

Cheddington Combined School

Enjoying our learning...sharing our success



# Subject Overview for Art and Design

Date reviewed: September 2024

Next review date: September 2025

## **Art Statement**

### **Intent**

The purpose of Art at Cheddington Combined School is to inspire pupils and empower them with knowledge that will stay with them for the rest of their lives. At Cheddington, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. 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 and creativity of the world around us.

It is our intention that children will become passionate and knowledgeable about Art by learning through a variety of experiences outlined in the Curriculum Maestro art planning across all year groups. We endeavour to provide children with well-chosen opportunities to create: excitement, creativity, critical thinking, make decisions and gain distinctive knowledge of how art explains the world.

### **Implementation**

In ensuring high standards of teaching and learning in Art, we implement a curriculum that is progressive throughout the whole school. Our teaching of Art considers how children learn, building on previous knowledge and skills taught through detailed planning and assessment.

The teaching and implementation of the Art and Design Curriculum at Cheddington is based on the National Curriculum and taught through Curriculum Maestro planning which is linked to topics to ensure a well-structured approach to this creative subject. The children are taught Art linked to their termly or half termly topic work. Areas covered include sculpture, mosaics, printing, painting, drawing, textiles and the study of a range of artists.

At Cheddington we believe that children's learning in Art builds upon pupils' prior knowledge, understanding, and skills over time. Prior knowledge gained in Art helps children comprehend new material taught, in turn enabling them to transfer this knowledge between contexts. The Curriculum Maestro planning is designed to build on the previous years learning, including revisiting colour theory practices at the beginning of the year to

ensure all children have a sound knowledge of how colour works and the vocabulary associated with it.

Through Curriculum Maestro, the Art topics start with an 'Engage' lesson. This is to 'hook' the children into the topic and their learning and may include a memorable experience that the children take part in. The engage stage reflects on the children's previous knowledge and builds curiosity about the new topic.

The children will then progress through a number of 'Develop' lessons which teaches the children new skills and knowledge through a variety of different activities that may include the use of new media and techniques. The develop stage allows teachers to challenge the children's learning and develops their resilience and perseverance.

The children then apply themselves through the 'Innovate' lessons. The innovate lessons promote self-expression, the techniques they have mastered and their creativity to showcase their knowledge and understanding.

At the end of the topic the children will complete an 'Express' lesson. This lesson allows the children time to reflect and express their thoughts and ideas on the topic. The children learn to articulate their thoughts and share their ideas.

Teachers ensure that parts of some tasks result in a range of individual responses and their value is recognised. Time for reflection and review enables both children and the teacher to set individual goals. Teachers provide support to individuals with Special Educational Needs, including More Able and Talented children. Children's individual needs are addressed through in-depth planning and the provision of resources which support learning.

The national curriculum for art and design aims to ensure that all pupils:

1. Produce creative work, exploring their ideas and recording their experiences
2. Become proficient in drawing, painting, sculpture and other art, craft and design techniques
3. Evaluate and analyse creative works using the language of art, craft and design
4. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

These areas are clearly set out in the Curriculum Maestro planning and allow the children to have a varied and exciting experience throughout each year in their art lessons, with quality planning and resources available.

## **Impact**

The impact of quality first teaching in Art will foster a love and enthusiasm for the subject.

Children are able to review their successes in achieving the lesson objectives and are actively encouraged to identify their own areas of development.

Knowledge and skills will have developed progressively to not only enable them to meet the requirements of the National Curriculum, but to prepare pupils to become competent artists in secondary education.

A measure of the impact of the teaching and learning in Art is to ensure that children at Cheddington are equipped with Art skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world encouraging them to undertake new life experiences now and in the future.

We aim for children to have thoroughly enjoyed and be enthusiastic in their learning about Art – evidenced in a range of ways, including pupil voice.

We aim that children make outstanding progress over time from their own starting points and that teachers endeavour to clearly know and assess what children have learnt, including securely, and what might need to be reviewed or re-taught as they progress.

Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately.