

## Subject Key Summary Points

Subject	Art and Design
<b>Overall Curriculum</b>	<p><b>Boyton Primary School has used latest pedagogy, research and understanding of local contextual needs to structure the curriculum design to ensure the growth of capable, mature children who exhibit a sustained curiosity for learning. The ‘lived values and experiences’ of pupils are determined by the individual school and should run through all operational elements of curriculum provision.</b></p> <p>Art and Design at our school aims to provide pupils with a high-quality art and design curriculum which engages, inspires and challenges them. We aim to ensure that children are equipped with the knowledge and skills to experiment, invent and create their own works of art, craft and design. They are taught and expected to think critically and develop a more rigorous understanding of art, to understand how art and design both reflect and shape our history and how it contributes to the culture, creativity and wealth of our nation.</p>
<b>Pedagogy</b>	<p><b>Our Art and Design curriculum focuses on developing our pupils through the acquisition of WISDOM, KNOWLEDGE and SKILLS. These have been selected because they ensure the whole development of the child will be prioritised, they enable pupils to meet the expectations of the National Curriculum 14 and have ambitions beyond the NC14. Each theme has a set of curriculum tools which ensure it is fully embedded through the lived experiences of staff, children, and stakeholders. Impact scales will measure the effectiveness of curriculum provision on the growth of children within these three equally important themes.</b></p> <p>The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils’ understanding and their readiness to progress to the next stage.</p> <p>We believe that: Staff should be secure and confident in their subject knowledge (both subject content knowledge and skills), including an understanding of art concepts and progression in pupils’ art learning.</p> <p><b>Wisdom</b></p> <p>Children’s wisdom is developed in the following ways:</p> <ul style="list-style-type: none"> <li>♦ Children will learn about a range of great artists, craft makers, designers and architects which will increase their awareness of culture, diversity and creativity, both in history and around the world.</li> <li>♦ Exploring/responding to a wide range of artists’ work from a range of genres.</li> </ul> <p><b>Knowledge</b></p> <p>Children’s knowledge is developed in the following ways:</p> <ul style="list-style-type: none"> <li>♦ With a mixture of individual, group, whole class and whole school practical work.</li> <li>♦ Using a range of media to create their own art to express themselves and demonstrate their understanding of the key learning criteria for their year group/key stage.</li> </ul>

	<p>Being taught and practicing:</p> <ul style="list-style-type: none"> <li>◆ Skills (generating ideas: skills of designing and developing ideas)</li> <li>◆ Making (skills of making art, craft and design)</li> <li>◆ Evaluating (skills of judgement and evaluation)</li> <li>◆ Knowledge and understanding (acquiring and applying knowledge to inform progress)</li> </ul> <p><b>Capabilities</b></p> <p>Children's capabilities are developed in the following ways:</p> <ul style="list-style-type: none"> <li>◆ Lessons should include a wide range of teaching strategies that have high expectations, match different pupils' needs, actively engage pupils and ensure they learn and think about art and design.</li> <li>◆ A range of resources including sketchbooks, pencil, charcoal, paint, clay, outdoor learning and a range of multimedia resources are used to support and develop art knowledge and skills.</li> <li>◆ Being given responsibilities for taking care of and organising art resources and equipment including selecting the most appropriate for their own art.</li> <li>◆ Meeting with and talking to artists about their work, preferences and opinions in response to art sources</li> <li>◆ Developing the skills and confidence to ask for help and advice when needed and to take steps to 'unstick' themselves wherever possible in their own learning.</li> <li>◆ Developing the skills to understand and be in control of their emotions and behaviour. With a mixture of individual, group, whole class and whole school recording and practical work.</li> </ul>
<b>Assessment</b>	<p>Art is assessed within the four areas of: Skills, Making, Evaluating, Knowledge and Understanding.</p> <p><b>Formative</b></p> <p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. All sessions should begin with a recap/recall of previous learning. Teachers should use skillful questioning to gauge starting points, to assess current understanding and knowledge, to ensure concepts have been acquired, to identify misconceptions. This formative assessment should support the teacher in adapting lessons to ensure pupils are learning new learning, building on prior learning and making links between new and previous learning. At the end of each session, teachers should use assessment tools to ensure that the intent of the lesson has been achieved, to help plan for the following session and to support building a picture of the pupils' progress for final summative assessments.</p> <p><b>Summative</b></p> <p>It is the responsibility of the class teacher to assess all pupils in their class. Each child is assessed termly, against the criteria outlined in the Access Art and project on a Page units attached to each year group. At the beginning of each unit of work the teacher should ensure that a pre-unit piece of art is recorded in the pupils' sketch books in order to compare with progress in the end of unit outcome. Teachers must also use their class floor books to record other aspects of completed work, pupil voice around their knowledge of artists and genres. This assessment may also be recorded and saved in a video format.</p>

<b>Culture</b>	<p>Art is an important contributor to the Trust ambition to develop the whole child through the acquisition of wisdom, knowledge and skills. We believe that the teaching and learning of Art and Design provides a valuable educational, social and cultural experience for all pupils. The learning of Art and Design provides a medium for cross-curricular links and for the reinforcement of knowledge, skills and development in other subjects.</p> <p>Art, Craft and Design embody some of the highest forms of human activity. Art and Design is a creative and highly interconnected discipline that has been developed over millenia, providing the solution to some of humankind's most intriguing problems. A high-quality art and design education will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they will be able to think critically and develop a more rigorous understanding of art and design. They will also know how art and design both reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation.</p> <p>Our Art and Design curriculum will allow pupils to:</p> <ul style="list-style-type: none"> <li>• produce creative work, exploring ideas and recording experiences</li> <li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul> <p>Enrichment is provided through DT, Science and Outdoor Learning as well as:</p> <ul style="list-style-type: none"> <li>• visiting exhibitions</li> <li>• attending local arts festivals</li> <li>• entering local contests</li> <li>• attending workshops led by professional artists in the community</li> <li>• display work on the school website</li> <li>• Art Day</li> </ul>
<b>Systems</b>	<p>The school follows The National Curriculum 2014 and teachers use a variety of other resources such as Access Art and Projects on a Page to support pupil's learning.</p> <p>In EYFS, children begin to develop their expressive art and design skills and knowledge by exploring three areas: imagination and creativity; self-expression; and communicating through arts. In EYFS, children's development of artistic and cultural awareness</p>

	<p>supports their imagination and creativity. They will have regular opportunities, embedded throughout their provision, to engage with the arts, explore and play with a wide range of media and materials.</p> <p>As they move into KS1, pupils develop the skills to use a range of materials creatively to design and make products. They will include drawing, painting and sculpture. Children will be taught to share their ideas, experiences and imagination. Children will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They will acquire knowledge and awareness of a range of artists, craft makers and designers. From this, children will learn to describe the differences and similarities between different practises and disciplines, as well as making links to their own work.</p> <p>In KS2 pupils will extend their knowledge and understanding of art and design by developing 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. This will include creating and using sketch books to record their observations and use them to review and revisit ideas. Children in KS2 will improve their mastery of drawing, painting and sculpture with a range of materials. Pupils in KS2 will build upon their knowledge of artists and progress by learning about great artists, architects and designers in history.</p> <p>Our systems ensure pupils experience a well-structured, detailed and carefully sequenced curriculum and within that pupils have opportunity to revisit and build upon prior learning.</p>
<b>Policy</b>	<p>The policy of art and design is to:</p> <ul style="list-style-type: none"> <li>• Inspire pupils to express their responses to ideas and experiences in a visual or tactile form.</li> <li>• To simulate children's creativity and imagination.</li> <li>• Develop a growing knowledge of, and to be inspired by, great artists, designers and crafts people.</li> <li>• Obtain art and design knowledge, understanding and skills needed, including the formal elements of art and design.</li> <li>• Enable children to develop the vocabulary and ability to communicate, critically and expressively, through the arts.</li> </ul>
<b>Perceptions</b>	<p>The monitoring of the standards of children's work and the quality of learning and teaching Art and Design is the shared responsibility of the Head of School - the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Art and Design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. A named member of the school governing body is briefed to overview the teaching of Art and Design in the school.</p> <p>Actions</p> <ul style="list-style-type: none"> <li>• Develop the ways in which Art and Design is exhibited around the school and online.</li> <li>• Art and Design pupil conferencing.</li> <li>• Embedding the use of 'Access Art' . Subject Lead to support staff.</li> <li>• Art Day and exhibit of Art work at the local Art Show.</li> </ul>

