

Aims and Purpose:

Vision: Our aim is to give all pupils the knowledge and skills to evaluate their own and other's works of art and create unique, individual pieces responding to a wide range of stimulus.

Intent: Our Art and Design curriculum intends to: -

- Inspire creativity and educate pupils on a variety of past and present influential artists.
- Develop pupil's critical thinking skills in order to reflect on both their own and others' work.
- Give art a purpose and relevance to pupil's lives through cross curricular topics and

Key themes

Drawing,
Painting
Sculpture
Printing
Textiles
Collage
Famous artists



Art and Design at Digby Tedder Primary School

Planning and Sequencing from EYFS to Year 6

Teachers use the National Curriculum guidance and our progression documents to accurately map the progression of skills and knowledge in Art and Design.

- Long and Medium Term Plans are created and followed.
- 2 and 4 year cycles are in place due to mixed aged classes and transience.
- The Medium Term Plan identifies key learning objectives, links to progression documents, resources, content and how HA and SEND children's needs are met.
- Skill Progression Documents guide the learning and expectations.
- An overview of key themes has been created to ensure coverage.
- This also ensures that the topics build on previous learning where possible and are sequenced to develop skills and knowledge.
- Differentiation is usually evident through adult support / scaffolding / expectations.
- Lessons begin with retrieval from previous learning to revisit and check knowledge is being retained. For Art and Design, retrievals can be a mixture of verbal, written and practical questions. Any gaps in knowledge can then subsequently be addressed through a revisit and reflect.
- A sequence of lessons usually involves research, studying an artist, planning, making and evaluating. This allows equal time focusing on knowledge and skills.
- Art Clubs have been provided for extra-curricular opportunities.
- Planning links to class topic where appropriate.
- EYFS follow Expressive Arts and Design area of learning (Development Matters). Staff make reference to 'Learning in EYFS document.'

EYFS – The following Early Learning Goals are the most relevant: -

- Fine motor skills, creating with materials

Assessment

- Skills and knowledge will be demonstrated by children through questioning, retrievals and practical tasks.
- Teachers will address misconceptions as they arise and plan to revisit key areas where needed (for example, through retrieval).
- High expectations are present by using quality examples to guide learning.
- Verbal / written feedback is given to support and assess progress and attainment.
- During Coordinator Days and Gov monitoring, subject lead will look at planning coverage, sketch / topic books and sample teaching (where possible) in lessons.
- Subject lead will talk to children about their views on the subject as well as check understanding / learning.
- Subject lead will talk with teaching staff for their views.
- Foundation Stage spreadsheet on Staff Drive will inform subject lead of progress.

SEND

- Adult Modelling / Scaffolding
- Photos and videos to support with WAGOLL
- Adapted equipment
- Dual control scissors to support motor skills. Adult to guide new art, craft and design techniques
- Increase editing / refining throughout the topic.

Challenge

Encourage deep reflection throughout the learning process.