



Art and Design Technology

Art and Design Technology at St Paul's builds on children's natural instinct to wonder about and explore the world around them, helping them to flourish in their journey to the fullness of life.



Our Vision for Art

Inspired by God's love for us, we illuminate the goodness in others, we care for and protect His children and reach out to help others flourish in their journey to the fullness of life.

Our aim at St. Paul' CE Primary School is to enable pupils to become creative and reflective learners who are able to express themselves fluently and confidently in a variety of different ways. Within the curriculum, Art and Design will clearly contribute towards this, enabling pupils to respond thoughtfully to different learning and stimuli. Our artists and designers should be able to develop their cultural understanding in a range of contexts, Art being one of them. We also want our pupils to understand that the perseverance and attentiveness needed to complete an Art and Design project leads to personal pride and gratification. We want our children to understand that Art and Design is for all children and that we provide a variety of ways that the children can achieve and succeed through adaptation and support.

Rationale – Why we do what we do

Over the past few years, St Paul's have found like nationally, that there has been a difference in the language skills of children as they enter in Reception. We have also noted a marked difference in the children's levels of independence, resilience, ambition (skills for life), this along with a need to promote a more deep rooted love of reading, has prompted us to shape our curriculum with greater emphasis in these areas.

After completing an Art and Design audit with pupils and staff, found that children really enjoy their art and design lessons. However, some children did not think they could transfer previously taught art skills into different pieces. The children also wanted to use a larger variety of mediums and tools.

As a result, we are now using sketchbooks so that children can see the progress they have made and the skills that they have learnt, that they can transfer into different Art and Design projects.

How do we enable children to learn more and retain more?

Timings and timetable:

In Reception, Art and Design is taught as part of the ELG of 'Expressive Arts and Design' and Physical movement. It is taught through whole class, small group and 1:1 learning with a mixture of adult-led learning and some child-initiated learning with sustained shared thinking. Across the rest of the school, Art is taught as part of our Topic curriculum alongside Geography, History and Design and Technology. This is a deliberate decision in response to the teacher's views as well as the high priority we place on deepening knowledge. In order for children to be excited and inspired, it is important to us that they are fully immersed in the learning and can make links to other knowledge acquired, within Art and Design and across the curriculum, rather than seeing learning in isolation. Within each year group, the timetabling of Art and Design is flexible, depending on the topic learning journey. Under our current scheme, Access Art, Art is taught once a term for a block of 6-7 weeks. This ensures that children are able to fully immerse themselves in this subject and have sufficient time to complete a final piece.

Art and Design– An Overview:

At St Paul's Primary School, we are currently using a scheme called Access Art. This scheme is made up of 5 key areas: Drawing and Sketchbooks, Print, Colour, Collage, Working in Three Dimensions and Collaboration and Community. These 5 areas are designed to meet the needs of the National Curriculum whilst ensuring that the children receive a rich and exciting visual arts curriculum. Throughout Years 1-6, children will have the opportunity to engage in a variety of different pathways, such as Spirals, Gestural drawing with Charcoal and Storytelling through Drawing, which will help them to develop their creative thinking skills and ensure that they learn through art, as well as about art. Through using the Access Art scheme, we provide our children with a holistic curriculum. Not only will children experiment with different art and design techniques, they will routinely explore and critique the work of real world artists, create their own pieces of art work and have the opportunity to share, reflect and discuss their work with their peers. Throughout Years 1-6, children will revisit different art and design techniques to help them grow into confident and creative artists. We want our children to recognise that they all have the capacity to be creative and to be able to find the elements of art, craft and design which resonate for them.

At St. Paul's CE Primary School, each of our artists/designers has their own sketch book, in which they can record ideas, practise new techniques and further refine their skills. These sketchbooks give our artists the opportunity to study an existing piece of art, create a constructive and reflective critique of this work and use these ideas to develop their own piece of related art work, enabling pupils to show perseverance and dedication to complete any project to the best of their ability. A variety artists, both traditional and contemporary, are studied throughout the school, to give our children a balanced knowledge and understanding of Art concepts and skills.

This is how we support and ensure access for all children:

- Small group/1:1 adult support given where required.
- Ensuring that a range of equipment and resources are available to ensure success for all pupils (e.g. different sized paintbrushes or paper, additional templates etc).

For all other children:

- We use teacher and self-assessment to quickly identify any child who requires additional support in specific skills.
- Pupils then receive additional support or resources.

This is how we challenge:

- Adaptation planned from the very start of the lesson.
- Small group work to further challenge.

Enrichment is an important part of the Art and Design curriculum.

School visitors and trips are facilitated where appropriate to enhance the pupils' understanding and skills further. Through parent enrichment days, we encourage parents to support their child's art and design technology skills.

Assessing Outcomes in Art and Design Technology

Due to the nature of this curriculum area, Art and Design Technology monitoring takes various forms. A key component of this is pupil voice; school leaders use pupil voice as an effective tool to ascertain the pupils' ability to express themselves through a range of different mediums. Sketchbook monitoring throughout all year groups also takes place once a term to compliment this, allowing leaders to ensure our artists have the opportunity to develop their skills fully and showcase their talents. Examples of our artists' work is exhibited throughout the school, both on classroom and communal displays.

Assessing Outcomes in Art and Design Technology

In Reception, all children have a personalised 'Learning Journey' using Tapestry, which is used to record learning from all areas of learning across the year. Teachers use this evidence to ensure that all children are making progress and attaining well. Where children are not meeting expected standards, teachers provide additional support where appropriate.

On entry to Year 1, children discover and learn more about Art and Design Technology. On entry to Year 2, all acquired knowledge and experimentation of skills linked to Art and Design Technology is recorded in sketchbooks. To ensure that all children make progress in Art and Design Technology, teachers and pupils use an evaluation process (1. Quantity and quality of participation, 2. Progression 3. Attainment and ability) in sketchbooks to assess ongoing attainment and progress. Additionally, within sketchbooks, teachers and subject leaders will assess children's final pieces of work and their implementation of taught skills and techniques.

Due to the subjective nature of Art and DT, children are encouraged to choose medium that enable them to meet the objective. In some circumstances (for example clay or charcoal), children may need to choose a medium that supports prevention of triggers. Where mobility is challenging, different size mediums or technology is used to support. SEND children are encouraged to take ownership of their own work and celebrate their achievements. Throughout their sketchbooks, there should be clear progression of skills and expression in any medium they have chosen.

The Art and Design Technology subject leader completes regular monitoring of attainment and progress through a combination of pupil voice, topic journey monitoring and matching actual outcomes to intended outcomes as identified in the Art and Design Technology 'National Curriculum'. From this monitoring, key actions are given to the teacher and are re-visited frequently. The Art and Design Technology subject leader then has a formal meeting with senior leaders to discuss outcomes and next steps. The Curriculum Senior Leader uses the information given to them to hold Governor sub-committee 'Curriculum and Achievement Meetings' each half term.

Enrichment

Enrichment opportunities within and across all areas of the curriculum are important to St Paul's to help develop the children's skills for life. Our research shows that although lots of children have been exposed to visits, the quality of these visits vary. Therefore, our enrichment opportunities for Art and Design Technology provide a clear purpose with plenty of opportunities for extension and challenge. They are relevant, age appropriate and inclusive to all.

Year Groups	Enrichment Opportunity	Term of Enrichment	Topic
Rec	Opportunity: Woodland art with Parents Purpose: children to explore building and creating using natural materials and support out local environment and the animal that live there.		
1	Opportunity: Spirals Purpose: to experiment with different drawing tools (graphite sticks, soft B pencils, handwriting pens, chalks).	1	
2	Opportunity: Explore and Draw Purpose: to go out into the world, collect materials and re-present through drawing	1	
3	Opportunity: Gestural drawing with charcoal Purpose: to explore and experiment with a different art medium.	1	
4	Opportunity: Storytelling through drawing Purpose: to understand that we can communicate stories through drawing.	1	
5	Opportunity: Set Design Purpose: to think about how theatre was used in Ancient Greece (link with children's History topic).	2	
6	Opportunity: Activism Purpose: Developing an understanding of Activism and how artists use their skills to speak on behalf of communities.	2	

