

# Art & Design at Eversley

'Every artist was first an amateur'

Ralph Waldo Emerson



## Curriculum intent:

### Our Art & Design Legacy

At Eversley Primary School we recognise that art, craft and design embody some of the highest forms of human creativity. Our high-quality art and design offer engages, inspires and challenges pupils, equipping them with the knowledge and skills they need to experiment, invent and create their own works of art, craft and design. Pupils are taught to think critically and develop their understanding of art and design. Our aim is for all pupils to leave Eversley Primary School with knowledge about how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation.

## Implementation:

### Planning

Our art and design scheme of work aims to inspire pupils and develop their confidence to experiment and invent their own works of art. It gives pupils opportunities to develop their ability, nurture their talent and interest, express their ideas and thoughts about the world as well as learning about art and artists across cultures and through history.

We flexibly use the Kapow scheme of work, resources and teaching tools to develop coherent lesson sequences. The scheme of work supports pupils to meet the national curriculum end of key stage attainment targets.

4 strands run throughout. These are: Generating ideas; using art journals; making skills (this includes the 4 elements); knowledge of artists and evaluating and analysing.

Units in each year groups are organised into four core areas: drawing; painting and mixed media; sculpture and 3D and craft and design. Lessons are sequential allowing children to build their skills and knowledge and apply them to a range of outcomes. There is a strong focus on the formal elements of art: line; tone; colour; form; pattern; shape and texture. These are woven through the units of work. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

The units fully scaffold and support age-appropriate sequenced learning and where applicable are adapted to form cross curricular links with other subjects. Creativity and independent outcomes are robustly embedded into our units of work supporting students in learning how to make their own creative choices and decisions so that their art outcomes, whilst being knowledge rich, are unique to the pupils.

Lesson are practical in nature and encourage experimental and exploratory learning with pupils using art journals to document their ideas. Lessons are scaffolded to ensure that they are accessible to all and challenge is provided to pupils according to their ability.

Knowledge organisers support pupils by providing them with a visual resource documenting key knowledge, techniques, artists, facts and vocabulary.

Each year pupils are given the opportunity to experience different art forms and artists through gallery and /or museum visits.

Additional whole school Art & Design projects allow children to apply their knowledge and skills. These include a Christmas card project in the autumn and a whole school art project and exhibition in the summer where children see their work and the work of others, displayed and celebrated.

### Teaching

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other pupils. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. Pupils are given opportunities to work by themselves and in collaboration with others, on projects in two and three dimensions and at different scales. Children also have the opportunity to use a wide range of materials and resources, including technology.

### Impact:

Pupils are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By providing opportunities for discussion and decision-making processes children not only know facts and key information about art and design but they are able to talk confidently about their own learning journey and develop their metacognitive skills and a growing understanding of how to improve further. Peer critique is also used as a tool to develop art appreciation.

### Assessment

- Children's work is assessed while observing them working during lessons.
- The learning outcomes in each unit are used to assess what the children have learnt, and the work produced serves as a record of progress and development.
- The end of unit expectations are used to identify those children developing or extending beyond expectations for their year group. From these assessments, teachers are then able to make a judgement against the National Curriculum expectations. The teacher records the skill progression that each child has made, and then uses this information to plan future work. Attainment and progress in Art and Design are reported to parents annually as part of their individual report.
- Children are encouraged to evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance and what their targets should be for the future.
- Annual whole-school work sampling helps to assess progression of observational drawing throughout both key stages, using draft assessment criteria

### Marking and feedback

Feedback is given through:

- Peer and self-assessment
- Oral feedback

### Monitoring

The senior management team currently has responsibility for monitoring Art and Design in the school. Their role involves:

- carrying out 'deep dives'; learning walks; observing lessons; work scrutiny; pupil interviews
- evaluating and prioritising the school plan for Art and Design
- monitoring planning, checking for coverage and progression
- ensuring end of unit assessments are carried out and used to inform planning

Pupils leave Eversley primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their art and design learning at KS3 and beyond.