

Teaching and learning of: Art and Design

INTENT	At Hook-with-Warsash C of E Academy, we offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the National Curriculum. The intent is to ensure all pupils produce creative and imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as explore the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting and colour, sculpting, collage, printing and textiles. Children will also develop their knowledge of famous artists, designers, architects and craft makers. Throughout lessons, pupils will develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development.		
Underpinned by	Knowledge	Mastery	Vocabulary
	We follow a bespoke curriculum which meets the requirements of the National Curriculum, where children learn about the lives and works of many great artists, craft makers and architects throughout history. The units covered within an academic year enables children to explore, experiment, and further develop their core art and design skills: drawing, painting and colour, sculpture, collage, printing and textiles.	We aim to develop a mastery approach to Art and Design through acquiring a deep, long term, secure and adaptable understanding of the subject and the skills within it. There are certain principles and characteristics which characterise this approach: - An expectation that all pupils are capable of accessing art lessons. This is achievable through using supportive resources, adaptability of tasks, freedom in altering the artworks and intended final outcomes. - An expectation that all pupils are capable of achieving high standards in art. This is realised through high quality teaching, a flexible teaching approach throughout the school, encouraging individual choice, embedding resilience when things go wrong, nurturing problem solving when issues arise and supporting the skills, knowledge and understanding that are required at all the different stages of the experimentation and creating processes. - Challenge is through encouraging high quality outcomes, providing greater freedom of choice, allowing independent problem solving, and stimulating child led adapting/altering of artworks being made. - An expectation that all children can achieve success in all the different art and design areas (drawing, paint and colour, sculpting, textiles and printmaking).	Pupils will be exposed to, and become confident in the use of subject-specific vocabulary. Vocabulary is explicitly shared, clarified and modelled within each unit. Pupils are then actively encouraged to use this vocabulary accurately within lessons.

IMPLEMENTATION	Each unit comes with an overview, an end of unit assessment grid and additional resources to give the teacher and member of staff leading art confidence in progression of skills and knowledge and that outcomes have been met. Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. Lessons develop the children's techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We implement a series of lessons for each year group, which offer structure and clear learning journey. They are by no means to be used exclusively, but can be used to support planning. The teaching of art is flexible, with teachers choosing to deliver lessons spread across a half term, within a block, or a mixture of the two. CPD is via Hampshire training and network meeting for the Art and Design manager who then disseminates to staff through: staff meeting time, help with planning and general discussions about art.		
	SEND / Disadvantaged	EYFS	Feedback, Questioning and Discussion
	The art and design curriculum is adapted to meet the needs and styles of all learners. A variety of teaching and learning strategies are used to ensure that all pupils can achieve, including: - the use of appropriate interventions to support learning, - scaffolding to support learners - breaking tasks into smaller steps - the use of feedback to support the planning and adaptation within each unit.	Fundamental Art and Design knowledge and skills are introduced at the EYFS and covers the physical development and expressive arts and design areas within the EYFS framework. It is here that the building blocks are put in place for all subsequent projects. Early art is taught through topic based activities with a big emphasis on exploration and experimenting. Children are introduced to early skills such as mark making, cutting, chopping and sticking whilst trialling different tools and materials.	Feedback is given at the point of teaching. It may be written or verbal and in a manner which supports and moves learning forward, helping to embed particular skills. Questioning and discussion play a vital role. Pupils are encouraged to think deeply about artists work and their own – making comparisons and identifying differences – as well as responding to works of art on a critical and emotional level. Discussion ensures deeper understanding of skills and knowledge. An integral part of every art lesson is the discussion around the knowledge, skills and approach that is needed. The joy of art and design is that all children are entitled to their own opinions and interpretations of artwork; children feel confident in lessons knowing that their view is personal and therefore cannot be wrong. Discussions in class celebrate this.
IMPACT	Art and design learning is loved and valued by teachers and pupils across the school. Children are confident in using a range of materials and resources to create artwork and display a sense of pride over their creations; these are celebrated with the wider school community through displays across the school. Children can use subject-specific vocabulary, can speak confidently about their work and skills, and have a growing knowledge of great artists, craft makers and architects throughout history. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and		

	design on the world. Children become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competence in improving their resilience and perseverance by continually evaluating and improving their work.		
	Pupil Voice	Evidence in knowledge and skills	Breadth and depth
	Pupils will be given opportunities to feedback on their experiences in art through discussions and reflection on their work. Success is judged on whether pupils are positive, confident and actively engaged in art and able to recall prior learning and identify progress.	Children are able to recall facts about an artist within a scheme of work as well as compare, analyse, evaluate and express opinions upon certain works. Progress is clear throughout the year. This is measured at the end of every unit. Pupils are able to confidently experiment with the key art skills as according to the skills progression map. As the children become competent in their skills, they will be given opportunities to make independent choices in regards to the way they approach their artwork. Assessment and teacher feedback is used to inform future actions and plans.	The curriculum covers a wealth of great artists, designers, craft makers and architects, with each scheme of work focusing on at least one. The key skills of drawing and painting and colour are visited in every scheme of work; collage, printmaking and sculpture are visited once a year; and textiles is visited every two years. These key skill areas are continually revisited to ensure children can recap on and embed learning throughout KS1 and 2, with children becoming proficient by Year 6. Art Week, held every two years, allows children to revisit these skills to further embed them.