

# Art and Design at Church Eaton



## Intent: Art and Design Curriculum What are our aims?

Our entire curriculum is designed to educate and form the whole child. We want children to have a deep understanding of their own story – to know where they have come from, what their own aspirations for the future are and what skills they will need to achieve them. We want children to leave Church Eaton understanding that:

- They are part of a small rural community with a very long and very proud history. **(Community)**
- They are also part of an enormous diverse wider world that will provide endless opportunities. **(Diversity)**
- They are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be **(Social Mobility).**

Our Art and Design scheme of work supports these guiding principles by aiming to inspire pupils by developing their confidence to experiment and invent their own works of Art. It is designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history.

Our scheme supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies. It is our intent that children will:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft, and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## Implementation: What do we teach?

Our Art scheme of work is designed with five strands that are taught throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited repeatedly with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed media
- Sculpture and 3D
- Craft and design

**Implementation: How do we ensure that knowledge and skills are progressive?**

Nursery: Children will be taught how to

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul>
<b>Expressive Art and Design</b>	<ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings.</li> <li>• Explore colour and colour-mixing</li> </ul>

Reception to Year 6

- Our National Curriculum mapping document shows which of our units cover each of the national curriculum attainment targets as well as each of these strands within it. (See Website)
- Our Progression of skills and knowledge shows the skills that are taught within each year group and how these skills develop year on year to ensure attainment targets are securely met by the end of each key stage. (See Website)

**Implementation: What units do we cover and when do we cover them?**

Because we have mixed aged classes, we operate a two-year cycle for Art and Design. Units are mapped out with the links to our Curriculum drivers of Community, Diversity (D) and Social Mobility (M) as indicated below. The precise knowledge and skills that are taught in each unit are indicated in our Progressive Knowledge and Skills Documents and the national Curriculum mapping document that is on the Curriculum section of our website. Please note: The order in which the units are completed may be altered if necessary.

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
EYFS	Drawing- Marvelous marks 6 (Portraits)	Painting and mixed Media: paint my World Autumn Craft: Autumn wreaths	Winter craft: Threaded snowflakes	Sculpture and 3D: creation Station (Animals)	Spring Craft: Suncatchers	Craft and design-- Lets ger crafty  Summer Craft: Salt painting

		Christmas Craft: Salt dough Decorations			Easter Craft: Egg threading										
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 1/2 Cycle A	Drawing: Make your mark			Sculpture and 3d Play			Structures and Clay Houses								
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 1/2 Cycle B	Craft and Design: Map it Out			Painting and mixed media: Colour Splash			Painting and mixed media: life in colours								
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 3/4 Cycle A	Craft and design: Ancient Egyptian Scrolls (Swapped from Cycle B)			Drawing: Growing artists			Drawing Power Prints								
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 3/4 Cycle B	Painting and mixed media: Light and dark			Sculpture and 3D: Abstract shape and Space (from cycle a)			Craft and Design Fabric of Nature								
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 5/6 Cycle A	Drawing I need space			Painting and mixed medias: portraits			Drawing: making my voice heard								
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 5/6 Cycle B	Sculpture and 3d Interactive installation			Craft and Design Photo opportunity			Sculpture and 3d Making memories								
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M

### Implementation: What do Art lessons look like?

We have identified a series of Teaching and Learning Pillars which underpin all teaching and learning at Church Eaton.

Pillar	
Focused Planning	Curriculum programmes of study are developed into medium term plans which highlight learning objectives, assessment opportunities and sticky knowledge objectives designed to help pupils remember long term content. Teachers then plan and tailor units of work based around big questions that need answering. These units of work integrate technology, opportunities for discussion and creativity to address the specific individual needs of pupils so that all pupils can reach their full potential regardless of their starting point. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts, and vocabulary.

Quality First Teaching	Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Teachers are expected to consider prior knowledge and experiences and use the <a href="#">7-stage lesson planning</a> document to frame their lessons  Creativity and independent outcomes are robustly embedded into our units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.
Effective Target Setting through Meaningful Assessment	Individual and class strengths and areas for development are identified and used to inform future planning and interventions. Assessment sheets are used to track whether children achieve Learning Objectives and Cornerstones is used to collate information to enable subject leads to ascertain the number of children in line to achieve national expected standards
Targeted Interventions	Staff Solution Circles are used to support data analysis and identify what support children will need and how this can be achieved. This is supported by Raising Achievement and Progress Meetings that are held once every twelve weeks.
Purposeful Learning Environment	Art Is celebrated with an online gallery and displays in and out of the classroom. Learning resources and visual prompts are easily accessible to enable children to work independently and shared displays are used to celebrate final products and parent engagement days. Regular access to alternative learning spaces e.g., library, hall, outside to enhance the learning experience is also explored
Extended Curriculum	Children are given the opportunity to attend numerous Art clubs throughout the year e.g., painting, sewing etc
Reading at the core	Children are provided with reading resources at an appropriate level to support their learning. They are provided with opportunities to borrow books on Art from the school library and library bus to supplement their knowledge and interest.

### Impact: What will our children have learnt from our Art curriculum?

Through our carefully planned and sequenced curriculum we work to develop learners, from their individual starting points who are: ·

Community Builders who are aware that they are part of a small rural community with a very long and very proud history and can use this sense of community spirit to work collaboratively with others for the common good. ·

Clear Communicators who are literate and numerate in all contexts and aware that they are part of an enormous diverse wider world that will provide endless opportunities for them to apply these skills. ·

Successful learners who are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (social mobility).

In Art this will mean that our pupils will: ·

- produce work of quality by producing creative work exploring and recording their ideas and experiences
- learn what was intended by being proficient in drawing, sculpture and other art, craft and design techniques
- learn what was intended by being able to evaluate and analyse creative works using subject specific language
- achieve well by meeting the end of key stage expectations outlined in the National Curriculum for Art and Design ·
- be well prepared for next steps ·
- able to read age-appropriate materials and know about leading artists and the historical and cultural development of their art

### **Impact: How do we track progress?**

EYFS: Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in a variety of forms in the children's Tapestry accounts, floor books or their exercise books. Each child's progress is assessed whether they are working below age related expectations, working within age related expectations, or working above age related expectations.

At the end of EYFS (Reception) Children will be assessed using the Early Learning Goals. They will either be emerging at the goal or achieved it.

Years 1- 6 The impact of our scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet including the learning outcomes for children with secure understanding and those working at greater depth enables teachers to keep records of summative assessments for each child. Children complete endpoint assessments which we call Products., We then complete book looks/ pupil interviews and regular moderation exercises of this work to check on the progress made and identify how we can support your child in the future.