



Intent Statement

Our curriculum intent for art and design encompasses our six core values. By the time they leave Lawn, our children should have respect for different cultures and empathise with differing perspectives on the world. Using their own initiative they will be able to use art to represent their own ideas and demonstrate integrity in the outcomes they produce. When producing artwork inspired by different cultures they will ensure that their representations present a responsible and respectful reflection. Through engaging in collective art projects they will gain an understanding of the benefits of teamwork.

Implementation: Scheme

The Art curriculum at Lawn has been designed to encompass our six core values, linking to our Global Citizenship curriculum.

Art has been broken down into key areas of the curriculum for both KS1 and KS2.

Each area has the National Curriculum objective at the top to ensure teachers are aware what skills need to be met.

The National Curriculum skills progression can be found on TEAMS alongside the progression maps.

Implementation: Planning

Progression maps for each year group can be found on TEAMS alongside the NC document.

Implementation: Curriculum links

Where possible, art at Lawn must link to the current topics that year groups are learning. The progression maps ensure that these links are integrated within art.

Implementation: Resources



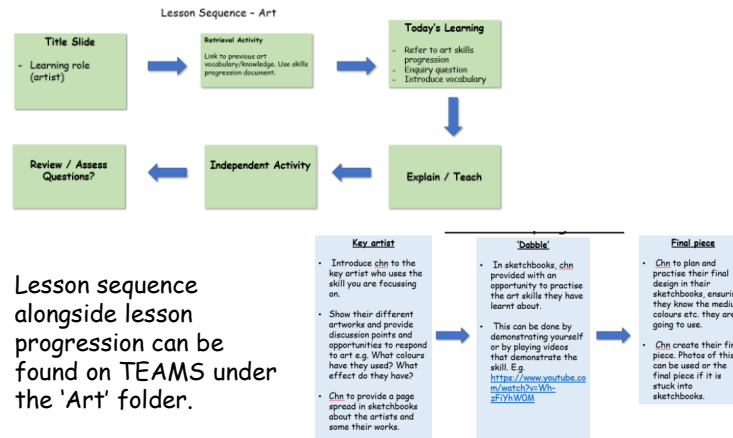
Paper, card, sugar paper, A3 card, felt, tissue paper, sequins and coloured paints can be found in the resource cupboard in the Smedley Hall, on the left hand side entering the KS1 building.



Clay and tools, paintbrushes, watercolours, art paper, monoprinting, water palettes and other such resources are found in the resource cupboard at the back of the Davis Hall, opposite the Hub.

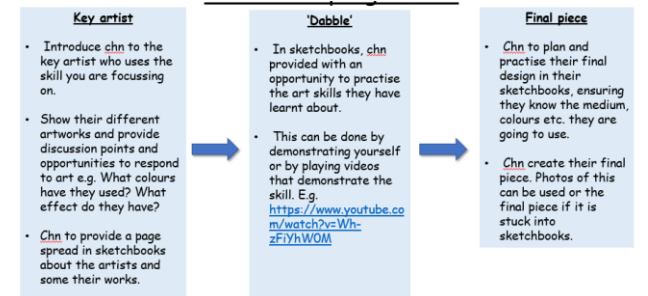
A bulk order of resources is completed in preparation for September, however, if teachers need certain resources or notice that we are low in stock, please let the art lead know. The Art Lead will order in resources where needed.

Implementation: Lesson Sequence



Lesson sequence alongside lesson progression can be found on TEAMS under the 'Art' folder.

Implementation: T & L / Pedagogies



Lesson pedagogy can be found on TEAMS under the 'Art' folder. Lessons must start by research and learning of an artist, followed by 'dabbling' and practising of skills and finally children draft and produce their final piece.



Implementation: Environment



Artists

'Artists we have studied' sign to be displayed in classrooms along with names and images.

Artwork should be displayed around school and in the classroom. This could be on the Art display area in your classroom, on the year group topic display in the corridor and in the KS1 Hall.

Implementation: Feedback

'Feedback should be given to children immediately during the 'Dabbling' phase of the lesson sequence. It is important that these skills are modelled directly.

Implementation: How Groups are Supported (SEND, GDS, PP, disadvantaged, EAL)

Through Quality First Teaching, all children should be able to access the Art curriculum.

For those children with SEND, skills may need to be adapted to support and scaffold fine motor skills e.g. focusing on pencil grip and creating different gradients of line rather than shading. All children with SEND will have differentiated research methods to learn about artists, where more dual-coding and images are used rather than lots of text.

Those children who are GDS will be provided with opportunities to showcase their talents and develop them further through extra curricular and enrichment activities e.g. Art competitions, links to the local library, Art club.

PP will have full access to the curriculum and be provided with a range of different resources to complete art pieces both in the classroom and at home for extra curricular activities if the child wishes.

Children with EAL will have differentiation and Quality First Teaching when researching artists. They will be able to fully access the art curriculum.

Implementation: Response to Covid

Through art, children will be provided an opportunity to practise skills and develop new learning and techniques that they have not been able to develop due to Covid. This includes the use of designing and creativity, learning about the different cultures and historical time periods as well as learning about the features of different styles of art. Children will also be able to practise art techniques that they would not have necessarily had the opportunity to practise at home e.g. monoprinting.

Impact: Evidencing

Documents > General > Art > 2021-2022

| Name | Modified | Modified By | + Add col |
|-----------------------------------|----------|-----------------|-----------|
| Art National Curriculum documents | June 21 | Hannah Winfield | |
| Art progression documents | June 21 | Hannah Winfield | |
| Evidence | June 21 | Hannah Winfield | |

There is a folder for each year group under 'evidence' located on TEAMS. These have further been divided into the different strands of art. All evidence to be placed in these folders.

Slides to be uploaded in the regular planning folders on TEAMS.

Impact: Assessment

Assessment Report

Year Group: Y1 Class: Subject/Unit: Art

These judgments to be made as a best fit for the cohort. They will apply to 'most' children.

| Are skills secure at EX6? | | Notes |
|--|---------|-------|
| Using Materials | | |
| Know how to cut, roll and coil materials | Secure? | |
| Know how to use E.T to create a picture | Secure? | |
| Drawing | | |
| Know how to show how people feel in paintings and drawings | Secure? | |
| Know how to use pencils to create lines of different thickness in drawings | Secure? | |
| Use colour, pattern, texture, line, form, space and shape | | |
| Know how to create moods in art work | Secure? | |
| Know the names of the primary and secondary colours | Secure? | |
| Know how to create a repeating pattern in print | Secure? | |
| Use sketchbooks | | |
| Describe what can be seen & give an opinion about the work of an artist | Secure? | |
| Ask questions about a piece of art | Secure? | |
| Children judged as below / WTB & suggested support | | |

All assessment documents will be on TEAMS for each year group with each individual key areas.

Impact: Monitoring

Art monitoring will be happening every half term in which sketchbooks, slides, and evidence will be observed to ensure art is being taught consistently throughout the school and that evidence is being recorded correctly.