



By the time the children transfer to their next stage of education, we intend to develop well-rounded, knowledgeable and confident individuals who have fulfilled their potential and can make a positive contribution to their local and global community.

Art and Design at Lindow Community Primary School

Intent

At Lindow Community Primary School, our intent is for all our children, including the most disadvantaged and those with SEND or high needs to be engaged, inspired and challenged in their art and design lessons, in order for them to confidently create their own works of art, craft & other design. Through exploration and investigation of knowledge, techniques and skills as well as historical, cultural and current perspectives, children then use their own ideas and creativity to apply their learning to express themselves as individuals.

The Art & Design curriculum will be driven by the following Lindow Life Skills:

- *Be articulate*
- *Have ownership of learning*
- *Be organized*
- *Make decisions*
- *Be responsible*
- *Be resilient & persevere*
- *Be the best you, you can be*

Design and implementation

To ensure children have 'mastered' the knowledge of the Programme of Study for Art & Design in a progressive, sequential way, the subject is taught weekly, over the course of 6 weeks. In addition, children are given opportunities to apply their knowledge from other subjects (such as reading, writing, history and maths) as skills throughout the 3 key themes of drawing, painting and sculpture.

All classes from Reception to Y6 use the Lindow Art & Design Progression document, which is in-line with the EYFS Development Matters 2021 document and the National Curriculum, as the initial overview for their medium term planning.

The key themes, knowledge & skills for each year group are stated, to ensure teachers know what prior learning has taken place and can build on this in a progressive manner.

The expected teaching sequence for a unit of work will follow the key themes of design, make & evaluate. Within these stages, the following strategies should be seen:

- Exploration & research using a range of materials
- Use of examples & models for inspiration/technique guidance
- Experimentation using a range of media and materials showing application from exploration phase
- Refining of work showing application of experimentation – this may result in an end product, however, the success of the unit should not rest on this.
- Continuous self-evaluation

There will be a mixture of collaborative & independent work throughout the unit, as appropriate.

Progression in Art & Design is primarily recorded in sketchbooks. However, there may be some digital aspects e.g. photographs/videos, particularly in relation to 'Sculpture.' There may also be a finite 'end product' e.g. clay model, painting for display.

Where this is not practical – for example, for some learners with high levels of SEND – an adapted curriculum will be adopted to be ambitious yet accessible and inclusive for all learners.

Impact

Monitoring of Art & Design will involve learning walks, pupil voice and scrutiny of work across the three key themes and within each year group. In order to check children remember new and prior knowledge, children will be continuously assessed against the key knowledge and skills for their year group end points throughout the course of each unit. Via monitoring, the subject leader will use assessment information to check pupils' knowledge, skills and understanding is in their long-term memory. Any gaps in learning or children who are not meeting age related expectations can be identified and supported appropriately.