



ART AND DESIGN AT GILDREDGE HOUSE

Learning is defined in the Ofsted handbook as ‘An alteration in long-term memory.’ In order to achieve this, the curriculum needs to be in an order so that new knowledge and skills build on what has been taught before, meaning pupils can connect new knowledge with existing knowledge and work towards clearly defined end points.

Purpose

“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.” National Curriculum 2014.

SEND Provision

We recognise as a school, the importance of ensuring that children identified with Special Educational Needs and/or Disabilities have access to an ambitious Art and Design curriculum. We will therefore aim to plan first for our students with SEND, with appropriate tasks, support and level of challenge to enable them to access the curriculum. Advice can be sought from the school’s SENDCO where applicable.

Aims

The intent of our Art and Design curriculum is to deliver a curriculum which is accessible to all and aims to ensure that all pupils:

- 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.

Objectives

National Curriculum Subject content: Key stage 1

Pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.



Key stage 2

Pupils should be taught:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- About great artists, architects and designers in history.

Art & Design in the school curriculum

Art and Design are statutory subjects of the school curriculum of maintained schools.

Being an all-through school has enabled us to create a bespoke programme that builds on skills and knowledge across the whole school.

1. We enhance the curriculum by utilising the skills of our Secondary colleagues to deepen subject knowledge of both staff and students.
2. Units with key objectives have been planned by the Primary staff in order to ensure there is continuity and progression from Reception to Year 6 and into KS3.
3. The command words: Describe, Explain and Compare are used when planning activities, to enable children, when they are developmentally ready, to show their understanding.
4. At Gildredge House, we recognise that experiences and enrichment opportunities help to bring the subject of Art and Design alive. There will therefore be opportunities to visit local art galleries, invite artists and hold exhibitions.

Teaching and Learning

In Art and Design, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. The teaching of Art is taught by the class teacher and forms parts of units of work that link to other curriculum areas. There are also opportunities that are encouraged to enable Secondary students and Secondary staff to work with Primary children and staff.

In Art, the following approaches will be used, and be evident in pupils' sketchbooks, in order to ensure that the Art learning opportunities are consistent and as effective as possible and that pupils progress throughout the year and across year groups during their art experiences in school.

Pedagogical approaches	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration
	Constructivism	Enquiry-based learning; outdoor learning



used in Art and Design	Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction
	Liberationism	Pupil-led learning; opportunities to showcase learning
	Learning, working and talking like an artist	Being introduced to the key vocabulary that an artist would use so that all children can express their understanding and skills of Art and Design, with confidence; defining the key vocabulary that an artist would use; high expectations of pupils 'talking' like an artist.

There is a mixture of practical work and theory within art:

- Children have the opportunity to study the works of great artists, craft makers and designers and to discuss the techniques, skills and meanings that are represented in that work
- Children have the opportunity to look closely at artefacts, objects (including their own work) and talk about them with others
- Children look closely at the natural and man-made world and record what they see
- Children have the chance to work individually and collaboratively
- Children are provided with a variety of materials, tools, and resources for practical work
- Children are provided with activities which develop their experience of tools, techniques, media, language, line, shape, colour, texture and pattern
- Children are taught to use tools safely and to organise and care for materials and equipment
- Children are encouraged to plan and evaluate their work, questioning, comparing and explaining ideas.

Time Allocation

Although there is no statutory time for teaching foundation subjects, at Gildredge House, we expect around one hour per week to be devoted to Art and Design.

Consistent teaching sequence in Art

Teaching Sequence in Art	'Big Picture' and previous knowledge and skills remembered and understood;
	Study of an artist (which may include independent research);
	Critically evaluating the artists' work to inform own art work;
	Experimenting and investigating with different techniques and media;
	Creating own artwork, applying new techniques, skills and media to own art work;
	Critically evaluating their own artwork;
	Improving work after evaluation;
	Reflection and re-cap of knowledge and skills remembered and understood.



Subject Content

There is a programme of study for Art and Design in place from Year 1 through to Year 6 that is taught throughout school, based upon the objectives in the National Curriculum, which links to other subjects that pupils are learning about. Skills in the Foundation Stage are planned from the objectives within the EYFS. Teachers from Foundation Stage to Year 6 will plan to ensure full coverage of the key skills relating to the Art and Design curriculum for their year group are covered.

Assessment

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Informal assessment is used to guide the progress of individual pupils in Art and Design. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning. Teachers will take photographs to evidence pupils' achievements and forward these on to the Art and Design Subject Leads (these will then begin to form an exemplification portfolio of standards in Art).

Monitoring

Teaching and Learning for Art and Design is monitored by the Art & Design Subject Leads, through the:

- Monitoring of planning
- Learning Walks
- Observations
- Scrutiny of Work
- Moderation of work
- Discussions with Children
- Staff Meetings

Parental Engagement and Reporting to Parents

Children's progress in Art and Design is reported to parents through the pupil annual report. Parents are also invited into school to 'Gallery' events where they are able to collect their child's recent artwork.

Cultural Capital

We plan termly visits, visitors and involvement in the community activity to provide first-hand experiences for the children to support and develop their learning. This may be linked to Art and



Design eg visiting the Towner Gallery, and we recognise that to have impact, the planned cultural capital must be clearly linked to the statutory Artistic knowledge to be acquired and provide the opportunity for children to better understand the knowledge or apply what they already know.

Intent for Art

The intent of our Art curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child. The children will be provided with the opportunities to develop and extend their skills and an opportunity to express their individual interests, thought and ideas through creative art and design. As a result of this, our children will embody some of the highest forms of human creativity. A high-quality art education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

At Gildredge House, our Art curriculum intentions are:

Intent	Implementation	Impact
<p>1. To produce creative work, exploring their ideas and recording their experiences.</p> <p>To provide a curriculum with the opportunities for children to develop and extend their skills and an opportunity to express their individual interests, thought and ideas through creative art and design.</p>	<p>In the Foundation Stage, art will make an active contribution to all of the seven areas of learning.</p> <p>Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities.</p> <p>In KS1, Pupils are taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>In KS2, Pupils are taught:</p>	<p>Children will make at least good progress from their last point of assessment or from their starting point prior to starting school.</p> <p>Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment.</p> <p>Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly. Age related expectations are reported to parents at the end of the reception year.</p> <p>Children learn about important artists from the past and the present which includes artists who have been, or are creatively</p>



	<p>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, paint, clay) about great artists, architects and designers in history.</p> <p>Each unit of work identifies prior learning and shows how this is built upon.</p> <p>The teaching and implementation of the Art and Design Curriculum at Gildredge House Free School is based on the National Curriculum and linked to topics to ensure a well-structured approach to this creative subject.</p> <p>The work of famous local, national and international artists is explored to enhance the children's learning.</p>	<p>inspiring and who our local artists are.</p>
<p>2. To become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>To design a curriculum subject, which results in children being engaged, inspired and challenged, equipping them with the knowledge and skills to experiment, invent and create</p>	<p>Planning and Teaching: The children are taught Art as part of their termly topic work. Areas covered include sculpture, mosaics, printing based on topic work, nature, Aboriginal art, WW2 propaganda posters, painting, pointillism, Pop Art and the works of the Impressionist artists.</p> <p>Attitudes fundamental to Art: Curiosity and wonder, respect, self- understanding, open-mindedness, critical mindedness and enquiry</p> <p>Visits and Visitors: Virtual art museum tours, The National Gallery Tours, The Guggenheim, The British Museum, The Louvre Paris,</p>	<p>Children demonstrate a positive attitude towards various styles of art and techniques, and show an understanding of many artists and their individual artistic style.</p>



<p>their own works of art, craft and design.</p> <p>Education Endowment Fund research indicates that the impact of arts participation has resulted in some improved outcomes being identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. It also acknowledges that wider benefits such as more positive attitudes to learning and increased wellbeing have been reported.</p>		
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During KS3, pupils will study developing the formal element of Art and design: Line, Shape, Texture, Tone, Form, Colour, Pattern, Size, Space.

[Intent for Design](#)

The intent of our DT curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child. The children will be provided with the opportunities to develop their learning and results in the acquisition of knowledge and skills. Children will know more, remember more and understand more. We have designed a curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum Design Technology Programmes of study, to fulfil the duties of the NC whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.

At Gildredge House, our DT curriculum intentions are:

Intent	Implementation	Impact
<p>1. To develop appropriate subject knowledge, skills and understanding as set out in the National Curriculum</p>	<p>Clear and comprehensive scheme of work in line with the National Curriculum. The Design Technology National Curriculum and EYFS is planned for and covered in full within the EYFS, KS1 and KS2 school curriculum.</p>	<p>Children will make at least good progress from their last point of assessment or from their starting point prior to starting school.</p>



<p>Design Technology Programmes of study</p> <p>2. To fulfill the duties of the NC whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.</p>	<p>Whilst the EYFS and National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.</p> <ul style="list-style-type: none">• Delivery of design and technology projects with a clear structure. Each year group will undertake a construction topic, a textile topic and a food/drink topic.• Delivery showing clear following of the design process where each project will follow: research, design, make and evaluate.• A range of skills will be taught ensuring that children are aware of health and safety issues related to the tasks undertaken• Clear and appropriate cross curricular links to underpin learning in multi areas across the curriculum giving the children opportunities to learn life skills and apply skills to 'hands on' situations in a purposeful context.• Cross curricular project books. Children will undertake design tasks and use skills from across the curriculum to fully explore the design process evaluating work ensuring that it is of the highest possible quality• Independent learning: In design technology children may well be asked to solve problems and develop their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in Design Technology.• Collaborative learning: In design and technology children may well be asked to work as part of a team learning to support and help one another towards a challenging, yet rewarding goal.	<p>Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment.</p> <p>Children will have clear enjoyment and confidence in design and technology that they will then apply to other areas of the curriculum.</p> <p>Children will ultimately know more, remember more and understand more about Design Technology, demonstrating this knowledge when using tools or skills in other areas of the curriculum and in opportunities out of school.</p> <p>The large majority of children will achieve age related expectations in Design Technology.</p> <p>As designers' children will develop skills and attributes they can use beyond school and into adulthood.</p>
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During KS3, pupils will study developing their DT skills through the creation of jewellery, wooden toys, and in Food Technology they will focus on the Eatwell Guide and Diet and Health.

Equal Opportunities

Art and Design follow the school's Equality Policy.

Health & Safety

Children should be working in a safe environment, both in and out of the classroom. Safety precautions will be put in place, if any sharp tools are being used.

Responsibilities

The Art and Design Subject Leaders are responsible for:

- Monitoring the teaching and learning of Art and Design within the Primary phase, ensuring that children make good progress.
- Overseeing and implementing the policy.
- Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
- Liaising with the Secondary colleague responsible for the implementation of Art and Design to secondary students to ensure that the curriculum is fit for purpose, providing continuity and progression
- Attending regular courses to keep knowledge up to date and feedback to staff upon return.
- Organising Art 'Gallery Events'
- Ordering resources.