



## Art and Design at Lower Heath CE Primary School

Intent	
<b>Our Art and Design philosophy is...</b>	<p>Our Art and Design curriculum aims to engage, inspire and challenge pupils to develop their artistic and cultural awareness by supporting their imagination and creativity. Children are equipped with the knowledge and skills to experiment, invent and create their own works of art, craft and design by nurturing their talents and interests. They should become proficient at drawing, painting, sculpture and other art, craft and design techniques. We also aim to build their awareness of existing works of art, providing children with the skills to evaluate and analyse them, using the language of art.</p> <p>We believe it is important for children to have knowledge of great artists, craft makers and designers and to understand the historical and cultural development of their art forms. Our belief in enrichment ensures that children are given the opportunity to visit an art gallery during their time at Lower Heath.</p> <p>Our scheme of work enables children to meet the end of key stage attainment targets in the National Curriculum. The EYFS units provide opportunities for children to work towards the Development Matters statements, particularly in relation to Expressive Arts and Design, by exploring and using media and materials and being creative.</p>
<b>Key Knowledge</b>	<p>At Lower Heath School, we believe that high quality practice will develop children’s interest and imagination, providing the foundations to be successful in the future. Through key substantive and disciplinary knowledge, children will be equipped to know more and remember more to develop as an artist.</p> <p><b>Practical Knowledge</b>        (Developing technical proficiency)</p> <ul style="list-style-type: none"> <li>• develop ability to make and create art</li> <li>• drawing, painting &amp; mixed media, sculpture &amp; 3D, craft &amp; design</li> <li>• artistic practice and techniques</li> <li>• key vocabulary</li> <li>• diversity of art traditions</li> </ul> <p><b>Theoretical Knowledge</b>        (Cultural and contextual content about artists and artwork)</p> <ul style="list-style-type: none"> <li>• artists past, present and future</li> <li>• meaning and interpretations</li> <li>• materials and processes</li> <li>• journeys and connections through time</li> <li>• how art takes place within cultural, societal, and historical contexts</li> <li>• diversity of art across the globe</li> <li>• understanding of how pupil’s individual style has been influenced by other artists</li> </ul> <p><b>Disciplinary Knowledge</b>        (Content about how art is studied, discussed, and judged)</p> <ul style="list-style-type: none"> <li>• how judgements are formed</li> <li>• how art is studied</li> <li>• how pupils can interpret art by using the theoretical knowledge that they have learned.</li> </ul>

<p><b>Golden Thread</b></p> <p>Equality, Diversity, Inclusion and Belonging</p>	<p>In this thread, we develop a culture of inclusion for all where everyone feels proud of their identity and can participate fully in school life. We aim to eliminate barriers to ensure that all children have the opportunity to succeed. Children will develop artistic knowledge that will enable them to participate fully and to interpret and judge art fairly and equally.</p> <p>Children will learn about artists from a variety of cultures and backgrounds. Through their developing knowledge, they will learn about a diversity of art traditions, art across the globe and an understanding of how art takes place within cultural, societal and historical contexts.</p>
<b>Implementation</b>	
<p><b>The curriculum for this subject area is designed using...</b></p>	<p>Our Art and Design scheme of work (Kapow) identifies five strands which run throughout each unit:</p> <ul style="list-style-type: none"> <li>- Generating ideas</li> <li>- Using sketchbooks</li> <li>- Making skills</li> <li>- Knowledge of artists</li> <li>- Evaluating and analysing</li> </ul> <p>There is an emphasis on developing children' use of sketchbooks throughout the scheme to apply skills and knowledge.</p> <p>Lessons are timetabled to be delivered over a half-term, three units being covered every academic year</p>
<p><b>Curriculum coverage in this area is progressive. We ensure this by...</b></p>	<p>The units are divided into four core areas, repeated in each year group:</p> <ul style="list-style-type: none"> <li>- Drawing</li> <li>- Painting and mixed media</li> <li>- Sculpture and 3D</li> <li>- Craft and Design.</li> </ul> <p>This approach allows children to develop mastery by revisiting core subject knowledge and applying that knowledge practically in a range of contexts with growing complexity.</p>
<p><b>If a topic is repeated in various year groups, we ensure that learning builds on prior knowledge by ....</b></p>	<p>At Lower Heath, we follow a 2-year rolling cycle to accommodate our for mixed age class structure. The KAPOW scheme uses a spiral curriculum approach, with key areas revisited again and again with increasing complexity, allowing children to build on their previous learning.</p> <p>Our progression of skills and knowledge documents map out how skills, knowledge and vocabulary are developed through the units of work and through year groups.</p>
<p><b>This subject links with the rest of our curriculum by ....</b></p>	<p>Our school specific curriculum map shows the links with other curriculum areas. Where possible, the art units will link with the themes outlined for each term. For example, in year 3/4, in history, children study what the ancient Egyptians believe so the art unit is craft and design: making ancient Egyptian scrolls.</p>
<p><b>Different year groups, and different abilities within a class, are catered for by .....</b></p>	<p>Our progressive curriculum allows for mixed-age classes ensuring that children continue to learn new skills. We ensure that abilities are catered for by considering: seating plans, communication with supporting adults, establishing clear routines, considering lighting and noise, offering a range of resources and considering scaffolding for pupils to support their learning. Lessons incorporate a range of teaching strategies to ensure they are engaging and appealing to all. Through these considerations and potential adaptations, we endeavour to support pupils with different abilities to fully participate and succeed. Differentiated guidance is available for every lesson to ensure they can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. By following the progression framework, it is possible to ensure that different abilities and age groups are catered for.</p>
<p><b>Trips, visits and the local community support this subject by.....</b></p>	<p>Children have the opportunity to visit an art gallery and a sculpture park as part of their learning. In addition to this, artists are invited into school for specific projects such as silk painting to enable the children to have access to a wider variety of experience, resources and techniques.</p>
<p><b>The subject is assessed by....</b></p>	<p>Assessment takes place through both formative and summative teacher assessment opportunities. Children are closely measured, during each lesson, against expected learning objectives. Each unit has a quiz and a 'knowledge catcher', which can be used at the start and/or end of the unit to assess understanding and associated knowledge they should acquire through the teaching.</p>

<b>The subject is monitored through .....</b>	Scheduled art monitoring sessions, with feedback being used to further improve practice. These sessions involve book scrutinies, learning walks and pupil/staff voice.
<b>Staff development in this subject includes ....</b>	Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust art curriculum. The subject leader attends curious curriculum CPD in relation to the subject, which is fed back to staff during weekly staff meetings. Each unit in KAPOW has training videos to develop subject knowledge and support ongoing CPD. Through staff voice, we identify areas that teachers do not feel confident in delivering and timetable CPD for these specific areas.
<b>Impact</b>	
<b>In art sketchbooks you will see .....</b>	Children will develop their use of sketchbooks to practise techniques learned, develop and evaluate their ideas and demonstrate their individuality. They will use them to record their thinking processes, this may include: drawings, notes, key words, pieces of material, objects found, colours, photographs, texts, rubbings and annotations. The sketchbooks should be individual and personal to each child.
<b>What is the impact of our art curriculum?</b>	<p>Our art curriculum equips children with facts and key information about art to enable them to talk confidently about their own learning journey and have a growing understanding of how to improve. Children should leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for the art and design learning at key stage 3 and beyond.</p> <p>The expected impact of our art and design curriculum is that children will:</p> <ul style="list-style-type: none"> <li>✓ Produce creative work, exploring and recording their ideas and experiences</li> <li>✓ Be proficient in drawing painting, sculpture and other art, craft and design techniques</li> <li>✓ Evaluate and analyse creative works using subject-specific language</li> <li>✓ Know about the great artists and the historical and cultural development of their art</li> <li>✓ Meet the end of key-stage expectations outlined in the national curriculum for art and design</li> </ul>