

Art & design Intent, Implementation and Impact at Midsomer Norton Primary School –

Intent:

At Midsomer Norton Primary School art should be fully inclusive to every child. Our aims are to: fulfil the requirements of the National Curriculum for art and design, provide a broad and balanced curriculum, ensure the progressive development of knowledge and skills and enable children to observe and record from first-hand experience and from imagination. We aim to develop the children's competence in controlling materials and tools, acquire knowledge and become proficient in various art and design techniques and processes, begin to develop an awareness of the visual and tactile elements including; colour, pattern and texture, line and tone, shape, form and space. We aim to foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, craftspeople and designers. We also aim to increase critical awareness of the roles and purposes of art and design in different times and cultures, and analyse works using the language of art and design and develop a broader understanding of how it links to other subjects.

Our curriculum drivers shape our curriculum:

- **Culture**
- **Community**
- **Equality**

We believe in the importance of art and design in developing children's vision of themselves and the world around them. It is through the promotion of and exposure to ambitious ideas, experiences and learning that our curriculum broadens the children's knowledge and understanding of the world locally and globally. It is with a particular emphasis on diversity and equality in art & design that we hope to promote equality through non-stereotypical role models within this curriculum area e.g. the study of female artists and art from black and minority ethnic artists and crafts people as well as from around the world and the places they are studying.

Art and design promotes careful observation and an appreciation of the world around us. Children explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures.

The aims of teaching art and design in our school are:

- To 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 through school, they should begin 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 cultural wealth of our nation.
- To produce creative work, exploring their ideas and recording their experiences.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To evaluate and analyse creative works using the language of art, craft and design.

- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Recovery Curriculum:

During the recovery period, we intend to maintain the breadth of the school curriculum. The need to prioritise supporting children's mental health, assessment and closing gaps necessitates a focus on key knowledge and skills. Focus will be on key **threshold concepts** and ensuring basic skills in techniques are practised and mastered and ideas and inspiration from artists are developed using sketchbooks:

Threshold Concepts

- Develop ideas
- Take inspiration from artists, craftspeople and designers
- Master techniques of:
 - Drawing
 - Painting
 - Collage
 - Sculpture
 - Print
 - Textiles
 - Digital Media

Implementation:

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. Art and design is taught as a half-termly or termly over a two-year cycle (one year for EYFS) focusing on knowledge and skills stated in the National Curriculum and using the EYFS framework. At Midsomer Norton Primary School, we ensure that art and design is given due importance within a broad and balanced curriculum.

Teachers plan lessons for their class using the National Curriculum, progression documents/long term plans, threshold concepts, and knowledge organisers. The progression document ensures that the curriculum is ambitious and develops children's cultural capital and the skills/knowledge (within techniques, developing ideas and of artists) are taught progressively from year group to year group.

At Midsomer Norton Primary School, we provide a variety of opportunities for art and design learning in the community. We ensure children have an opportunity to visit a local art gallery/museum over a key stage and display our work in the local community through art exhibitions open to families and the public and in local business/shop windows. We believe it is important to see art in the community and raise cultural awareness. We display our art inside and outside our school

and the work of world artists is displayed around our school as talking points. We have many books relating to art and artists in our library.

We are currently working towards the Arts Mark and are committed to striving for excellence in this curriculum area.

Impact:

Our art and design curriculum is high quality, well thought out and is planned to demonstrate progression. It is linked where possible to places studied in geography or periods in history and is also learnt as stand alone units to develop techniques, ideas and learn about artists. We focus on progression of knowledge and skills and discreet vocabulary progression also forms part of the units of work. We use sketch books from Key Stage 1 to enable children to explore ideas and practise skills and keep a record of their learning. We measure the impact of our curriculum through the following methods:

- POP (Proof of Progress)Tasks
- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Observing children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's sketch books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Celebration of work through displays