



## INTENT – We aim to ...

## Art and Design 'on a page'



Create opportunities for children to explore different materials and learn ways to use them effectively.

Develop children's creativity, encouraging self expression and communication with others.

Help pupils connect with their own cultures, as well as with the wider world, through art.

Engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment and invent.



## IMPLEMENTATION – How do we achieve our aims?

**Curriculum:** Art & Design is taught through thematic units as part of our Dimensions Curriculum (Pathfinders), through Skills Development Tasks and through projects which apply those skills. Through a combination of subject knowledge and skills, we teach styles through different artists, and about the mediums of collage, textiles, photography, drawing, painting, 3D form and sculptures, as well as mixed media.

**Recording:** Children have opportunity to work both individually and collaboratively to practice techniques and create 2D and 3D art. Their work is celebrated in our Dimensions class floor books, displayed in our school environment and on our Art progression Dojo display. It is shared with our wider community on Dojo and X.

**Assessment:** Is through informal, ongoing, teacher-made judgements. In EYFS evidence is recorded on 'Tapestry' and tracked ('not/on track') three times during the year. In KS1, children show their recall of prior learning at the beginning of a unit through quizzes and discussions. Teachers observe whether children are making the 'expected' skills and knowledge development during projects and adapt teaching appropriately. Children are taught to analyse and reflect on their own work and that of other artists.

**Vocabulary:** Learning through Art develops pupils' language skills, giving opportunities to analyse and reflect on their own work and that of others verbally. Key vocabulary relating to **form and technique** e.g. stippling/sculpture, **tools** e.g. pastels and **style** e.g. pop art is taught, reinforced and recalled alongside activities so that children learn and use it in context.

**SEND (inclusion and adaptations):** Teachers use the Dimensions framework to plan for all children (including the More Able) to access activities at an appropriate level, making adjustments to adapt an activity or lesson delivery to ensure successful learning e.g. in small steps/ using support staff or using specialised equipment e.g. squeeze scissors, raised desk.

**EYFS:** Through thematic units in the Dimensions Curriculum (Explorers), children begin their knowledge building journey on the Art themes of techniques, tools, people, vocabulary, architecture and cultural understanding. They have opportunities to explore and to develop skills both in teaching focus groups and independently in the free flow area activities.

**Monitoring:** By regularly meeting with teaching staff, analysing relevant data and conducting 'open book' pupil interviews, the curriculum leader can evaluate children's understanding of and feelings about their Art learning experience and can carefully monitor the quality of the learning provision. This ensures teaching and learning is effective and adapted where necessary.

**Disadvantaged children:** At Newhall Infants we believe that all children are entitled to equal access to the full Art and Design curriculum regardless of attainment or social background.

**CPD:** Initial 'Dimensions' *Learning Means The World* training to take place in September 2023, lead by Sharon Dicken and Dimensions Team. Half-termly evaluating and training to develop further subject knowledge. Staff have also completed 'Subject Knowledge Audits' to identify areas for development.



## IMPACT – How do we know if we've achieved our aims?

Children will be able to use a range of materials, media and techniques to develop their ideas, experiences and imagination.

Children will have the vocabulary to express themselves and share their opinions about their own work and that of others.

Children will use tools safely and be confident to experiment.

The school environment will reflect the high value that we place on art and culture and children's pride in their work.