

What Art & Design looks like in Goodrich CE (VC) Primary School



*We **believe** that each individual should be given the opportunity to gain an understanding of themselves both personally and spiritually within an environment that embraces difference.*

Curriculum Intent

At Goodrich CE (VC) Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas.

What Art & Design looks like in our school:

- All lessons are built on generating ideas, evaluating, knowledge and making, and ensure progression of skills.
- As children progress, they become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Skills are developed to help them evaluate and analyse creative works using the language of art, craft and design.
- Children learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

This is our philosophy:

- Our high-quality scheme of work educates, engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- The delivery of our Art and Design curriculum, along with our whole school values of Achieve, Believe, Care enable our children to develop their skills, understanding and ability.
- We want our children to enjoy their art and design lessons and embrace the artistic opportunities they are presented with, without fear of judgement from others.

This is the knowledge and understanding gained at each stage.

By the end of EYFS children will:

The children will explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They will have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials.
- Respond to a range of media and materials, to develop their understanding of them, in order to manipulate and create different effects.
- Use different media and materials to express their own ideas.
- Explore colour and use for a particular purpose.
- Develop skills to use simple tools and techniques competently and appropriately.
- Select appropriate media and techniques and adapt their work where necessary.

By the end of Key Stage 1 children 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 KS2 children will:

Children 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.

Children 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.

Curriculum Implementation

ART AND DESIGN										
BIG IDEAS	DEVELOP IDEAS				MASTER PRACTICAL SKILLS				TAKE INSPIRATION	
Building Blocks	Emotions	Process	Visual Language	Vocabulary	Effects	Techniques	Colour Theory	Media & Materials	Artists & Artisans	Styles & Periods
	Emotions	Process	Visual language	Vocabulary	Effects	Techniques	Colour theory	Media and materials	Artists and artisans	Styles and periods

Please refer to:

- National Curriculum Compliance document – to demonstrate that statutory requirements are met.
- Building Block Coverage – to plot where building blocks are taught throughout the curriculum.
- Long Term overview – to identify themes used to explore the building blocks
- Vocabulary document – words required to be taught in each milestone or class
- Theme webs – which summarise the key knowledge and skills to be acquired in each theme taught
- Art and Design Progression document – skills and knowledge to be taught in each building block by milestone or class.

This is how it works:

- Art and Design is taught in a weekly lesson across 3 half terms during a 2- year rolling program.
- Art and Design 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 or class book.
- 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.
- Where appropriate, links will be made across the curriculum to create a more deep and meaningful art and design education.
- Workshops or art events relevant to specific topics may be used to immerse children in the art/design experience.
- Raise the profile of Art and Design within the school, using displays and running extra-curricular art and design clubs.

This is what the adults do:

- Use the Chris Quigley's Art and Design Curriculum to plan inspiring, progressive lessons which work on developing or acquiring artistic and design skills and techniques.
- 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 or class books, listen to pupil feedback.
- Trips and visiting experts are planned for to help enhance the learning experience and improve the potential for our children to retain what they have been taught, creating long-term memories.
- Celebrating children's artwork and encourage displays within class and around the school giving children pride and a purpose to create.
- Developing their own knowledge, understanding and skills when teaching art & design by using the background information for each lesson and tutorials.

This is how we support the children:

Work might be supported 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 children will then receive additional support or resources to use in order for them to successfully meet the learning objective.

This how we support staff:

- Identification of CPD needed.
- Curriculum Groups – share information, updates and expertise throughout the school.
- Use of staff meetings.
- Small sessions and immediate support as and when required.
- Use of D+D to overcome any technical issues and identify more effective software/school processes.

This is how we challenge children:

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

This is how we 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.

What is Cultural Capital?

The National Curriculum defines cultural capital as: 'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement'. This powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge.

Powerful Subject Knowledge in Art and Design:

- To know about the works, influences and intentions of artists, crafts people, designers and architects – past and present.
- To develop and improve their mastery in a range of art and design techniques.

Powerful Personal Knowledge in Art and Design:

- Enrichments activities and events to allow children to explore, be imaginative, to share their thoughts and feelings and to have a greater awareness and appreciation of the arts and its role in society, including mental wellbeing
- Cross curricular experiences to further embed skills and techniques learned.

Curriculum Impact

The impact of children's progress and their ability to know more and remember more will be visible through a range of methods. These may include end of unit assessments or quizzes, spoken responses, progress over time in pupils' sketchbooks, an end of unit project or displays.

This is what you might typically see:

- 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 children are doing:

- Monitoring in Art and Design includes sketch/class book scrutiny, lesson observations and/or learning walks, and pupil/staff/parent voice interviews conducted by the Art and Design Subject lead.
- Evaluation and feedback by teachers and peers.
- Photographic evidence included in art and design class book/school website/X (formally Twitter)/QR codes
- Displays of work in classes/school/local community.
- Targeting both Teacher and TA support during lessons to ensure progress of all children.

This is the impact of the teaching:

We have identified substantive and disciplinary knowledge which is fundamental to the children's development and understanding as **artists**. They accumulate this as they move through our school which then gives them a firm foundation to build on when they move on to KS3 and beyond.

- Summative assessment is conducted termly by class teachers.
- These judgements then inform the end of year level the children are working at.
- 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.