



# Crowmarsh Gifford C of E Primary School & Pre School

## Crowmarsh Gifford Approach to Art and Design

*This guidance outlines the teaching, organisation and management of the Art and Design curriculum taught and learnt at Crowmarsh Gifford. The implementation of these guidelines is the responsibility of all teaching staff*

### Introduction

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Our aim at Crowmarsh is for our children to enjoy their artistic learning journey through a clear progress in their learning.

### School Vision and Values

A community supporting children to care, grow, persevere & shine.



### Intent

At Crowmarsh, children will appreciate and value Art. We feel that Art is a vital part in enabling children to engage with a broad and balanced curriculum. Art and Design allows children to express their individuality, creativity and imagination. As 'Artists' themselves children are inspired to progress through experimentation, invention and challenge. Children will see Art as part of their lives which contributes to and shapes culture and history.

### Implementation

Throughout their time at Crowmarsh Gifford C of E Primary School, the children are given a range of opportunities to explore a wide variety of materials and techniques, developing their skills and thinking as young artists, using the split 'Access Art' scheme to form the basis of our Art and Design curriculum. The curriculum is progressive and so allows the children to build on skills,



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knowledge and techniques year on year. Throughout each of the three units, the children build on previous understanding through the five areas of content: drawing, sketchbooks, printmaking, painting and collage making. Various media types are explored within each unit to give the widest possible range of experiences for all children. The materials and media used are revisited throughout units and year groups to ensure progression of skills previously developed. Children have access to key knowledge, language and meanings, through the use of knowledge organisers, in order to understand and readily apply new terminology to their work in Art and across the wider curriculum.

### **EYFS-**

Using the AccessArt curriculum pupils at Crowmarsh will explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to discover textures, movement, feel and look of different media and materials, use different media and materials to express their own ideas, explore colour and use for a particular purpose. As a result, children will develop skills to use simple tools and techniques competently and appropriately.

### **Impact**

Children will all leave Crowmarsh with an experience of working with different media and a set of well-developed artistic skills. Pupils will be courageous and confident in challenging themselves and will learn to value the journey and process in creating an artistic piece and not just the final product. Most importantly, our children will have found an enjoyment in being creative.

### **Standards of Pupil Work:**

The subject leader will ensure they monitor the teaching and learning and hence the standard of work across the school, matching the knowledge, skills and understanding to the curriculum overview and age-related expectations for the subject.

### **Assessment:**

All classes use AFL sheet to record/assess what children learn from lesson to lesson for each unit. Essential skills and knowledge are revisited, providing teachers with additional opportunities to use AFL to assess what the children can remember from previous learning and to address any gaps. We also use end of unit assessment trackers to assess children based on their skills and knowledge to show children that are WT, WA and WB.

### **Pupil Feedback: TBC**

As part of the on-going review and development of our curriculum the Art and Design the Subject Leader will seek pupil voice, this will be done in a variety of ways. Our teaching staff value pupil feedback and within lessons will informally seek the children's thoughts and ideas about their learning.



<b>Art and Design Essentials</b>				
<b>Year Groups</b>		EYFS to Year 6		
<b>Time Allocation</b>		3 units throughout year		
	<b>Resources</b>	<b>In every unit</b>	<b>In Every Lesson</b>	<b>Where Appropriate</b>
<b>INTENT</b>	<ul style="list-style-type: none"> <li>• NC art objectives</li> <li>• Access Art scheme</li> </ul>	<ul style="list-style-type: none"> <li>• Learning appropriate to agreed CG subject progression map and goals</li> <li>• Use of a range of well thought out resources including IT (where appropriate)</li> <li>• Children are aware of different skills and artists where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning appropriate to skills from appropriate year group from Access art scheme</li> <li>• Focus on handwriting &amp; presentation</li> <li>• Exposure to and understanding of new vocabulary</li> <li>• Children are encouraged to 'Think like an artist'</li> </ul>	
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>• NC art objectives</li> <li>• Access Art scheme – units and skills</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling of activities – WAGOLL shown where appropriate</li> <li>• Modelling thinking like a learner/artist</li> </ul>	<ul style="list-style-type: none"> <li>• WALTs linked to National Curriculum</li> <li>• Success criteria where appropriate</li> <li>• WALT and date, underlined using rules</li> <li>• Discussion about new and unfamiliar words</li> <li>• Key vocabulary, resources and current learning displayed</li> <li>• Discussions with children</li> <li>• In-lesson feedback, self and peer assessment, as appropriate</li> <li>• Retrieval opportunities built in to refer back to previous learning</li> </ul>	<ul style="list-style-type: none"> <li>• Trips/visitors arranged</li> </ul>
<b>IMPACT</b>	AFL End of unit assessment	<ul style="list-style-type: none"> <li>• Teachers to assess against the skills taught</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' AFL records/notes/assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Peer evaluation</li> <li>• Self-assessment</li> <li>• Flexible groupings.</li> <li>• Children's peer and self-assessments.</li> <li>• Testing</li> <li>• Quizzing</li> </ul>