



Art and Design at All Saints Bedworth

Whole Curriculum intent

"Learning and growing together to be the best that we can be"

Engaging curriculum that sparks passion, creativity and further interests

Pupils know more, remember more and are able to do more.

Pupils have high aspirations and are well prepared for life beyond All Saints

Inclusive practice - remove barriers to success and no ceilings on what pupils can achieve

Pupils can apply what they have learnt to make choices about their own lives

Highly skilled staff who teach subjects consistently well

Pupils develop positive attitudes to learning and take ownership of their learning

Art and Design intent

Foster creativity and self-expression: Produce creative work, exploring their ideas and recording experiences

Develop technical skills: Become proficient in drawing, painting, sculpture and other art, craft and design techniques

Encourage Cultural Awareness: promote an understanding and appreciation of diverse artistic traditions and cultural heritages.

Promote Critical Thinking and Reflection: pupils will analyse and evaluate their own work and the work of others. This fosters critical thinking skills, enabling students to articulate their ideas, respond to feedback, and make informed artistic choices.

Focus on developing spoken language: Pupils will be able to accurately use identified vocabulary and the language of art and design to explain their learning and articulate and reason about their artistic ideas

Implementation

Inclusive teaching and learning approach

We teach Art as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the Art and Design Curriculum. Within lessons, teachers and teaching assistants target support for slower graspers to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as vocabulary banks or a greater level of modelling. Rapid graspers are given opportunities to extend and deepen their thinking in a variety of ways, including through targeted questioning or an expectation that their independent work will show a more rigorous or creative understanding of art and design techniques.

Inspiration from historical and modern artists, craftspeople and designers

Units of learning in art and design are focused around analysing the style and technique of influential artists. Focus artists and designers have been chosen to represent a wide range of historical periods, and a wide range of art movements and techniques. Pupils are encouraged to compare and contrast styles and techniques within the work of individual artists, and between different artists and designers.

Securing knowledge and language acquisition over time

Key vocabulary has been explicitly identified for each unit of learning and is sequenced from Early years to Year 6. This allows teachers to focus on appropriate vocabulary development in their lessons and ensure that previously taught vocabulary is embedded. A range of strategies are used to ensure children are securing knowledge over time, including questioning, guided and independent practice and end of unit reflection tasks aimed at providing pupils with opportunities to evaluate and apply their knowledge, skills and vocabulary.

Implementation continued...

Typical unit structure

Investigate and evaluate the work of a chosen artist, designer, art movement, craft or crafts person

Learn and apply skills associated with the chosen focus

Design and make own artwork / craft project

Evaluate final piece. Complete project reflection

Evidence of learning in Art and Design

There are a number of displays in classrooms and in school corridors which reflect learning that has taken place / is taking place in Art and Design. Pupils from Year 1 have a sketch book which is used to record observations and used to review and revisit ideas. Class Dojo is used as a means of sharing learning with parents/carers via Class Pages and the whole school communication page. At the end of each unit of learning, pupils complete a 'project reflection' to identify what they have learnt in that unit and how they have applied it. This also gives pupils the opportunity to critically reflect on their creative projects.

Assessment, marking and feedback

Feedback linked to Art and Design is undertaken in line with our feedback and marking policy. Verbal feedback is part of all lessons. This gives pupils opportunities to make corrections, add additional evidence of learning, extend their thinking and apply their learning in a range of ways. At the end of each unit of learning, pupils complete a 'project reflection' to identify what they have learnt in that unit and how they have applied it. This supports teachers with formative assessment and future planning

Curriculum enrichment

A range of visits and visitors are planned across the school to provide pupils with opportunities to undertake more hands-on learning and benefit from richer experiences and learn from subject and topic experts.

Intended impact

Artistic Skill Development: Pupils demonstrate progress in their artistic skills and techniques. Pupils showcase a strong foundation in a variety of art forms.

Classroom and school environments effectively support learning in art and design and celebrate outcomes

Engagement and Enthusiasm: There is a palpable enthusiasm for art and design throughout the school. Pupil feedback reflects a high level of engagement and enjoyment in art lessons, with many expressing a desire to explore their creativity beyond the classroom.

Cultural Understanding and Appreciation: the curriculum fosters an appreciation for diverse artistic traditions and cultures. Pupils are able to discuss and analyse the work of various artists from different backgrounds, demonstrating an understanding of the social and historical contexts of their art.

Pupils have a secure understanding of the vocabulary and language of art and design, and can confidently articulate their learning and can articulate and reason about their artistic ideas

Staff have a strong subject knowledge in relation to the teaching of art and design and skillfully impart knowledge, vocabulary and skills

Critical Thinking and Reflection: pupils engage in regular reflection and evaluation of their own work and that of their peers. They articulate their thoughts on artistic choices and techniques, demonstrating strong critical thinking skills and an ability to receive and apply constructive feedback.