



What Art and Design looks like at Church Drive Primary School

We plan our creative curriculum so the children build a sense of belonging and being in the world.

Curriculum Intent

What an Art and Design lesson looks like in our school:

- We are following the Kapow scheme of learning, cycle B mixed year group planning.
- Discrete teaching of the formal elements of art through a range of different media.
- Exploration of different artists and designers and their styles.
- Opportunities within each unit to evaluate and analyse creative works using the language of art, craft and design.
- Cross curricular links are made where possible.

This is our philosophy:

To inspire children's creativity and curiosity about art and design through:

- High quality modelling and scaffolding of the skill leading to the exploration of ideas and high quality art and design work.
- Exploring different artists styles whilst acquiring new skills.
- Opportunities to evaluate and analyse creative works.

This is the Knowledge and understanding at each stage:

By the end of EYFS, pupils will have learnt:

- They 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.

By the end of key stage 1, pupils will have learnt:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in 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 practices and disciplines, and making links to their own work.

By the end of key stage 2, pupils will have learnt:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation

and an

	<p>increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> ● 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 and designers in history
<p>Curriculum Implementation</p>	<p>This is how it works:</p> <ul style="list-style-type: none"> ● We are following the Kapow scheme of learning, cycle B mixed year group planning. Art and design is delivered as a discrete subject showing a progression of skills. ● Artwork produced and placed in sketchbooks which will transition with the class through the school years to show progression. ● Opportunities for both independent and collaborative work ● Each Key Phase will study artists and their work throughout each unit. By the end of Year 6, pupils will have been exposed to a variety of different artists and designers. ● Collaborative work as a whole school community and displayed in celebration in the school halls. ● Collaborative school projects throughout the year with the Oaktrees MAT. ● Extra curricular clubs to further prompt a passion and curiosity for art and design. <p>This is what adults do:</p> <ul style="list-style-type: none"> ● Positive modelling to eliminate errors within art and design work. ● Model and scaffold evaluation and analysis of creative work by sharing own thoughts. ● Create a learning environment rich in resources that support learning. ● Monitoring of class sketchbooks. ● Raised profile of art and design in art and design days and after school clubs. <p>This is how we support and ensure access for all children:</p> <ul style="list-style-type: none"> ● Small group/1:1 adult support given where required. ● Ensuring that a range of equipment and resources are available to ensure success for all pupils (e.g. different sized paintbrushes or paper, additional templates etc).

- We use teacher and self-assessment to quickly identify any child who requires additional support in specific skills.
- Pupils then receive additional support or resources.

This is how we challenge:

- Differentiation of task, support or outcome is planned from the very start of the lesson.

- Small group work to further challenge.
- Open-ended tasks.
- Through questioning.
- Encouraging self-evaluation and testing of ideas.
- Peer learning.

Curriculum Impact

This is what you might typically see:

- Happy and engaged learners
- A variety of independent, paired and group work
- Vivid sketchbooks
- Engagement and perseverance
- Self-motivated children
- Children talking positively about art and design, sharing and reflecting on their learning

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

- Observations of artwork being produced and sketchbooks
- Verbal feedback from teacher to pupil
- Verbal feedback from pupil to teacher/TA
- Photo evidence on Twitter and/or webpage
- Targeted use of TAs- to support individual children
- Monitoring of children's progress over time

This is the impact of the teaching:

- Confident children who can talk about art and design.
- Children who are enjoying their learning in art and design.
- Children who are equipped with a range of skills and techniques to create different artistic/design creations and models.
- Children who know how to use and apply different tools for artistic effect.