

Great Alne Primary School



Approach to Teaching: Art and Design

Intent

Why do we do what we do?

Our school curriculum is designed to foster **responsibility** by encouraging students to take ownership of their learning and actions. Through collaborative projects and daily routines, they learn to **respect** others' ideas, backgrounds, and perspectives. We also prioritise being **ready** by instilling organisational skills, resilience, and a growth mindset, ensuring students are prepared for both academic challenges and real-world experiences. These core values are embedded across subjects, school activities, and the wider community, creating a holistic approach to character development that prepares pupils for their further educational experiences.

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, creativity and wealth of our nation.

National Curriculum September 2013



At Great Alne we recognise that Art and Design stimulates creativity and imagination as well as bringing children joy.

We believe Art and Design is a vital part of a broad and balanced curriculum as it provides visual, tactile and sensory experiences and a special way of understanding and responding to the world; developing a person's spirituality.

In addition, Art and Design enables children of all abilities to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

Art and Design gives children the opportunity to present their sense of creativity and vision through observation, experimentation and illustration.

SEND statement following Ofsted's curriculum review

It is not appropriate to adopt a one-size-fits-all approach to SEND provision in Art: adaptations should be based on individual needs. Pupils with SEND do not generally benefit from differentiated teaching, tasks or expectations. Targeted teaching, however, can be effective in ensuring pupils achieve specific goals. Starting with identifiable subject matter can be effective when working with pupils who struggle with abstract ideas. Teachers might wish to include learning about artists who are considered to be 'disabled' to provide positive role models for pupils.

We have read Ofsted's review and agree that differentiation is not necessarily the way forward if we are ambitious for all our pupils. Adaptive learning is however a key element of our general curriculum provision whilst maintaining high expectations.

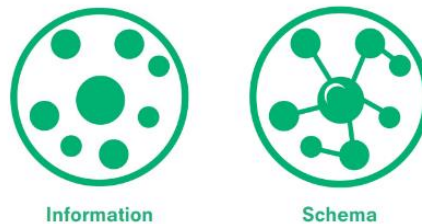


Building an Art and Design Schema

What is a schema?

Schema theory states that all knowledge is organised into units. A schema is, therefore, a conceptual system for understanding knowledge.

A subject schema is a way of organising knowledge in a meaningful way; it is an appreciation of how facts are connected and the ways in which they are connected. A schema is distinct from information, which is just isolated facts that have no organisational basis or links. The diagram below shows the difference between information and a schema.



Our curriculum for art and design helps teachers to help their pupils form an art and design schema by:

- using concepts as the basis for the schema
- strengthening the schema with knowledge
- further deepening connections through tasks.

To build an art and design schema we use 'threshold concepts'. These are the big ideas that underpin the subject.

The three threshold concepts in art and design are:

Substantive Knowledge

1. Practical- making skills (including the formal elements of Art)
2. Theoretical – knowledge of artists

Disciplinary Knowledge

3. Evaluating and Analysing

Together with children generating ideas and using sketchbooks, these threshold concepts form the basis for our Art Curriculum and development across the school.

Implementation

How do we ensure our intent becomes a reality?

The route to a schema



Art Curriculum



Through Topics



Pop Tasks – (Proof of Progress Tasks)- progression towards deep learning

We teach a variety of knowledge categories plus essential subject specific vocabulary within a short topic and use progressive assessment questions and tasks (POP -portrayal of progress tasks) to illicit pupils' capacity to remember, know and reason depending on their journey through key stages and the curriculum content.

Knowledge and skills progression

We follow a clear skills and knowledge progression matrix. This ensures that knowledge and skills are built on year by year and sequenced to maximise and embed learning for all children. The substantive knowledge being Practical and theoretical is explored and taught through our threshold concepts:

Making Skills and Knowledge of Artists.

Disciplinary knowledge is explored and taught through the threshold concept: Evaluating and Analysing.

The three domains of knowledge and the interplay between them enable pupils to generate ideas and we use sketchbooks to develop their own artistic identities.

Carefully sequenced curriculum

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school.

Art teaching focuses on the knowledge and skills stated in the National Curriculum. Art and Design is planned so that there are opportunities for both practise and application of knowledge in skills in a range of ways at frequent points throughout a child's time with us, to embed and deepen understanding, so that long term retention is ensured.

Enrichment

Art is all around us, therefore we plan trips out of school to see first hand a range of art and design in the local environment.

Art sometimes needs a lot of space, so we use our Forest School site for bigger projects and when we have a focus on art in nature. Children also engage with elderly members of the local community in joint art projects such as the Great Alne Park mural.

Extra-curricular clubs also include Art.

Impact

What are the outcomes for our children?

Through our carefully designed curriculum, by the time children leave Great Alne they will be able to:

- Think critically and develop a more rigorous understanding of art and design, how it reflects and shapes our history, and contributes to the culture, creativity and wealth of the nation.
- Be proficient in drawing, painting, sculpture and other art and design techniques to produce considered creative work, exploring their ideas and recording their experiences.
- Critically evaluate and analyse creative works using the language of art, craft and design.
- Hold secure knowledge about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



How do we know that we have achieved these outcomes?

Assessment

Formative- Our teachers assess the children's work in Art and Design, through evaluation of sketch books and observations during lessons.

Summative - Assessments are made against the specific objectives set out in the National Curriculum and recorded annually.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the National Curriculum, Kapow plus a sequence of training organised to embed and deepen staff's understanding of the subject.

Pupil subject knowledge audit once a year

The Curriculum Leaders carry out yearly monitoring interviews with samples of children from each year group across the school. The interviews aim to assess children's vocabulary, analysis and understanding surrounding a creative stimulus. The purpose of this is to ensure all children show progressive understanding of the vocabulary surrounding Art and Design, and that they understand how to master, reflect and improve on their skills.

Whole school projects

Each year pupils will take part in a whole school art project focused on a particular aspect of Art and Design e.g. drawing, to show progression of skills and techniques throughout the school. This is to monitor and ensure that the curriculum allows opportunity for children to enhance, practise and develop their skills throughout their time at Great Alne.