

Art: Intent, Implementation and Impact

Intent

Art develops spiritual values and contributes a wider understanding to the experience of life, which helps to build a balanced personality.

Bridget Rile (painter)

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.
- Become respectful and tolerant of different cultures and beliefs through appreciating and understanding the contribution made by artists, craft makers and designers.
- Help children learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.
- Have an increased student voice, sense of identity and wellbeing.

Implementation

By the end of the EYFS, pupils are expected to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Pupils will be taught to share their creations, explaining the process taken.

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- To create sketchbooks to record their observations and use them to review and revisit ideas.
- To improve their master of art and design techniques, including drawing, painting and sculpture with a range of materials.
- About great artists, architects and designers in history.

The children are taught in a variety of ways to suit different learning styles wherever possible, and may work in a whole class, group or individual setting. The programme is planned to link with the half termly topic and is therefore cross curricular; for example, children in Year Three draw and print cave paintings to link with the topic of The Stone Age in History. Each Key Stage has experience of drawing, painting, collage, and sculpture, with KS2 having the additional opportunity to print and use ICT to create digital art. Opportunities for speaking and listening, writing, mathematics and computing are taken into consideration when each unit of work is planned. For example, when teaching drawing, teachers discuss proportion, size and shape. Assessment of each unit ensures that teachers are able to plan for the progression of skills.

Health and Safety

When working with tools, equipment and materials, pupils are taught:

- About hazards, risks and risk control.
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
- To use information to assess the immediate and cumulative risks.
- To manage their environment to ensure the health and safety of themselves and others.
- To explain the steps they take to control risks.
- Teachers assess the risks of each art activity and consider steps to make each activity safe for all pupils.

E-Safety

When conducting research on the Internet or uploading any work, pupils are taught:

- To only use websites an adult has said are safe.
- To ask an adult if they want to change the program.
- To only use the class log in or their own user name and password.
- Not to change anyone else's work.
- About the laws of copyright.

Inclusion

At Hawthorn we ensure that:

- We offer an inclusive environment through promoting equality of opportunity for all and eliminating discrimination on the grounds of gender, race, ethnic origin, ability or specific needs. We promote this ethos through our curriculum as a Rights Respecting School. Equipment, resources and staffing are provided or adapted to meet specific needs.
- Staff find ways to set suitable learning challenges for all learners, challenging pupils who have high levels of skills and knowledge in art by providing opportunities for them within an art topic to extend their understanding and develop their skills.
- We recognise the diversity within our school by using a wide range of cultural images and products.
- Staff actively encourage all children's artwork and value ideas.
- We encourage all children to achieve as much independence as possible in line with their needs and/or disability.
- We provide quality first teaching and deploy teaching assistants effectively to support children where necessary. In instances where there are hearing impaired children being taught, teaching staff pre-teach vital vocabulary and sign in order to ensure achievement for all.

Assessment

Assessing pupils' work is an integral part of teaching and is done through a range of approaches including pupils' self and peer assessment. Progress is tracked by the class teacher using skills assessment grids and monitored by the Art co-ordinator and Senior Leaders on a half termly basis ensuring consistency of teaching and standards within the subject. It also forms the basis of planning to deliver next steps so children are challenged in their learning.

Resources

January 2024

An extensive range of resources are available to support the teaching of Art. They are regularly audited and purchased as required so teachers are able to deliver the curriculum effectively. Classroom teachers are encouraged to inform the Art Lead when resources need ordering. The school is also part of AccessArt - a creative online community that supports arts teaching and learning.

The Art lead endeavours to source resources through external organisations, schemes and grants.

Impact

To be monitored October 2022

September 2022

Health and Safety

When working with tools, equipment and materials, pupils are taught:

- About hazards, risks and risk control.
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
- To use information to assess the immediate and cumulative risks.
- To manage their environment to ensure the health. and safety of themselves and others.
- To explain the steps to take to control risks.
- Teachers assess the risks of each. D.T activity and consider steps to make each activity safe for all pupils.

E-Safety

When conducting research on the Internet or uploading any work, pupils are taught:

- To only use websites an adult has said are safe.
- To ask an adult if they want to change the program.
- To only use the class log-in or their own user name and password.
- Not to change anyone else's work.
- About the laws of copyright.

Inclusion

At Hawthorn we ensure that:

- We offer an inclusive environment through. promoting equality of opportunity for all and eliminating discrimination on the grounds of gender, race, ethnic origin, ability or special needs. We promote this ethos through our curriculum as a Rights Respecting School. Equipment, resources and staffing are provided or adapted to meet specific needs.

September 2022

- Staff find ways to set suitable learning challenges for all learners, challenging pupils who have high levels of skills and knowledge in D.T by providing opportunities for them with.in a D.T topic to extend their understanding and develop their skills. (Using more open-ended design briefs, adapted design briefs specifying user requirements, planning and carrying out independent research., challenging the thinking of more able children)
- We recognise the diversity with.in our school by using a wide range of cultural images and products.
- Staff actively encourage all children's opinions and value ideas. Children's work is collected for an end of year 'Arts Exhibition' that showcases work from children with. a range of needs and abilities.
- We encourage all children to achieve as much independence as possible in line with their needs and/or disability, ensuring that plans still provide these children with success and independence but will not be beyond the child's capabilities. We also ensure that children are not put at risk because they have a limited understanding of safety.
- We provide quality first teaching and deploy teaching assistants effectively to support children where necessary . In instances where there are hearing impaired children being taught, teaching staff pre-teach vital vocabulary and sign in order to ensure achievement for all.
- We address all gender stereotypes by looking at both female and male engineers.

Assessment

Assessing pupils' work is an integral part of teaching and is done through. a range of approaches including pupils' self and peer assessment. Progress is tracked by the class teacher and monitored by the D.T co-ordinator and Senior Leaders on a half termly basis to ensure consistency of teaching and standards within the subject. It also forms the basis of planning to deliver next steps so children are challenged in their learning.

Resources

An extensive range of resources are available to support the teaching of D.T. These are regularly audited and purchased as required so teachers are able to deliver the curriculum effectively. Classroom teachers are encouraged to inform the D.T Lead when resources need ordering. The school is also part of The Design and Technology Association and undertake D&T training from this provider.

The D.T lead endeavours to source resources through parent partnerships, external organisations, schemes and grants. For example, in 2021 the school was able to secure funding for D.T through the Health for Life scheme.

Implementation

- DT taught at least once a term, following the 'research, design, make, evaluate' model and learning journeys in books/portfolios will evidence this.

September 2022

- Progression is seen across each Key Stage, using the D&T long-term maps. Key Stage One, Lower Key Stage Two and Upper Key Stage Two will teach 6 units across the two year groups, however each year group will cover Food Technology at least once each year.
- Food Technology has a focus on Healthy Eating.
- Teachers use the D&T progression of skills documents to plan effective D&T lessons that ensure progression across the school. (The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from Key Stage to Key Stage.) These can be used alongside online resources such as, data.org.uk, sustainablelearning.com, planbee.com, STEM.org.uk, teachwire.net etc.
- Children's work is collected for an end of year 'Arts Exhibition.'
- Where possible, D&T is integrated alongside other subjects to ensure full submersion of the curriculum.
- Children are given the opportunities to experience D&T on educational visits. The children have visited local museums, food establishments and had visitors into school.
- Linked with local high school to use their facilities, technology and expertise.
- D&T assessed using the school's assessment model for all Theme subjects and ongoing monitoring will take place through pupil conferences, book looks and learning walks.
- Staff take part in D&T training from an outside provider.

Impact

We aim for children to express their creativity through designing, as they have been given the opportunity to carefully select tools and materials appropriate to the purpose and needs of an audience. Children will be self-critical learners who are confident to self-evaluate their final product, discussing its strengths and weaknesses and offering ways in which their work can be improved. They will gain the necessary skills for the future, by developing their ability to collaborate, investigate, design and evaluate. They will be fully equipped with the transferable skills needed to succeed in future work life.

Monitoring to take place October 2022.