



Intent, Implementation and Impact Statement – Art and Design/ Design and Technology (DT)

Intent

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| <p>Learning for Living: Teachers plan Art and DT lessons from Art Express, allowing children to engage with high quality of skills covering six areas- drawing, painting, printing, sculpture, textiles and digital media. Where possible, we adopt an integrated approach whereby art and DT is part of the topic work and is linked to the other curriculum areas. Through study in these areas children are taught about great artists, designers, craftspeople and architects. Our aim is for all children to be exposed to a variety of art skills while making connections to well-known artists and those of our local community. Art and DT provide the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts, and ideas. As pupils progress, they should be able to think critically and develop a more rigorous understanding of Art and DT. They should also know how these skills both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. This enables them to be successful at secondary school, in further or higher education, and eventually in employment. Children will develop a strong awareness to the diverse and cultural world around them, giving them the confidence and creativity to express themselves freely.</p> | <p>Respect: The value of respect is woven through the Art and DT curriculum. Children learn that there are many different kinds of people and families, and that they all deserve respect. Children respect each other's ideas; they are encouraged to contribute to discussions, explain their artwork, read out parts of their work and comment on each other's artwork, and work collaboratively on some tasks. We aim to create a learning culture in which mistakes are valued as learning opportunities, and we teach children to support each other with their learning. Collaborative and group tasks are carefully planned for, to allow children to develop they skills they need for working together.</p> | <p>Support and Challenge: All Art and DT lessons are differentiated so that all children can access the same learning as far as possible. More able children are given 'Take the Challenge' tasks, in which they use additional skills beyond the learning objective, working in more depth. All lessons are differentiated to cater to children's needs, and teachers plan for all attainment groups. Children with more complex additional needs are supported by the Inclusion team.</p> |
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Implementation

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| <p>EYFS: In the Early Years, Expressive Art & Design is explored through the EYFS curriculum. Children in the Early Years will have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. We provide a range of experiences that encourage exploration, observation, self-expression, language, and an ability to communicate through the arts. These activities, indoors and outdoors, attract the children's interest and curiosity.</p> | <p>KS1 Children will be taught Art and DT lessons weekly. Each lesson is one hour in length and focuses on Art or DT objectives. Art and DT units will alternate every half term. Continuity and progression will be ensured by a scheme of work called 'Art Express' and a system of recording in Art Scrap Books. The Art and DT skills map support teachers' planning and ensures a development of skills and knowledge across year groups. All year groups will advance through stages of drawing, painting, 3D work, printing, textiles and evaluation with multiple opportunities for digital learning and trips and experiences.</p> | <p>KS2 Year 3, 4 and 5 will be taught Art and DT lessons weekly. Each lesson is one hour in length and focuses on Art or DT objectives. Year 6 children will be taught Art and DT as a block unit that takes place over one whole day every half term. Art and DT units will alternate every half term. Continuity and progression will be ensured by a scheme of work called 'Art Express' and a system of recording in Art scrap books. The Art and DT skills map supports teacher's planning and ensures a development of skills and knowledge across year groups. All year groups will advance through stages of drawing, painting, 3D work, printing, textiles and evaluation with multiple opportunities for digital learning, trips and experiences.</p> |
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Impact

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| <p>EYFS In EYFS, children's attainment and progress in Art and DT is measured against the Early Learning Goal of Expressive Arts and Design, which is divided into two areas – Creating with Materials and Being Imaginative and Expressive. Although data is collected across the year to monitor children's progress, this ELG does not form part of the GLD judgement at the end of Reception. While</p> | <p>KS1 In order to assess pupil attainment in Art, the subject leader provides the class teachers with a list of objectives that need to be taught and assessed in every term. The class teachers are then expected to provide a judgement based on pupils' work and record this on DCPRO. This will be evident in their books or any other work they might have produced (eg pieces of artwork). Where</p> | <p>KS2 In order to assess pupil attainment in Art, the subject leader provides the class teachers with a list of objectives that need to be taught and assessed in every term. The class teachers are then expected to provide a judgement based on pupils' work and record this on DCPRO. This will be evident in their books or any other work they might have produced (eg pieces of artwork). Where</p> |
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| <p>children are accessing creative activities, practitioners observe children and this is recorded on Tapestry, an online platform which can be shared with parents. Children's attainment and progress in EAD is reported to parents at the end of the year.</p> | <p>applicable, the class teachers can use pupil voice in order to support or validate their judgements. At the end of the academic year, the class teachers will provide an overall judgement based on the pupils' achievement throughout the academic year. Parents are informed about their children's progress during parent evenings. This happens on a termly basis. The end of year attainment is reported on parental reports.</p> | <p>applicable, the class teachers can use pupil voice in order to support or validate their judgements. At the end of the academic year, the class teachers will provide an overall judgement based on the pupils' achievement throughout the academic year. Parents are informed about their children's progress during parent evenings. This happens on a termly basis. The end of year attainment is reported on parental reports.</p> |
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