| ART and DESIGN | | |
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| **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| The National Curriculum provides the basis of our curriculum at Dunalley.<br><br>As a school, we believe that our art and design curriculum:<br>• equips children to learn the knowledge and skills needed to create, invent and experiment to produce their own works of art and craft and design.<br>• provides our children with opportunities to develop a range of ways in which they can share and express their individual creativity whilst learning about and making links with a range of art and design techniques.<br>• teaches a knowledge and skills-based art curriculum, which allows children to express their creative imagination as well as providing them with opportunities to practise and develop in the techniques of drawing, painting, sculpture, printing and textiles.<br><br>The curriculum is carefully planned to ensure progression across the year groups alongside the opportunity to build on prior knowledge and skills. This is detailed in the progression map and planned units of work.<br><br>The focus is in developing proficiency in these techniques and is supported through the study of key artists and the development of a knowledge of their work which will contribute to an understanding of their own and others' cultural heritages through studying a diverse range of male and female artists throughout history. This is detailed on the subject overview.<br><br>Where appropriate, other subject areas may provide inspiration for art and design work.<br><br>Art and design work is displayed around the school – in classrooms and communal areas.<br><br>Opportunities for children to be creative and imaginative through art and design are also provided through:<br>• a 'winter art day' in the autumn term<br>• whole school celebrations such as World Book Day where children can produce art work<br>• in responses to learning in other curriculum areas for example presenting work for display | Planning is provided through the progression document and the units of work which are written by the subject leader for staff.<br><br>Links are made to other curriculum areas where relevant as detailed on the planning.<br><br>A range of artists and designers are used as inspiration for the units as detailed on the planning.<br><br>Children have the opportunities to:<br>• explore the artist's work and respond to it<br>• learn techniques and practise them<br>• use these techniques to create pieces of art work<br>• evaluate their work<br><br>Art work is recorded in children's sketch books<br><br>Art is taught each term by class teachers.<br><br>Additional support<br>We ensure that all children can access learning by:<br>• Small group or 1:1 support where and when necessary<br>• AFL strategies used in the classroom to assess children's learning and adapt teaching or tasks where necessary<br><br>SEND or EAL children can be supported by:<br>• Pre-teaching vocabulary prior to beginning the topic<br>• Seating children alongside good role models to support one another and using as talk partners<br>• Providing visual or practical prompts<br>• Providing resources through the use of widget, learning village<br>• Providing adapted equipment where necessary as advised by the SENCO | Assessment<br>• teachers complete assessment sheets at the end of each unit of work against agreed criteria for the unit in Y1-6<br><br>Sketch books<br>• knowledge, understanding and skills progress through the school as detailed in the units of work and the progression document this will be evident through reviewing their sketch books and final outcomes<br><br>Pupil voice<br>Children will be able to articulate their learning in art and design by:<br>• talking about the artists studied<br>• talking about the techniques they have learned<br>• discussing their sketch books and art work using subject vocabulary<br><br>Monitoring<br>The subject leader monitors the subject through:<br>• ensuring coverage of the units of work<br>• reviewing sketch books and final outcomes<br>• pupil conferencing to ensure that pupils are able to articulate their learning<br>• lesson observations / learning walks<br>• support to teachers in developing subject knowledge<br>• subject review by link Governor |