ART AND DESIGN

INTENT

Art, craft and design embody some of the highest forms of human creativity. A high- quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. They should also know how art and design both reflect and shape our history, and contribute to our culture, creativity and wealth of our nation.

Upper Key Stage2/Lower Key Stage 2/Key Stage 1
Students are taught in mixed year groups in their classes. The ARP children also join for these lessons as learning is differentiated for them and LSA/teacher support given where appropriate. The work often involves working in groups and predominantly the students are allowed to chose their own partners. With more technical tasks, such as the moving toy unit, the students are in mixed ability groups. The children are encouraged to share their ideas and talents – the input of every child is respected.

EYFS
Children are taught in whole class, small groups or as individuals. – art and design are an integral part of the curriculum and are ongoing throughout the day through challenges and independent child led projects. The children have the opportunity to explore, practise and refine their skills through daily adult-led and child initiated activities.

IMPLEMENTATION

Statutory requirements
Pupils should be taught

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

IMPACT

Each child from KS1 to UKS2 is provided with a sketch book which contains a collection of their work and photographs of their creations. Within these books the child's progress is evident and full art books are passed on to the child's next teacher. Assessment for learning- with reference to the 'Art Express' progression overview - is continuous throughout the planning, teaching and learning cycle.

Teachers provide verbal feedback and write short positive appraisal comments, sometimes suggesting how a child can improve their work. Teachers model and encourage children to have more than one attempt at, for example, drawing in the style of a particular artist such as Kandinsky or Picasso.

The work of all children is valued and displayed. Many children who see examples of good art by other children often aspire to get better themselves.

In KS2, for DT, children are normally provided with a booklet to complete. This includes research, planning, design and evaluation. The teacher assesses these and often several are put on display.

Upper Key Stage2/Lower Key Stage2
Assessment is formative and in the case of ongoing projects, teachers would look at the work outside of the lessons and then give feedback to hopefully encourage the children to make improvements. There are also self assessment /evaluation opportunities and opportunities for peer assessment.

Key Stage 1
Children are informally assessed against 'I can' statements. They are given ongoing formative assessment as they work, through questioning and comment.