



Aston-on-Trent Primary School Intent, Implementation and Impact

Art & Design



Intent

At Aston-on-Trent Primary our ambition for all the children revolves around our ethos and our values and visions. It is important that it is in line with the national strategies and to be useful to the children in their school life and general experience, now and into the future.

The Art and Design curriculum should enable all pupils to achieve to the best of their ability.

It is important that children should be able to appreciate and enjoy culture and creativity from a diverse range of inputs from the experiences they are immersed in and to also offer exciting glimpses of less familiar environments.

We intend that the curriculum should be progressive and cross-curricular so that it grows with the children.

We want to inspire the children and to encourage them to develop the confidence to experiment and create their own works of art. We want art and design to be important in the lives of our pupils and to widen their understanding of the world and broaden their appreciation of artists and the creative processes collectively and individually.

We want to emphasise the relevance of art and design in enriching the whole experience of life and well-being.

Implementation

We hope to achieve these intentions by ensuring a progressive and effective curriculum delivered by enthusiastic, confident and outstanding teachers.

Art and Design is planned and taught in half termly modules, focusing on the knowledge and skills outlined in the Primary National Curriculum. Each module covers a particular art technique and is focused on a specific element of art. Creative, thematic and cross curricular links are made to ensure that children are given the opportunity to use and develop new skills.

Children are provided with opportunities to express ideas, opinions and feelings, and challenge their thinking through focused questioning. They will experiment with materials and design, modify their work and appreciate the work of others. Children are also provided with outdoor opportunities to develop their art skills for example: Using the school grounds and as part of Forest Schools.

In Foundation Stage, children experience Art and Design through activities planned as part of the Early Years Curriculum. In addition to planned activities, children have continuous access to a range of art and craft materials to stimulate creativity and develop art skills. In Key Stage 1, children continue to develop their creativity and imagination through a wide range of activities, using a range of materials which they are familiar with, and which reflect the local environment. Children are given opportunities to focus on the works of famous artists, crafts people and designers from a variety of cultures. They are encouraged to ask questions such as, how do I feel about it?

In Key Stage 2, children build on their skills, knowledge and understanding of processes and materials and begin to explore the diverse roles and functions of art and design in the locality and wider world.

Inclusion and Wider Engagement

All learning and activities are planned to be accessible to all learners, including SEND, G&T and other varying abilities.

When teaching Art and Design, the interests of the children are taken into account to ensure that learning is engaging, broad and balanced. Children are encouraged to share and explore both their own and new diverse cultural experiences.

Additional enrichment is provided through; Theme days/weeks within schools, outside providers delivering clubs/workshops/assemblies in school, school trips, after school/lunchtime clubs, access to regional or national competitions and others. These are made accessible to all ages and abilities.

Impact

We hope that we will create an environment where art and design can thrive. Where children can enrich their lives and grow their imaginations.

Impact on Pupils and School:

- Art is engaging and enjoyable for pupils, which generates a love of Art as a subject and an appreciation of the world around them.
- Teachers have the confidence and knowledge to deliver a well-planned and interesting curriculum to pupils using a range of resources and approaches.
- Pupils make good progress in their acquisition of skills, knowledge and understanding.
- Children access a range of different learning opportunities, both indoors and outdoors.
- Staff evaluate the impact of their teaching and learning and develop their practice to suit the learners in their classroom.
- The subject leader can identify strengths and areas for development of the subject and act upon it in the interest of the school.

Pupil Assessment & Attainment

During art lessons, children's learning is measured using observations, key questions and marking. This is used to support the planning and development of teaching and learning in the

short term. Summative assessments include using marking policy at the end of each term to see which children are on track and which children are exceeding expectations. This supports teacher assessment during the year as well as the Subject Leader's and SLTs monitoring of data to aid in planning for development of the subject and whole school targets.

Art Subject Area and School Improvement Planning

The subject leader:

- Measures the impact through monitoring activities, learning walks, questionnaires to staff and pupils, pupil voice, looking at evidence of pupils' work, analysis of teacher's assessments, and any other relevant evidence.
- Evaluates the impact and plans for future development of the subject for pupils and staff.

This also creates an action plan, looks to develop new opportunities, refines current practice, plans CPD for staff and feeds into the School Improvement Plan (where appropriate).