



Art and Design at St Margaret's Intent, Implementation & Impact

Everyone is valued. Everyone is motivated. Everyone achieves.

Intent

Visual and expressive Art, Craft and Design embodies some of the highest forms of human creativity and imagination which provides opportunities for our pupils to explore and appreciate all art forms and express themselves creatively.

We believe art and design should engage, inspire and challenge pupils, equipping them with both the knowledge and skills to experiment, invent and create their own artistic pieces of work for a range of contexts whilst acquiring a range of subject knowledge taught progressively through the year groups.

Our Art and Design curriculum has been designed to ensure that the pupils of St. Margaret's Junior school experience an enriching range of exciting and engaging opportunities that draws upon other subject skills such as design and technology, mathematics, computing, religious education and music. Pupils will be provided with the opportunity to experience different areas of making such as drawing, painting, sculpture and textiles with the intention of revisiting each area annually. We teach art and design through these areas of making whilst linking with themes in other subject areas whenever possible. This is to exploit logical and beneficial links between subjects and create learning in a sustainable and enjoyable way. In addition, we hope to provide our pupils with a foundation to extend their interest in art and design beyond school and into the future.

In line with The National Curriculum, we aim to develop:

- 🌐 Engaged and inspired artists and designers who have practical, theoretical and disciplinary knowledge and skills
- 🌐 Confident artists who experiment, invent and create pieces for a range of contexts
- 🌐 Exciting and engaging opportunities that draw upon other subject skills to enhance art skills
- 🌐 Different areas of making such as drawing, painting and sculpture
- 🌐 Communicators who have a strong sense of visual literacy and can interpret moods and meanings through the use of images and colour
- 🌐 Independent and collaborative workers
- 🌐 Makers who are confident with handling materials, tools and can use a range of techniques
- 🌐 Artists who are curious to experiment and explore the full potential of materials and processes whilst challenging boundaries
- 🌐 Pupils who can independently reflect on their own and others' work in order to develop further
- 🌐 Creators who understand art and how it reflects a sense of heritage and culture

Implementation

We ensure that Art and Design skills and knowledge are fully taught and practised throughout the year with a new focus on an area of making every half term. Each Year group is taught progressive Drawing, Painting and 3D as priority areas of making as these are the fundamentals of the other areas of making therefore, we ensure that all pupils in all year groups are provided with this core learning from which to build on.

Our Pupils make progress by being taught practical, theoretical and disciplinary knowledge and making connections between them. They are taught how to create art by learning the methods and techniques used by artists, craft-makers, and designers. They learn about tools, materials, and history of the subject whilst discussing art and learning about how it can be judged, valued and assessed.

As our pupils progress through the school, the Art and Design curriculum allows them to build upon prior knowledge and skills, giving them opportunities to apply them to a new context. We want Art and Design to support our children to think critically and develop skills to enhance their understanding of art, design and visual literacy.

Four key documents are used to deliver our curriculum aims for Art and Design:

- a) Our Art and Design progression map shows the key knowledge and skills that our children should acquire each year, with a clear sequence of learning that builds year on year, across Key Stage 2.
- b) A long-term overview of how we cover key areas such as draw, paint, sculpture, textiles, collage and design techniques as well as how they link with topics and other year groups.
- c) Long term and short term planning, using Access Art and other planning, helps them deliver a progressive, well sequenced learning journey that ensures they teach ambitiously to achieve quality outcomes whilst ensuring our pupils knowledge and skills in Art and Design are richer.
- d) Our 'Key Expectations' document outlines the key elements that will be found in our Art lessons.

We ensure that planning revisits and consolidates, building on prior knowledge whilst introducing new learning so our pupils **know more, remember more and achieve more**.

Using Art and Design technical word banks, teachers ensure that pupils are introduced to and apply with confidence the correct vocabulary related to areas of making, techniques, styles, materials and tools.

Sketchbooks are used as an intrinsic part of the learning journey, allowing pupils to collect visual information, experiment with ideas and processes, explore their imaginations, create and evaluate their own and the work of others.

We also provide opportunities to visit museums and galleries to gain first-hand experience of the work of artists, exploring and creating a range of artwork.

Our Art and Design delivers an ambitious, rich and creative learning journey that is inclusive and accessible for all our learners so they all are all able to fulfil their potential. We have well-resourced

areas within school that provide a range of materials and tools to allow for the delivery of a comprehensive Art and Design curriculum reflecting the needs of all our learners are valued.

Health and Safety considerations are paramount to staff when teaching Art and Design, especially when using tools or exploring techniques, therefore rigorous risk assessments are put into place although additional risk assessments may also be carried out as and when required. Our pupils are taught to demonstrate responsible behaviour and use good practice as demonstrated by the teacher so that they carry out techniques confidently, handle tools and materials safely and effectively. Each class has an Art, Design and Technology Ambassador who assists in lessons and with new initiatives. They attend termly meetings to give feedback from classes, discuss their learning and experiences and provide a pupil voice.

We have additional enrichment opportunities provided throughout the year such as Britain in Bloom and Christmas Card Competitions and we offer a wide range of opportunities to learn and develop in after school clubs. These are popular and include a variety of Design and Crafting activities that children may not have the opportunity to normally explore.

In addition, our wall displays showcase the high-quality outcomes produced by our children and offer inspiration to other budding designers.









Impact

Through the teaching of our Art and Design learning journey, we motivate our pupils to learn how to appreciate art, including the ideas and meanings created by artists and designers as well as how to reshape their environment, practically and aesthetically. They will explore the impact of art and design on both our heritage and our contemporary life i.e. how the arts can enrich our lives and let us know that our artwork can give us a voice and have value.

We provide an effective pathway for achievement within skills, knowledge and vocabulary and provide opportunities for our pupils to successfully demonstrate this.

Art and design teaching at our school provides our pupils with a variety of sensory experiences and opportunities to express ourselves as individuals whilst also challenging them to become critical thinkers and problem solvers. It enables our children to communicate their thoughts and feelings through colour, texture, form, pattern, materials and construction. It equips our pupils with the ability to decode objects and images so they can develop their visual literacy and understand their surroundings. They **value** their own and others work, they feel enriched and **motivated** to learn and are inspired with an intrinsic curiosity to create and **achieve**.

We measure, assess and monitor the impact of the curriculum through the following:

-  Pupil self-evaluation and peer evaluation
-  Monitoring of pupil voice to check pupils have retained knowledge/skills
-  Children should have acquired key vocabulary and concepts/knowledge
-  Formative assessment used to diagnose and address learning gaps
-  End of block formative assessments
-  Assessment/Outcomes – Attainment against expected outcomes during the year and at the end of each year
-  Assessment/Outcomes – Progress made from individual starting points
-  Analysis of assessment, diagnosing knowledge and learning gaps

- Monitoring – of books and outcomes to check curriculum delivery, quality learning and pupil understanding
- Monitoring – Learning walks to check learning is delivered effectively
- Monitoring – subject leads reflect and analyse effectiveness of curriculum teaching and learning
- Monitoring – subject leads check that the curriculum meets the needs of all pupils through quality teaching, with tailored support and intervention where appropriate
- Reflective staff feedback and joint staff sessions inform CPD to maintain and enhance teacher expertise

The vast majority of children reach end of year or end of key stage expectations.