



Long Meadow School



Art

Intent, Implementation and Impact

Intent

At Long Meadow school, we value Art and Design as an important part of our pupil's entitlement to a broad and balanced curriculum. Art and Design provides pupils with the opportunities to develop and extend skills and to express their own interests, thoughts and ideas. Our **Hands, Head and Heart curriculum** is designed to encourage pupils to build on and learn new skills and knowledge. The Art Roadmap allows our pupils to follow their art journey throughout their primary school years. It allows them to see where they have come from in their art journey and where they are going to.

Art, craft and design captures human creativity. Providing a high- quality art and design education allows pupils to engage, inspire and be challenged. This gives them the knowledge and skills to explore their own ideas by **experimenting, inventing and creating** their own artwork. Pupils learn how to **draw, paint, print, sculpt and explore** other art, craft and design techniques.

During their progress, pupils should be able to **think critically and develop a good understanding** of art and design.

Pupils are also given the opportunity to learn how art and design **reflect and shape our history** as well as contributing to the **culture, creativity and wealth** of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

1. produce creative work, exploring their ideas and recording their experiences
2. become proficient in drawing, painting, sculpture and other art, craft and design techniques
3. evaluate and analyse creative works using the language of art, craft and design
4. know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Implementation

At Long Meadow school, the teaching and implementation of the Art and Design Curriculum is based on the National Curriculum and linked to topics to ensure a well-structured approach. Our whole school approach to teaching and learning of art and design involves the following:

- Our **Hands, Head, Heart Curriculum** ensures a broad and balanced coverage of the curriculum, building on previous knowledge and skills and the achievement of milestones at the end of each year group/key stage.
- Pupils are taught Art as part of their termly topic learning with strong cross curricular links being made to other subjects to enrich learning.
- Areas covered are painting, printing, drawing, collage, sculpture and 3D art with a focus on clay.
- The work of famous artists is explored to enhance pupil's learning. We ensure that we study a broad range of artists, from a range of backgrounds, to ensure that children appreciate diversity within art.
- Where appropriate, lessons are taught in blocks to support the pupil's learning and to allow them to gain a deeper understanding.
- Progression documents ensure that the art and design curriculum is covered and the skills/knowledge taught is progressive from year group to year group.
- Teachers provide a variety of opportunities for art and design learning to take place inside and outside the classroom in order to engage and enthuse pupils as well as broadening children's horizons and allowing them to see the possibilities that exist in art.
- Educational visits are another opportunity for teachers to plan for additional art learning outside the classroom and allow children to develop their cultural capital.
- Taking part in community cultural projects and working with professional artists has given pupils hands on experience and enabled the school to create good community links.
- Displays in schools and public areas have enhanced pupil confidence and raise the profile of art, allowing pupil's learning to be shared and celebrated.
- Knowledge organisers are stuck in books at the start of each project and can be used to introduce the vocabulary, skills and ideas involved. They can also be used to revise/check back as the project continues.
- **Magenta Principles** are utilised to encourage children to think, talk and do. There is a focus on interaction and discussion as a key learning tool, allowing children to share ideas and develop their ability to talk and think like artists. Reasoning helps to establish long-term memory and there is an expectation that children will need to recall knowledge
- children use an increasingly wide range of technical vocabulary to describe ideas, objects and phenomena. Key technical vocabulary is introduced for each project in each topic/year group and included in Knowledge Organisers. Pre-teaching vocabulary is encouraged, especially for SEND and EAL children, so it can be used in the following lessons
- children are encouraged to ask their own questions and curiosity is celebrated within the classroom
- teachers use precise questioning to test technical knowledge and skills

- key knowledge is rigorously checked, revisited and consolidated as necessary through ‘Sticky learning’ where children are given the opportunity to revisit previous learning
- children are supported and challenged in a variety of ways to ensure that all children, including SEND, EAL and disadvantaged children can achieve their full potential in Art

Early Years Foundation Stage

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

- Explore textures, movement, feel and look at different media and materials.
- Respond to a range of media and materials, 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 learning where necessary.

Key Stage One

Pupils are taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting, printing and sculpture to develop and share ideas, experiences and imagination
- to develop a wide range of art and design techniques is using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines, and making links to their learning

Key Stage Two

Pupils are 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 are 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, printing and sculpture with a range of materials about great artist, architects and designers in history

Impact

In line with the **Hands, Head, Heart** curriculum and age-related expectations, monitoring will show that teaching is effective and children:

- can use the key skills of **designing, making** and **evaluating** according to the national curriculum
- can demonstrate **technical knowledge and understanding** of the curriculum content
- are **resilient** when facing new techniques and challenges, whatever the skills or task
- are **happy**, creative and enthusiastic

The impact of the learning in Art and design is measured in a variety of ways:

- Interviewing the pupils about their learning (Pupil Voice)
- Images and videos of the pupil's practical learning
- Book scrutiny of sketch books
- Learning Walks
- Displays
- Social Media Posts
- Lesson observations
- Assessment of pupils' knowledge and understanding of the subject
- Assessment of the skills learned which is used to inform future planning
- Summative assessment and annual reporting of standards across the curriculum take place throughout the year and data is put on Insight after each unit is taught
- Progress and attainment are recorded against the National Curriculum expectations of attainment alongside the **Hands, Heart, Head** curriculum documents
- Provision of staff CPD where appropriate
- Early Years pupils are assessed within the Expressive Arts and Design and age-related expectation levels are reported to parents at the end of the reception year