

Vision & Intent

The intent of the Art & Design curriculum at Vernon Primary School is to provide every pupil with:

The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.

The ability to communicate fluently in visual and tactile form.

The ability to draw confidently and adventurously from observation, memory and imagination.

The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.

An impressive knowledge and understanding of other artists, craft makers and designers.

The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.

Independence, initiative and originality which they can use to develop their creativity.

The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.

The ability to reflect on, analyse and critically evaluate their own work and that of others.

A passion for and a commitment to the subject.

Planning & Delivery National Curriculum

Art and design is taught using the National Curriculum as its starting point.



Learning Objectives & Knowledge Progression

The Art and Design Learning Objectives are in place to ensure that knowledge and outcomes for each year group are identified and covered, as well as progression tracked. A progression map and long term plan also outline progression throughout the school.



Short term planning

From the learning objectives, Short Term plans are created for each unit of work, outlining the sequence of learning in a series of lessons leading up to a final end point and study book piece. Short term planning identifies the learning objectives for each lesson, prior learning, key vocabulary and a description of key teaching points. SEND provision is outlined within these plans. Lessons are delivered weekly using varied, innovative and creative teaching approaches.

These steps are part of a continuous cycle of formative assessment, which informs future planning.

Assessment, Progress & Evidence

Art and design is assessed and tracked using our Foundation Subject tracking grid – children are assessed as Emerging (1), Expected (2) or Exceeding (3) based on the unit of work they have been taught. Evidence of learning is within each child's individual sketch book, a working document that showcases their art techniques and enables them to explore and experiment throughout the term. A final piece of work (end point) may be used on display around the classroom/school as well as presented in each child's individual study book and a "My Artist Statement" completed.

Assessment of Art and design is achieved through:

- Discussion with children (Pupil voice).
- Mind maps about concepts.
- Observation of children.
- Study book work.
- Display work.
- Marking of work in sketch books – written & verbal feedback.
- My Artist Statement- completed at the end of each unit of work for children to reflect on their work.

Cultural Capital

- Each term an inspirational artist and their interpretation towards art is studied (e.g. Picasso Year 5)
- Art gallery educational visits.
- Artist workshops (e.g. Paul Tavernor Year 6)
- Opportunities for children to work with a local artist to create an exhibition.
- Opportunities for children to create and sell their own artwork e.g. creating Christmas cards and school tea-towels to raise money for the school; 'Images' art exhibition.

Art & Design at Vernon Primary School



Reading within Art & Design

- Reading and exploration of significant artists and their life, works and influence - using books, eLibrary, digital texts, I pads and Chrome books.
- Emails and questions to and from artists, such as Jamie Swim.
- Art gallery descriptions of pieces and analysis of works.
- Reading own and peers' annotations of artwork within sketchbooks

Continuing Professional Development (CPD)

- Annual Art Subject Leader training led by external specialist.
- Subject leader cascades art techniques and display principles during staff training sessions.
- Outstanding practitioners share expertise through observations and team teaching opportunities.

Enrichment Opportunities

- Art and craft extra-curricular clubs.
- Planned artist visits for each academic year.
- Opportunities for children to participate in workshops and visits to Poynton High School.
- Yearly art exhibition ('Images') planned for the summer term.

Resources

- Art resources are audited at the end of each academic year, as well as regularly checked and organised appropriately for access; new/additional materials are ordered when/if staff request it throughout the academic year.
- Sketch books are ordered for each Year 1 cohort and then follow the children through the school to celebrate their progression and development in art and design.
- Study books are ordered each term to showcase an end point for assessing each foundation subject in an innovative and creative way.

Curriculum Values:

Creativity & Curiosity

Independence

Respect & Cooperation