

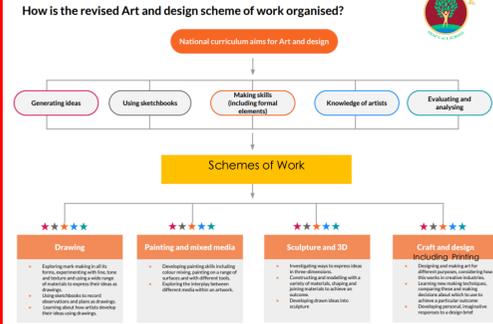


Subject: Art and Design

Subject Leader: Vanessa Kelsall

Concepts / Themes / Big Questions

How is content organised?



For each theme:

- Ideas are generated
- Sketch Books used to develop ideas
- Making skills developed (including formal elements)
- Knowledge of artists (masters and local)
- Evaluation and analysis

NC / Other Links [National Curriculum - Art and design key stages 1 to 2 \(publishing.service.gov.uk\)](#)

[Art and design - Kapow Primary](#)

Cultural Capital

Something that I believe is key to cultural capital is curiosity, which is, of course, a component any of creativity (see Hawking quote below). The urge, impulse, desire to find out more, finding out more about 'things', where it comes from, where I belong, where I feel safe and confident and strong, how I manage my own well being and also ensure that I grow as a person. Cultural capital is absolutely everywhere in our world, in our own house, our street, our town/city, across the nation, across the globe. Learning through art is to be viewed as a productive practice of meaning-making within the life worlds of students. Avoid tagging on cultures that have little or no relevance to the students in your schools. Encourage the different cultures within schools, in the surrounding communities.

A school is not going to develop cultural capital through the Arts purely by, for example, taking people to an art show or to the theatre. It is the active participation in the arts that develops cultural capital. Through all the things that children love to do, we MUST ensure that young people don't just experience the arts and culture but that they actively take part and create their own art/pastiches. Children are unique human beings, they are not a piece of data: they should sing, they should dance, they should build, they should turn, they should rock and roll, they should imagine, and then scribble their ideas and act them out, they should use their hands to build, to bend, to shape, to mould, to feel, to cut, to tear, to form, to join, to draw, to paint, to make, and they should explore and experience all these wonderful things, moments which are essential to developing as a human being. Their confidence in doing this is part of their cultural capital!



"Remember to look up at the stars and not down at your feet. Try to make sense of what you see and wonder about what makes the universe exist. Be curious. And however difficult life may seem, there is always something you can do and succeed at. It matters that you don't just give up." Stephen Hawking

Links with Old Courthouse / local & visiting artists eg Julia Mitchell sketch artist, Cavacade Mike Healey, Wildlife photography exhibition, Amy Blandford glass artist. Andi—vision & values eagle, Wonderful Woodland exhibition Oct 2023

Enrichment: People, Locality and County

2022-2023

Links with Old Courthouse

Amy Blandford Glass Artist (Sept 2022)

Julia Mitchell sketch artist (May 2022)

Pollinators Exhibition (Feb 2023)

Cavacade Mike Healey (March 2023)

Andi—vision & values eagle (Sept 2023)

Wonderful Woodland exhibition (Oct 2023)

Enrichment: Resources

Drawing: range of media including; pencils, charcoal, oil pastels, chalk

Painting & Mixed Media: fingers, sponge, brushes with water colour, powder, mud, collage materials (based on colour, texture, shape pattern)

Sculpture: playdough, plasticine, clay, Modroc, paper, craft materials

Links to Christian Vision and Values

Vision: the importance of working and learning partnerships between school and 'church'; the need to understand ourselves and our influence as key members of our community; the importance of nurturing one another, and 'living in harmony' (with an end goal of allowing our children to 'soar' and fulfil their potential and experience 'life in all its fullness'.

Values: Friendship Trust, Peace, Koinonia, Compassion, Creation



Links to other Subjects

Catbells: EYFS—All Areas: CL, PD, PSED, L, M, EAD, UW, RE

Kidsty Pike: Sketching, Literacy Dove Cottage, Rabbits (history, science A1.22) Colour Splash (materials / science), clay minibests (S2 23 science)

Blencathra: Rainforest collage (S1 23 geography) Prehistoric painting: (history A122)

Helvellyn: African Art (S1 23) African inspired Modroc masks (history / geography S2 23)

L— writing ideas in sketchbooks

Links to SDP and School Priorities

Priority 1—To help prepare our children for life in modern Britain effectively, developing their understanding of the Fundamental British Values

Individual Liberty—self reflect of work, opinions of others work. Developing mutual respect and tolerance of others opinions. Looking at how well known artists express their opinions through their art work.

Priority 2—To Promote equality of opportunity and diversity effectively—'Love our Locality' links with Old Courthouse, playgroup crafts, local artists, visitors.

Priority 4—refine assessment procedures

Assessment / Proof of Progress

- of pupils' progress helps you understand how they are developing in the subject and allows you to plan how to help them grow in the future
- allows you to report information to parents/carers
- supports your future targets and measures your school's progress.
- Formative takes place both before and during the learning process.
- Summative takes place at the end of key segments in a learning cycle or at the end of an art project.

Formative assessment in art occurs throughout the learning process, through dialog and conversation. Because we value pupils' creative and individual responses in the subject, we should give open-ended feedback and use effective questioning techniques.

Another useful assessment method is the subject self- and peer-reviews, which builds on the long tradition of the 'crit' or 'critique' prevalent in the wider world of art education. If pupils know objectives and success criteria, then they will be able to do this successfully.

It is likely to be mainly used with younger children, but as they progress through school, written annotations will support this. While teaching, you constantly use vocabulary and language related to a particular aspect of children's knowledge will increase. Social constructivist theory (Vygotsky, 1978) supports peer assessment because children observe and apply skills they learn from each other. In self assessment, individuals or groups need to reflect on their own work to identify strengths as well as areas that need improvement, and this 'reflecting' increases motivation.

In both peer assessment and self assessment, you, as a teacher, will provide both language and structure, but will allow your pupils to develop their own ideas about improving and developing their work.

Assessment materials and quiz's for each unit to help summative.

Art is not the same as other subjects. It does not always have a clear linear path, because we need to value creativity and individuality. Progress can be demonstrated strongly through the use of sketchbooks in primary schools to record ideas, reflections, critical analysis of artists, and development of technical skills. Each child is unique, and each sketchbook should be unique, enabling pupils to develop their independence and creativity. Pick up a book, flick through it, and you will see ideas developing, skills improving, knowledge being recorded, and critical thinking about artworks and the purpose of a project.

Monitoring Procedures

All monitored on 'one note' every half term covering: Pupil Voice, learning walks, book scrutinies

Val Sowerby Link governor, meet beginning and the end of each academic year

Area/Responsibility	Frequency	Review/Report
Book Scrutinies	Half term	Review/Report
Pupil Voice	Half term	Review/Report
Learning Walks	Half term	Review/Report
Book Scrutinies	Half term	Review/Report

Main Subject Action Areas

Intentions	Implementation	Success Criteria	Timescale	Impact
To continue later with VB link governor to complete governor report highlighting priorities	<ul style="list-style-type: none"> To talk and share priorities Scheme used in all classes developing procedural fluency skills and knowledge (One Note evidence) Evidence gathered by monitoring through book scrutinies, learning walks and lesson observations 	<ul style="list-style-type: none"> For the link governor to have a clear idea of what this year's action plans of AD DT Children are seen to be developing procedural fluency in Art & DT as shown in the half termly condensed long term plans one and learning walks (One Note evidence) 	Oct 23 Dec 23 March 24 May 24 July 24 VK	For the governor to have a clear idea of what this year's art and design priorities are
Continue to develop condensed scheme for each class over the 2 year rolling programme	<ul style="list-style-type: none"> To adapt and modify 2 year schemes linking to class topics when developing their units can be moved between year groups if the lesson content is adapted using the progression of skills and knowledge document. The KS2 units can be adapted to work in Y1 or Y2 and KS2 movable to suit a child's needs. Units can be adapted to work with an existing topic in our curriculum – often the stimulus for the work can be related with something more relevant to a topic (eg AD revised scheme 22/23) 	<ul style="list-style-type: none"> Produce creative work, exploring ideas and recording procedural experiences built on previous learning Become proficient in drawing, painting, sculpture and other art, craft and design techniques Children are able to evaluate and analyse creative works using the language of art, craft and design Know about great artists, craft and design 	Oct 23 Dec 23 March 24 May 24 July 24 VK / HJ / AG / VC	For the children to have developed procedural skills in the various key areas for each subject following the condensed long term plans – evidence gathered clearly shows how knowledge and skills have been built upon and developed in previous learning
To identify any G and T pupils and ensure they are given enrichment opportunities	<ul style="list-style-type: none"> Use with GAT Co-ordinator 	<ul style="list-style-type: none"> A variety of recital of evidence of art, DT to be shown on One Note and on the school website Individual and class achievements also celebrated Include children on any available enrichment events possibly online / link with local exhibitions etc 	Oct 23 Dec 23 March 24 May 24 July 24	For children and class work to be remembered and celebrated, progressing seamlessly
Continue to encourage a uniformed use of sketch books to show skills and development of work shown throughout Primary school	<ul style="list-style-type: none"> Work completed in sketch books each term 	<ul style="list-style-type: none"> Include children on any available enrichment events possibly online / link with local exhibitions etc Termly art and design classes Termly art and design classes Termly art and design classes 	Sept 2023 Throughout school year	For children and class work to be remembered and celebrated, progressing seamlessly

Curriculum Intent

At Shap CE Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art 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.

We will provide children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. Teachers follow a clear progression of skills EYFS / KS1 and KS2. This ensures all pupils are challenged in line with their year group expectations and are given the opportunity to build on their prior knowledge.

Opportunities are developed in drawing, mark making, working with colour, print, sculpt, develop use of textiles and collage. The pupils will also learn about a variety of Artists including local artists, as well as past masters. 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 local area and nation as well as comparing and contrasting with art around the world.

AIMS

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.

Curriculum Implementation

The teaching and implementation of the Art and Design Curriculum at Shap CE Primary School is based on the National Curriculum and linked to topics to ensure a well-structured approach to this creative subject. The children are taught Art as part of their termly topic work. The Progression of skills is laid out clearly for EYFS / KS1 and for KS2 and is linked to topic work covered to show a clear coverage