



Dishforth CE Primary School



Art and Design Intent, Implementation and Impact Statement

Intent

At Dishforth Village Primary School we aim to provide opportunities for all children, through use of the Access Art curriculum, to develop their substantive and implicit knowledge of Art, through the study of artists and makers, the creation of their own pieces and evaluation of their own and other's work. We want children to **know more** about different artists, **understand more** about different techniques and mediums and to **remember more** about their art and design experiences.

Implementation

At Dishforth CE Primary School we use Access Art to support our Art and Design curriculum.

Art and design are organised into a two-year rolling programme for each class. Planning is based around the AccessArt curriculum and linked to genres, elements and artists, giving children a broad and balanced experience. Each term children follow a scheme of work which develops their skills and knowledge. They learn about traditional, modern and contemporary artists to ensure that the curriculum covers a diverse range of cultures, genders, styles and media.

How do we teach Art?

We teach art as a discrete lesson from Year 1 and use the AccessArt schemes of work. We do this through a mixture of whole class teaching and individual/group activities on projects in two and three dimensions and on different scales using a wide range of materials and resources, including ICT.

The scheme of work is organised so that the children build on their substantive and disciplinary knowledge each year, focussing particularly on drawing, painting and sculpture and on the work of artists. Armed with these skills and knowledge, the children can then use other techniques to express themselves and evaluate the work of others.

As art is taught on a split timetable with DT the AccessArt Drawing journey is used on Non art weeks to further the children's drawing development.

How do we support our SEND learners?

We recognise the fact that we have children of differing abilities in all our classes, and so we provide suitable learning opportunities for all children. This could be by:

- Additionally in adult to support fine and gross motor skills and differentiated approach to the use of mark making tools

- Use of support for recording such as word banks, sentence stems and adult scribes for the evaluation of their own work and artists studied
- Increased modelling of skills and techniques such as shading, colour mixing and sculpting

Each theme of work has a knowledge organiser. This identifies the key knowledge and skills for the topic and can be used as an aide memoir for the students as well as acting a springboard for learning. The children's sketchbooks also show evidence of previous learning and skills, which children can use to refer to as they progress through the pathways. This also helps teachers to assess the children's prior learning and then build up a bank of knowledge on the skills, genre, artist and movement that is being studied. The children's ability to recall, consider, evaluate, and make links across a wider, more diverse range of work is strengthened through using sketchbooks. Regular quizzes and retrieval activities ensure that children **know more, understand more and remember more**.

In EYFS, art is embedded within the curriculum and children have access to creative activities in their continuous provision, in child led, adult led and child-initiated activities. Stories and non-fiction books are used to develop their understanding of art and artists and their role in our culture.

In Ks1 children will complete three units of work each year focussing on drawing, painting or print making and working in three dimensions. Children are introduced to a variety of artists, designers and craftspeople from across the world with a mix of contemporary and traditional artists.

In KS2 As pupils progress towards the end of KS2, we aim to encourage them to think critically and develop a more rigorous understanding of art and design. They should know how art and design both reflect and shape our history and contribute to culture and creativity. Art sketchbooks will have evidence of both their own work and those of famous artists. Children will be able to discuss some famous artists/art movements and mention some examples of work.

At Dishforth Village Primary School our Art curriculum enables the children to:

- develop the capacity to express ideas and feelings symbolically through various media
- develop skills and concepts through substantive practical learning
- visually perform their thinking of issues, topics and themes
- develop social skills and awareness through sharing responses
- experience personal satisfaction and self-confidence when involved in art and craft activities
- use means of self-expression which give an insight into areas of experience that cannot easily be verbalised
- develop an awareness and appreciation of a variety of cultures and societies
- develop an awareness of the disciplinary aspects of art through the study of traditional, modern and contemporary artists
- develop an evaluative response to their work and that of their peers

In our curriculum we have also considered the **journey of a child through the school**, so that our curriculum is progressive even when a child remains in a class for 2 years. Each class has a two year rolling programme so that no learning is repeated.

Planning

Long Term Plans: These plans map out the pathways chosen using the AccessArt resource.

Medium Term Plans: These detailed plans provide a lesson by lesson overview of the learning objectives and outcomes being taught. It identifies resources needed, key vocabulary to be taught and how the learning objective will be successfully taught to all pupils in each lesson.

Lesson structure

Each lesson will support children to know more, understand more and remember more about art.

Lessons will focus on acquiring new skills, practising skills already learned and drawing on previous knowledge.

Resources

Each classroom stores Art and Design resources which are used by all year groups within school.

Assessment

Assessment in Art and Design takes place throughout lessons. Teachers listen carefully, observe, ask questions and review learning undertaken. Within lessons, teachers are quick to identify any child who may need further support to develop the skills and knowledge necessary to achieve the lesson's learning objective. Misconceptions are identified and addressed rapidly to ensure children made good progress. Teachers have a good understanding in the progression of Art and Design skills and knowledge through the use of the AccessArt curriculum and can use this knowledge confidently to extend and challenge high attaining pupils.

EYFS

Assessment of children's understanding and knowledge is achieved through observations and discussions. Evidence towards children meeting their Early Learning Goal for Communication and Language, Personal, Social and Emotional Development, and Expressive Arts and Design is collected via the child's learning journey using photographs and observational notes. Progress towards their ELG is regularly reviewed and next steps are identified. Statutory assessments are made at the end of EYFS.

Key Stage 1&2

Formative assessments are made during each Art and Design lesson. Teachers review children's learning against the lesson's learning objective using evidence from questioning, observations and children's independent task. This formative assessment is used to inform further planning, identifying next steps in learning and practising skills and identify children who require further support and challenge. Children's progress towards achieving end of key stage expectations for Art and Design is tracked termly to ensure children acquire the skills and knowledge expected.

Monitoring

Art is reviewed and monitored through lesson observations, work scrutiny, discussions with pupils and monitoring of plans. The Art Subject Leader works co-operatively with all staff and regularly reviews the progress and implementation of the policy within the school. Issues arising from monitoring and review, are used to inform future targets in the action plan and School Development Plan for Art where necessary.

Role of the Subject Leader

The subject leader is responsible for monitoring children's attainment and progress to ensure that all learners complete their programme of study at each stage. In addition to this, the subject leader is responsible for supporting and developing staff's subject and pedagogical knowledge to enhance the teaching of Art and Design. Evidence gathered from the monitoring process, will be collated in the subject leader folder, fed back to staff at an appropriate time and be fed into the Art and Design action plan.

Impact

All our staff, senior leaders and Governors, are involved in measuring the impact of our Art curriculum in different ways. Our art subject leader is Ros Cawood - she is responsible for the curriculum development and evaluation, alongside senior leaders and the Governing Body.

- Opportunities are taken to share planning at the start of each term, to support and develop ideas both with staff and children.
- Further information is gathered through discussions with pupils; highlighting strengths and achievement and any improvements, knowledge and skills that still need to be embedded.
- Governor reviews investigate lines of enquiry to evaluate our curriculum and the outcomes for the children.
- Children in EYFS are assessed within Expressive Arts and Design and their progress is tracked termly by the EYFS lead. Monitoring takes place through discussion, the EYFS lead's knowledge of the children, and use of Tapestry to record observations. Age related expectation levels are reported to parents at the end of the reception year.

As a result of the high-quality learning experiences in Art and Design at Dishforth CE Primary School, learners will:

- **Know more** about different artists, art techniques and different media.
- **Remember more** about different techniques they have learned and be able to make informed decisions about when to use a particular technique.
- **Understand more** about art and their own achievements and skills.
- The majority of learners will achieve or exceed the age-related expectations in Art and Design. They will have the foundations of the subject to develop their learning as they move on to secondary school.