



Curriculum summary

Subject: Art & Design

Intent:

Why we teach Art & Design

The national curriculum for art and design 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.

Implementation:

How we teach Art & Design

Art and design is delivered through our scheme of work and links are made across the curriculum with other subjects. Children are given the opportunity to work as a class, as part of a group or as an individual. The choice of class organisation will be determined by; the learning task or activity, the nature of the theme and the resources being used. Children in the Early Years Foundation Stage are given the opportunity to explore and use media and materials and to be imaginative through basic and enhanced provision. Children are taught art in one hour weekly lessons but sometimes may also be given cross curricular opportunities in other subjects that link to art also.

How we plan for learning

We use the national curriculum expectations as a basis for our own horizontal mapping of skills progression which is used to ensure children are taught the necessary skills for their year group/ability. Children build upon prior learning to give a progression through year groups. Teachers will make sure art is planned into weekly overviews, using our scheme of work. The scheme of work shows progression and consistency across year groups.

How we assess learning

Each child's performance in art will be assessed by the teacher against the end of year expectations during lessons and summative assessment is done termly. Pupil engagement and progress is shared verbally during parent-consultation evenings and in an end of year report. Children are given opportunities to self-assess and peer assess their achievements and progress through reviewing sketch books during lesson time. The subject leader will moderate sketchbooks termly to check for progression and consistency.

Impact:

Our expectations for all

Art and design stimulate creativity and imagination and is an important area of children's learning. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. During their time at DILS, children are provided with opportunities to explore and evaluate a broad range of artists' work and communicate what they see, feel and think through the use of a wide variety of media and techniques. Our hope is that children experience the power of art and that we ignite a passion for the subject within our children as well as making them aware of the



Dunstable Icknield Lower School



possibilities to express themselves through art. As a school, art brings us together to celebrate and present learning in different ways like during assemblies. We achieve successes in art through displays and working together on larger projects such as our annual 'art week exhibition'. Art is a subject where we can all 'belong' to a project and 'achieve' together, there are no rights and wrongs, and children can really excel.

Our expectations for Year 4

Year 4 will leave our school having experienced high-quality art and design education, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. 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.

How we measure impact

We will measure the impact of teaching and learning by tracking the progress and development of skills, shown in the children's sketchbooks.

How we monitor Art & Design

The subject leader completes book scrutiny (sketch books), planning checks, conducts lesson observations and staff CPD and collects pupil voice termly to ensure high quality progressive teaching and learning is consistent across the school.

How we report

The teacher reports engagement and progress face to face during parent teacher meetings and in an end of year report. The subject leader reports to governors and staff to ensure consistency across the school.