



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 children 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 organised*
- *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 in unit blocks, once per term over the course of 1 week. 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. As part of the Lindow Life Skills carousel sessions, children will also be given opportunities through the school year to continue exploring and developing their techniques and skills.

All classes from Y1 to Y6 use the Lindow Art & Design curriculum outline and progression documents as the initial overview for their medium-term planning, which has been planned to give our children a progressive, balanced and varied art and design experience.

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.

Early Years

Children in EYFS develop early art skills through their regular play and exploration with a wide range of media and materials in order to gain experience and skills of a wide range of formal elements of art in a way that will enhance their learning opportunities and support their imagination and creativity.

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.

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 the children remember new and prior knowledge, children will be continuously assessed against the key knowledge and skills for their year group 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 aren't meeting age related expectations can be identified and supported appropriately.