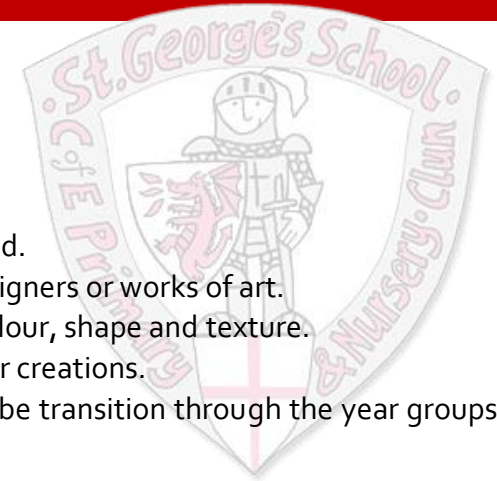




What do we intend?



What art looks like in our school:

- Opportunities to inspire children to explore art and design using artwork and designs from around the world.
- A variety of both cross curricular and discrete art and design lessons focusing on both individual artists/designers or works of art.
- Children working individually, in pairs and groups to develop the different art and design skills including colour, shape and texture.
- Exciting and creative topics to engage children and foster their curiosity about artists or designers and their creations.
- A progression of the key art and design skills used across the school evidenced in sketchbooks which will be transition through the year groups with the children.
- A range of displays across the school showcasing children's artwork and designs.

This is our philosophy:

- Children learning through exploring different artists and designers' techniques whilst acquiring and developing their own skills.
- Children developing an awareness of different techniques used in different works of art and designs and building up a knowledge of how to incorporate this learning into their own creations.
- High quality modelling, scaffolding and discussion of different artistic skills and techniques leading to children creating high-quality art and design works.

This is the knowledge and understanding gained at each stage:

By the end of EYFS pupils will:

Expressive Arts and Design:

Creating with Materials

- 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.

Physical Development: Fine Motor Skills

Begin to show accuracy and care when drawing.

By the end of Key Stage 1 pupils will:

- Use a range of materials creatively to design and make art.
- 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 Key Stage 2 pupils will:

- Pupils should be taught to 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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

How will we implement it?

Each class has different artistic skills to focus on in a rolling 2-year programme

- Art and design technology is provided as either a cross curricular or discrete lesson focusing on showing a progression of skills acquired and developed.
- The skills and techniques developed will be evidenced in a sketchbook which will transition up the school with the children.
- By the time the children leave Year 6, they will have explored and discussed a range of different artists and designers and their work, focusing on the techniques the artist used or the features designers incorporated in their work. The children will then have a chance to recreate and reimagine these into their own designs and artwork.
- All children will be given a chance to work on a range of different collaborative art and design projects and have their work showcased across the school and in the local community through our website and local publications.
- Where appropriate, links will be made across the curriculum to create a deeper and meaningful art and design education.
- Workshops or art days relevant to specific topics may be used to immerse children in the art/design experience.

This is what adults do:

connect

sequence

change

replace

reduce

compare

add

arrange

classify

assemble



- Create a positive learning environment where children feel comfortable discussing and sharing their own and others work and suggesting positive feedback and ways to improve.
- Regularly monitor sketchbooks, listen to pupil feedback and undertake planning audits.
- Raise the profile of art within the school using art and design and technology days and running extra-curricular art and design clubs.

This is how we support:

- Work might be differentiated so that all children are able to meet the learning objective in activities suitable to their own individual needs.
- Offering a range of equipment and resources so that all children can make progress during a lesson, e.g., use of templates or guides, different paintbrush sizes etc.
- Small group/1:1 adult support given where required.
- We use teacher and self-assessment to quickly identify any child who requires additional support developing specific skills and techniques.
- These pupils will then receive additional support or resources to use in order for them to successfully meet the learning objective.

This is how we challenge:

- Lessons will be differentiated.
- Additional activities to stretch the learning within the lesson and further develop certain skills or techniques.

This is how ensure all children can access the curriculum:

- Children who have SEN or EAL needs are introduced to specific subject relevant language prior to the lesson.
- Seating children alongside good role models to support one another or working in groups to enable children to discuss art or develop skills .
- By providing equipment and resources relevant to each individual child, e.g. templates, relevant vocabulary necessary for writing up art evaluations, writing frames.

How will we know it is working?

- Happy and engaged learners.



- Children posing questions about designs or artwork that they wish to research.
- A range of different activities including practical lessons, research lessons, showcase of works of art and evaluations of designs.
- Children able to self-reflect on their art and design, finding both areas of success and evaluating areas of possible improvement.
- Displays around the school and showcases of children's art and designs.
- Confident children who are willing to persevere with skills and techniques they are developing.

This is how we know how well our pupils are doing:

- Evaluation and feedback by teacher and peers.
- Monitoring of progress.
- Photographic evidence included in children's sketchbooks.
- Displays of work in classes.
- Sketchbook and book scrutiny, pupil perceptions and planning audits.
- Targeting both Teacher and TA support during lessons to ensure progress of all children.

This is the impact of the teaching:

- Children who enjoy Art and Design.
- Children who can confidently discuss their learning and progress in Art and Design.
- Reflective learners.
- Increasingly resilient learners.
- Children who are able to showcase their developing skills and techniques by creating different works of art.
- Children who are prepared to share the learning they have acquired in a variety of ways.
- Children who are able to apply the different art and design skills and techniques they have acquired to give a certain artistic effect.
- Creative children who are inspired by the artists and designers that they have learnt about.