

St Mary's Farnham Royal Church of England Primary School

Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community



SMFR Approach to Art & Design

This guidance outlines the teaching, organisation and management of the Art & Design curriculum taught and learnt at SMFR. The implementation of these guidelines is the responsibility of all teaching staff.

INTRODUCTION

At SMFR, we are a FAMILY committed to ensuring all children FLOURISH in our care; We take pride in providing our children with a broad and engaging curriculum, and fostering their desire and curiosity to learn.

SCHOOL VISION Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community.

For I know the plans I have for you, plans to prosper you and not harm you, plans to give you hope and future
Jeremiah 29:11

INTENT

Also see

- Subject Goals
- Subject Progression Map

Subject Intent Statement

The intention of the Art and Design curriculum at SMFR is to inspire children's curiosity and interest in art and design, not only as a subject but to also help them recognise its value in, and to draw inspiration from, the world around them - igniting and fostering a love of learning in the process. Through continued practice, we intend to equip our children with a range of artistic skills and develop their knowledge through the study of works and techniques used by artists, and each other, to create drawings, paintings, sculptures, collages, textiles and prints.

We value Art and Design and recognise that it embodies some of the highest forms of human creativity. Our high-quality art and design education intends to engage, inspire and challenge our pupils, while simultaneously equipping them with the knowledge, skills and confidence to experiment, invent and flourish. As pupils progress along their learning pathway, they are continually cultivating their ability to think critically about their own works, and those of others; developing a more rigorous understanding of the subject and techniques that they have studied. In addition to this, we believe that children should not only use their learning in the subject to develop their own artistic abilities and approaches, but to also recognise how art and design has, and continues to, shape the future and reflect history; while contributing to the culture, creativity and wealth of our nation and those of the world.

Subject Aims

The national curriculum for Art & 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

Also see: Appendix 1 Art & Design Non Negotiables

Subject Planning & Teaching

From the outset, our young artists are encouraged to think creatively and use their independent thought to guide ideas and experiment with a range of materials. Through a carefully planned progression, and the delivery of 'Quality First Teaching', our curriculum aims to scaffold our children's learning journey by continually revisiting previously taught and used methods and materials, while developing these further to promote accuracy and independence. We believe it is fundamental that all children are supported to reach their full potential, and recognise how one of the key factors in doing so within the subject of art and design is to encourage, support and demonstrate independent thought. We also acknowledge that there are a variety of ways in which children learn, and ensure that we employ a range of teaching techniques, including modelling and independent, practical problem solving, to support these.

In each lesson, the children are guided to use and experiment with artistic vocabulary when exploring the techniques used by, and works of, a range of artists. This continued use of key terminology enables them to effectively plan, design, evaluate and assess works accurately; ensuring that they have a well-rounded understanding into the process of creating a piece or collection of artworks. We also encourage the sharing of thoughts and opinions amongst our children, to not only explore the perceptive nature of art but to also develop the children's ability to receive and accept the ideas and opinions of others. Developing this resilience is a key life skill, and not only sets the children up to be more resilient in the wider world but also teaches them the importance of perseverance and the willingness to make alterations.

Due to the perceptive nature of the subject, we instil in our children, and aid them in recognizing, the importance of resilience, and the understanding that a piece of artwork will be received and interpreted differently by each member of an audience. It is through the acceptance of this, that our children are able to fully explore their individuality, styles and inspirations, and develop works that are unique to them; fulfilling a sense of pride and artistic freedom and ownership.

SMFR Art & Design Resources/Schemes

- Sonar Curriculum

Subject Enrichment: See Teaching, Learning & Assessment Policy

Inclusion for all Children: See Teaching, Learning & Assessment Policy

EYFS Statutory Framework:

The EYFS framework promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Through this curriculum, children will be exposed to aspects of knowledge, skills and understanding that will be built upon once they enter the National Curriculum Programmes of Study.

Art & Design Curriculum Link to EYFS Framework:

Expressive Art and Design-The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



IMPACT

Standards of pupil work, assessment data and pupil feedback will help the subject leader and senior leaders review the impact of the Art & Design curriculum.

Standards of Pupil Work:

The subject leader will ensure they monitor the teaching and learning and hence the standard of work across the school, matching the knowledge, skills and understanding to the curriculum overview and age-related expectations for the subject. Each leader will be expected to produce an annual report (Deep Dive) informing the senior leaders and governors of their findings.

Assessment:

At SMFR we use Target Tracker to support our assessment of Art & Design

The learning objectives and outcomes in each planned lesson show how children might demonstrate what they have learnt. Assessment should inform planning so that children learn and develop skills appropriate to their abilities and understanding. Methods of assessment can include teacher observations, discussion with pupils, self-assessment and peer assessment.

Overall, children's progress in Art & Design is assessed against the age-related expectations. These describe the types and range of performance that the majority of pupils should characteristically demonstrate, having been taught the relevant programmes of study.

Pupil Feedback:

As part of the on-going review and development of our curriculum, the Art & Design the Subject Leader will hold learning conversations with children; this will be done in a variety of ways. Our teaching staff value pupil feedback and, within lessons, will informally seek the children's thoughts and ideas about their learning.

Role of the Art & Design Subject Leader:

- To ensure a high profile of the subject.
- To produce an agreed curriculum statement that outlines the intent, implementation and impact for Art & Design within the SMFR curriculum.
- To produce an agreed progression of content and skills within a curriculum overview, that takes account of the EYFS curriculum and National Curriculum.
- To produce and maintain an annual subject action plan.
- To support colleagues by advising them on planning; appropriate resources; teaching strategies; approaches to assessment; changes and developments within the subject.
- To model the teaching of Art & Design.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To monitor the standards of learning, supported by Senior Leaders i.e. through books, lesson observations, learning conversations, data analysis and ensuring that key knowledge is evidenced in outcomes.
- To develop own skills and knowledge through relevant courses; reading; accessing other sources of information and expertise.



Appendix 1 Art & Design Non Negotiables

	In Every Lesson	Where Appropriate
INTENT	<ul style="list-style-type: none"> • Learning appropriate to agreed SMFR subject Progression Map & Goals • WILFs linked to National Curriculum • WALT linked to National Curriculum • Use of a range of well thought out resources including IT • Focus on handwriting & presentation (where appropriate) 	<ul style="list-style-type: none"> • Links to artist, craft makers & designers
IMPLEMENTATION		
Challenge	<ul style="list-style-type: none"> • Displays of Art work • 3 way differentiation (including scaffolding) • Opportunities for challenge • Hooks • Three before me 	<ul style="list-style-type: none"> • Use of sketchbooks • Use of KWL grids • Use of targets • Focus on Gem Powers
Speech & Language	<ul style="list-style-type: none"> • Focus on vocabulary • Talk Partners • Focus on speech & language • Pupil talk > Teacher talk 	
IMPACT		
AFL	<ul style="list-style-type: none"> • Questions to check understanding. • Scanning classrooms • Mini plenaries • Marking & Feedback, where appropriate, in accordance with SMFR policy • Discussions with children. • Collaborative learning • Adapted planning for the next lesson. • KS1 children's self assessment • KS2 children's 'EXIT Messages' 	<ul style="list-style-type: none"> • Peer evaluation • Self assessment • Flexible groupings. • Children's peer and self-assessments. • Interventions to plug gaps. • All pupils are introduced to a topic through using KWL grids in order to assess and monitor success criteria • Testing • Quizzing