be constantly monitored through both formative and summative assessment opportunities. Ongoing evaluation is an essential part of the art process and pupils actively critique their own and peers' artwork as part of their art sessions. Children are assessed against the learning objectives during each half termly block of lessons on the art skills and knowledge they demonstrate through comments they make during sessions, their application of skills and ideas in their sketchbooks and through their finished pieces of artwork. Evidence from each session is also collated by teachers and added to their class Art floor books. Together this is used to determine whether the pupil is working towards, working at or working beyond age related expectations. Assessment data is recorded on the half termly subject assessment sheets. Assessments are then used by the art subject leader to inform future planning, highlighting any gaps in learning which need to be addressed or ensuring staff are aware of pupils requiring further support.
When they leave Sitwell Infants... Children will be able to produce creative work, exploring and recording their ideas and experiences. They should: • Be proficient in drawing, painting, sculpture and other art, craft and design techniques. • Evaluate and analyse creative works using subject-specific language.	Teachers' expert knowledge The art subject leader provides medium term plans for both EYFS and KS1. These are linked to our curriculum mapping and art progression documents to provide high quality art lessons that engage pupils to achieve and be successful in their creative learning. The Art subject leader attends termly Art Leader Network Meetings and CPD workshops supporting creative projects linked to the Royal Opera House or <i>Picture This!</i> External CPD is	Performance data There is currently no national data available to benchmark our school. The subject leader ensures high quality teaching through learning walks and regular monitoring of subject floor books, work and resources, and provides governors with subject evaluation reports.

● Know about great artists and the historical and cultural development of their art. ● Meet the end of key stage expectations outlined in the National curriculum for Art and design Pupils should leave Sitwell Infant School equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 2 and beyond.	fed back to other staff in school through PLT meetings for staff. Videos outlining skills needed in individual sessions are also provided to ensure teachers are confident in delivering the lessons planned. Professional illustrators/artists are also invited into school, both in person and through on line meet-ups, providing opportunities to share their expertise with staff. Yearly staff questionnaires enable teachers to share their strengths within the subject, but are also an opportunity to highlight areas they wish to improve further.	Teacher assessments are used after each half termly block of work which is used to inform future planning and help to support children in their learning.
Sequence of teaching Our scheme of work is carefully sequenced into units that build on pupils' prior learning, ensuring a comprehensive and cohesive art and design curriculum for pupils from EYFS (FS2) to KS1. We cover essential skills and practical, theoretical and disciplinary knowledge within the core areas of drawing; painting and mixed media; sculpture and 3D, whilst also providing a diverse and engaging learning experience. Children are given opportunities to develop mastery by revisiting core subject knowledge and applying that knowledge practically in a range of contexts with growing complexity within each year group.	Promoting discussion and understanding All lesson plans include key questions which are asked throughout art sessions to promote active discussions about pupils' learning. Plans also include the key art vocabulary for each session, which pupils can then implement enabling them to communicate effectively their ideas and understanding. Key vocabulary is added to the class vocabulary trees. Sessions are also recorded in Class Subject Floorbooks. Children are able to revisit these and discuss/revisit prior learning and also share them with parents during Stay and Play class sessions/open evenings.	Children's work Sitwell Infant School has high expectations of all pupils in regard to the quality and presentation of their work. This is promoted through high quality displays celebrating their artwork around our school. Displays are designed to consolidate learning by featuring learning objectives, key vocabulary and questions. Children use sketchbooks to apply skills and knowledge. Lessons provide opportunities to engage with sketchbooks throughout the whole process of creating art, including practising techniques learned as well as developing and evaluating their ideas towards an outcome. Children's work is also celebrated by taking part in local exhibitions alongside other school communities, such as <i>Picture This!</i> and taking part in the Artsmark initiative.
Support provided At Sitwell Infant School, Art is for everybody. Art lessons are planned to ensure all pupils can make progress towards the learning objective within the lesson. The children work together in mixed ability groups to support each other, allowing for peer on peer learning and providing opportunities to inspire one another. There are children within school who are working on bespoke targets and they are supported by adults as needed, eg fine motor skills to use equipment, communication skills to join in with discussions and express opinions, or supporting pupils with understanding by providing further simplified explanations or reinforcing key vocabulary.	Knowing more and remembering more Our curriculum covers the different types of knowledge within art – Substantive knowledge and Disciplinary knowledge. Substantive knowledge has two strands – practical and theoretical. In order to make art with increasing proficiency, pupils need to develop practical knowledge in the following areas: ● Methods and techniques ● Media and materials ● Formal elements: Line, tone, shape, colour, form, pattern, texture. Theoretical knowledge involves children gaining knowledge of the history of art. They consider the meanings and interpretations behind works of art that they study and explore artists' materials and processes. Disciplinary knowledge refers to the knowledge children acquire to help them understand the subject as a discipline.	Talking to children Pupil voice is an important part of our curriculum monitoring and assessment process. Teachers continually discuss pupil's learning with them and communicate their next steps. Children are encouraged to share their knowledge of the subject area and give their opinions about the artwork they have produced and also the work of other artists. Their comments from art sessions are recorded in class art subject floor books. Pupil surveys take place once a year which also help to inform future planning. There are 16 Arts Ambassadors (2 from each class) and their role is to support and advise the art subject leader through termly meetings.

	Pupils learn how art is studied, discussed and judged, considering our big questions: What is art? Why do people make art? How do people talk about art Lesson plans are organised to include a reactivate section when children's learning from previous sessions is recapped to ensure this has been embedded into the children's long term memory. Learning is built upon during the time the children are with us in school and initial introductions in EYFS are further explored and developed through Key Stage 1. Class art subject floor books help children revisit previous learning and key subject vocabulary is displayed clearly on vocabulary trees in each classroom. Key questioning is used throughout each session to revisit knowledge and quizzes at the end of each block of learning support this consolidation of learning which is prioritised and valued. Knowledge retention is assessed regularly and fed back to the subject lead. The three domains of knowledge, and the interplay between them, enable pupils to generate ideas and use sketchbooks to develop their own artistic identity.	
Local context We make links with the local community to access local art projects and also give children the opportunity to share their work alongside other schools. We are aware that some children within our school may not have access to art materials and equipment. We ensure that all children have the opportunities to experience a wide range of media through our art lessons, and also through our range of arts related afterschool clubs. Our art curriculum is further enhanced through local visits such as the Yorkshire Sculpture Park and participating in the ArtsMark initiative. We are a diverse and multicultural school, with 73% from minority ethnic backgrounds. 46% of our pupils are learning English as an additional language, so we ensure a key focus on vocabulary, which is displayed on a subject vocabulary tree in each class, and also use pictorial representations to support their understanding. Our diversity is reflected in our curriculum and we enjoy exploring artists and their work from around the world, as well as those who are local to us.	Teacher assessment Children's work is assessed against the learning objectives by teachers at the end of each area of work and recorded on our Assessment Sheets. These are used by the art subject leader to inform future planning, highlighting any areas that may need revisiting or incorporating in the reactivate section of the subsequent lessons.	Sharing with parents We use our google classroom platform to share our work and make parents aware of the art learning taking place in school and also to share any visits from local artists/illustrators to school. Parents are also invited into school each half term for 'Stay and Play' sessions, when they can see children's artwork on display, look through the class art subject floor books and talk with class teachers. They are also invited to visit exhibitions we take part in, such as Picture This! Children's progress, attainment and engagement is shared with parents through termly parents' evenings and through annual reports. Our Arts Ambassadors work alongside our art subject leader to produce a Creative Arts Newsletter which is shared on our school website and school app to celebrate all our achievements in art each term.