

Art and Design

Art and Design Subject Leader: Kathy Wilson

Subject Intent:

The curriculum for Art and Design aims to ensure that all pupils:

- experience a wide range of techniques which includes opportunities to develop skills and knowledge
- develop mastery in drawing, painting, sculpture and textile
- evaluate and analyse their own work, that of their peers and famous artists and designers
- know about great artists, craft makers and designers, making links to the historical and cultural context of their work.

Subject Implementation:

Schemes available: The school has developed a bespoke Scheme of Work which is taught across the whole school and is identified in our art and design long term plan (Annual Overview) – see attached. This scheme ensures that, throughout their time at Hermitage, children participate in a range of art and design projects -which incorporate drawing, painting, sculpture and textiles - whilst learning and developing new skills and knowledge.

In Reception Class, art and design is taught through the EYFS curriculum 'Expressive Arts and Design'.

Access for SEN Pupils:

The school has developed a relevant and balanced Art and Design curriculum for all children, including those in the Resource provision. All children can access the school's Art and enrichment activities, regardless of SEND. Staff recognise the fact that we have children of differing abilities in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Resources and location: Textiles – in art cupboard (next to Year 5)
Paper, card, paint, ink in art cupboard (next to Year 6)
Sketch Paper, clay, tools, pencils, glue, printing equipment, collage materials in art cupboard next to year 5.
Some classes have their own set of paints, brushes, watercolour pencils in the classroom -

Teaching sequence: For each Art and Design topic, we aim to follow the teaching sequence of:

Exploring
Teaching
Experimenting
Creating/applying
Evaluating

Where is pupil's work recorded? Sketch books, school displays.

Extra – curricular opportunities:

Trips and visitors –

Reception visit imagine that which is a creative experience, one of the activities was painting a car.

Year 1 visit Holmes Chapel church as part of their topic and a precursor to their art.

Year 3 have access to an art studio during their stay at Tattenhall where they take part in art activities, they also spend time in the dance studio doing creative dance. Year 3 have also been out in the school woodland creating natural art, inspired by their visit to forest schools.

Year 4's residential is next to Burdwardsley Church which is used to inspire their own work on our local church.

Year 5 visit the local river as part of their topic work, both are used as inspiration for their art work. Year 5 have created some forest art, during sessions delivered by the Woodland Trust Forest Schools.

Year 6 residential includes a mountain walk which is used as inspiration for their art work on mountains.

Opportunities for cross- curricular learning:

Art and Design uses pupil's knowledge and skills across several other subjects, for example –

English – Research, reading books, writing about how art makes us feel, extended writing opportunities, whole school big write.

ICT – use of computer aided design, researching designers, artists and architects

D&T – close links through textile projects which involve similar choices to be made about colour, materials etc.

History – art inspired by history topics, Stone Age cave paintings, Tudor houses drawn, great artists and architects in history.

RE – drawing of religious buildings.

Subject Impact:

Standards: Termly assessment grids are completed by all staff (years 1-6) which plot children's attainment against their predicted FFT band (below, at or above expected attainment). This then identifies whether children are on track or above the expected standard. Next steps can then be planned in to ensure the children make progress.

Assessment In every year group (1-6), the complete art sequence is followed for each termly Art and Design project. Children's achievement in an aspect of this process is evaluated at the end of every project with pupils being assessed as meeting key stage expectations, above them or below them (as

mentioned above). Notes are made to indicate the next steps required to achieve progression during future Art and Design projects.

Limitations: The limitations of these assessment tasks are that they are often only assessing specific key objectives for that year group and therefore it may be more difficult to track progress in certain areas from year to year. This is overcome by continual assessments done within lessons, questioning, observing and talking to children.

What is this information used for? Teachers will use success criteria linked to each of the assessment tasks to make their judgements. This information is then recorded on a Termly Assessment grid where staff can track pupils' progress in relation to their FFT band. Teachers will then use this information to identify any vulnerable children and to plan any next steps that need to be taken to ensure progress is made. The assessment data is monitored by the Art and Design subject leader termly to get an overview of the standards met in Art and Design across the school. During end of year transition meetings, teachers will let the next class teachers know of particular year group strengths or target areas to focus on.

Health and Safety considerations:

See Risk Assessment for Art which is updated annually and seek advice from Head or Art Subject Leader as required.

Kathy Wilson

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