



Art and Design: Intent, Implementation & Impact

Curriculum Intent

The 2014 National Curriculum for Art and Design aims to ensure that all children:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

At Maulden Lower School, our art and design curriculum is constructed to inspire children to produce creative work, exploring their ideas and recording their experiences. We provide varied learning opportunities which aim to develop children to become proficient in drawing, painting, sculpture and other art, craft and design techniques. We provide opportunities for children to evaluate and analyse creative works using the language of art, craft and design; know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

In their Art and Design lessons, the children will:

- learn the skills of textiles, sketching and painting, collage, digital media and printing
- link creative ideas for our artwork to other curriculum areas such as science, history or geography
- be given opportunities to explore and evaluate ideas
- study great artists and gain knowledge and appreciation for a wide range of British and global artists. We encourage visits from local artists to inspire the children and spark their creativity.

Curriculum Implementation

Our Art and Design curriculum covers the skills outlined in the EYFS Framework and National Curriculum through broad, challenging, and inspiring units of work. The required coverage is broken down into long term plans, then further divided into medium term plans by teachers. Whilst the EYFS and National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.

A curriculum coverage document maps out when each year group is completing a specific unit of work and reflects how each element of art and design is covered throughout the year groups.

Progression grids are used to ensure knowledge, skills and vocabulary build year on year. This ensures that by the end of year 4 pupils have a wealth of knowledge and skills to aid in their future studies.

The art and design curriculum is taught through the progression of art and design techniques using a range of media and materials. Children experience 3 alternate half-terms of art each year, this allows them to build upon knowledge and skills, whilst develop recall skills which will ensure that learning is embedded in their long-term memory.

Early Years

In EYFS children are provided with activities and experiences that allow them to:

- explore different materials freely, to develop their ideas about how to use them and what to make
- develop their own ideas and then decide which materials to use to express them
- draw with increasing complexity and detail,
- explore colour and colour mixing
- explore, use and refine a variety of artistic effects to express their ideas and feelings
- return to and build on their previous learning, refining ideas and developing their ability to represent them
- create collaboratively, sharing ideas, resources and skills

Key Stage One

Lessons build on children's experiences in EYFS, introducing new techniques, a focus on developing their own ideas and increased opportunities to reflect on their own work whilst learning about a range of artists.

Lower Key Stage Two

Children are taught to develop 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. Children create in sketch books to record their observations and use them to review and revisit ideas. Children improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. They continue to learn about great artists, architects and designers in history.

Assessment

Skills in art work is built up over time and from year 2 is recorded in sketchbooks. Due to the practical nature of art and design, evidence of work undertaken by children can be in the form of teacher's notes, artwork or as a photographic record.

Teachers continually assess children's knowledge, understanding and skills in design and technology by making observations of the children working during lessons. The progression grid document is used as a reference for what children should have achieved by the end of each year group following five areas: Planning, Making, Evaluating, Technical knowledge, and Vocabulary. This assessment is then used to inform the adaption, support and challenge required by the children.

As part of our assessment for learning process, children will receive both verbal and written feedback to aid progress in the subject. Children are also encouraged to be critical of their own work, highlighting their own next steps.

Curriculum Impact

By the time children leave Year 4 we aim for children to be able to use technical vocabulary accurately and improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children will show competences in improving their resilience and perseverance by continually evaluating and improving their work.

The art and design curriculum provides contextual opportunities for the development of SMSC (Spiritual, Moral, Social and Cultural) learning objectives. In addition, the subject actively promotes the fundamental British Values through knowledge that art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

In order for this to happen, the Art and Design Subject Co-Ordinator, the Headteacher and the Senior Leadership Team take responsibility for the monitoring of the art and design curriculum and the standards achieved by the children. The subject co-ordinator will complete monitoring activities throughout the year.

This monitoring takes the form of:

- lesson observations and feedback
- staff meeting discussions
- learning walks and pupil voice conversations
- planning scrutiny followed by support where necessary
- book/work scrutiny on a termly basis
- pupil progress meetings with the head teacher where Sonar Tracker data is analysed and intervention and next steps are put in place for children not making expected progress
- moderation within the FARM cluster of local schools
- transition opportunities for our Year 4 pupils, as well as staff, to engage with Alameda Middle School