

Intent: At LFADM we provide our children with high quality art and design lessons which we teach through our broad and balanced curriculum. Our art and design curriculum gives our children the opportunities to become expressive, creative and inspired as well as giving them a passion and love for art! Through our curriculum, we give our pupils the opportunity to develop their skills and techniques using a range of media and materials. We teach our pupils the skills and knowledge necessary to help them express themselves and enliven their imagination. Children will explore the vocabulary and language of art and design and build upon their prior knowledge. Children will be equipped with the knowledge and skills they need to challenge themselves to experiment, invent and create their own works of art. As well as the practical side to Art, children will learn the ability to think critically and develop a more rigorous understanding of art and design. Pupils will evaluate and make critical responses of their own work as well as the work of their peers and other artists. Our children will learn about a range of great artists and movements and understand how Art and design contribute to history, culture and wealth of our nation.

The curriculum in art: A more detailed overview of each project is highlighted in our subject narrative section whereby various links and prior knowledge are built upon. We use Cornerstones Maestro to support us in sequencing key concepts and knowledge within our curriculum. Our curriculum is organised into Cycle A and Cycle B due to our mixed year age groups. To support the delivery of our curriculum, we use specialist staff such as an art in residence to enhance the opportunities are children have. This occurs approximately twice a week across (plus an after school club) a range of year groups and school projects. Our curriculum sequence often begins with a 'memorable experience' leading onto 'Engage and 'Develop' where children acquire key knowledge to help them think like an artist in our 'Innovate' part of our learning journey. Finally the children evaluate their own and peers outcomes in our 'Express' section.

Focus actions for 2021/2022:

1. Ensure there is correct coverage across all year groups of art being taught by using Cornerstone Maestro guidance as support.
2. Ensure curriculum planning is fit for purpose and has all the necessary active ingredients to cater for needs of all learners.
3. Ensure there are appropriate centralised resources to teach the curriculum we have envisioned.

Implementation: We teach art and design every term for approximately one lesson per week. We begin our art projects with an 'Engage' section to introduce the knowledge children need. After this, children explore and practise techniques in detail that will be needed for their final project through our 'Develop' section. This could be replicating specific artists or honing in on particular shading, painting, drawing and sculpture techniques. The children will eventually work towards a final product of work, which will include one of the techniques they have learnt. Lastly, the children will evaluate their own and peers work within our 'Express' section.

- We provide a range of mediums and materials for children to explore and create their own work.
- Children will have an opportunity to develop a range of artistic skills and techniques. Children will become proficient with using different techniques (drawing, painting, sketching, and sculpture).
- Children learn and widen their artistic vocabulary, which will be used to evaluate and critique work.
- Extra opportunities are provided for our pupils, working with our Artist in residence on 1:1 or small group projects.
- Extra enrichment opportunities are available for our children through extra-curricular clubs provided by teaching staff and our Artist in residence.

What does our planning include?

- Lessons sequence.
- Knowledge organisers.
- Progression of knowledge and skills.

What approaches to T&L do we use?

- Teacher/child modelling.
- Questioning.
- Using other artists as inspiration.
- Guided practice.
- Application of specific skills they have learnt into one art outcome.

How do we provide feedback for children? ---

- Verbal feedback
- Peer feedback
- Evaluation to reflect on journey of learning.

Key resources in school:

NC documents, Cornerstones Maestro, progression of skills outline, knowledge organisers, artist in residence, resources linked to projects being taught.

Adapted approaches to learning:

- Specific media used.
- Scaffolded templates to use.
- Adapted stimuli.

How do we evaluate the impact of T&L?

- Learning analysis
- Pupil voice
- Monitoring coverage
- Photographic evidence/examples of work for classroom displays