

"Learning with our head, heart and hands so that we can experience life in all its fullness"

Art and Design

Intent, Implementation and Impact



Intent

"We believe that "education through art inspires knowledge, appreciation and creation of culture" The International Society for Education through Art.

At Matching Green CE Primary School we use a scheme of work that aims to inspire our children and develop their confidence to experiment and invent their own works of art and craft (making) and design (architecture). We endeavour to provide children with the opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about the rich heritage and culture of the United Kingdom and beyond.

Our children will be taught Art and Design in a way that ensures progression of skills, and follows a sequence to build upon and reinforce previous learning, make connections and develop subject specific languages; making them successful artists.

Our children will be taught the subject of Art and Design through four key areas, all supplemented by art and design language:

- Generating ideas; *conceptual knowledge* – exploring ideas and recording feelings and experiences
- Making skills; *procedural knowledge*
- Knowledge; *facts* – learning about great artists, crafts people and designers. Learning how artists use the formal elements of art.
- Evaluating; *metacognitive knowledge* – learning how to skillfully evaluate and analyse own and others work

Our children will also plot their growing understanding of the subject within the history of human development, of design and innovation and the creative and cultural industries.

Implementation

Our Class Curriculum Coverage document shows when each of the units are covered throughout our two year rolling cycle alongside National Curriculum objectives. We have also broken down larger objectives into smaller, more manageable objectives.

As we have mixed aged classes the topics have been selected to match up with the overall curriculum topic being taught that term, whilst also ensuring that there is a broad and equal coverage throughout each cycle and that children are able to progress and develop their artistic skills.

Our Progression of Skills document shows the skills that are taught within each year group and how these skills develop to ensure that objectives are securely met by the end of each key stage.

Our Art and Design Vocabulary document outlines the key art and design language children will be exposed to throughout the unit of work.

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The scheme of work that Matching Green CE Primary School follows a scheme that is designed with 4 strands that run throughout. These are:

- Making skills
- Formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating

Through our scheme these strands are revisited throughout every unit. In our Art and Design skills and our Formal Elements of Art units, children have the opportunity to learn and practice skills discreetly using a sketchbook that moves with the children as they progress throughout the school. The knowledge and skills that the children acquire from these units are then applied throughout other units within the scheme. Key skills are visited several times with increasing complexity in a spiral curriculum model; allowing children to revise and build on their previous learning.

The Every Picture Tells a Story unit allows children to develop their knowledge and understanding of key artists and art movement, linking to artists through practical work. Each unit fully scaffolds and supports essential and age appropriate sequence learning. However, it also allows teachers the flexibility to adapt a unit to better reflect the overall class topic, to reflect a significant national or international event or to reflect a significant class interest. Creativity and independent outcomes are robustly embedded into our units, supporting children in learning how to make their own creative choices and decisions. This means that their art outcomes are knowledge rich but still remain unique and authentic to each individual artist.

Lessons at Matching Green CE Primary School are always practical in nature and encourage experimental and exploratory learning. As mentioned before sketchbooks are used for all children to document their ideas. Differentiated support is given to each child throughout the lesson to ensure that lessons are enjoyed and accessed by all whilst also stretching the higher attaining children when required. Knowledge organisers for each unit support children in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Linked to the scheme of work there are also videos, art techniques modelled by experts and detailed subject knowledge to equip and upskill teachers so that they are confident in their teaching; this provides the opportunity for teachers to develop their subject knowledge and supports ongoing CPD. This provides all teachers with the ability to deliver high quality art and design lessons.

Art and Design is taught as a block of lessons over a short period of time (1-3 days typically) this allows children to become fully immersed in their topic, to refine, improve and properly evaluate their piece of work. The SLT and teachers of Matching Green CE Primary School found that this was a far better way of teaching a unit as opposed to one lesson a week. We found that there was little cohesion between the lessons with interest and enthusiasm around the topic waning towards the end. This allows teachers and children to put their full efforts and attention into the unit. Where relevant teachers plan and deliver cross curricular lessons linked to this topic; e.g. researching an artist further and writing a biography or learning about a certain period in history to understand some background context are just some brief examples.

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At certain times throughout the academic year the whole school come off topic and immerse themselves in a whole school theme e.g. 'Fantastic Plastic', 'The Olympics' throughout these mini topics time is given for children to create projects.

Children are also given the opportunity to share their art work in their own class art exhibition. Parents/Carers are invited in to view their children's work which is displayed along our corridor and in our school hall.

Impact

The art and design curriculum has been designed in a way that involves the children in the 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, have higher metacognitive skills and have a growing understanding of how to improve.

Children are able to demonstrate some of the skills that they have learnt through the double page spreads in their topic books and also through the class art exhibitions. Their artwork has a positive impact on the school environment, both inside and outside.

The impact of the teaching and learning is monitored through both formative and summative assessment opportunities. Each lessons provides teachers with strategies to assess children against the learning objective and at the end of each unit there is a knowledge catcher and a quiz.

Teachers use a range of Assessment for Learning strategies to tailor their next steps in the teaching and learning cycle. Teachers assess children's attainment alongside the National Curriculum objectives using an agreed code.

The expected impact of the Art and Design curriculum at Matching Green CE Primary School is that children will:

- Produce creative work, exploring and recording their ideas and experiences
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using subject specific language
- 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
- All children use technical vocabulary accurately and children are expected to know, apply and understand the, skills and processes outlined in the implementation.
- Teachers have high expectations and quality evidence can be presented in a variety of ways.
- Children show competences in improving their resilience and perseverance by continually evaluating and improving their work.
- Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum