



Luke 24:13-35 On the Road to Emmaus

Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, nurturing and challenging.

Intent

The Art and Design curriculum is carefully structured and sequenced to ensure coverage and progression as the children move through the school. The curriculum is broken down into knowledge building blocks and the knowledge is sequenced and then built upon over time: what has been taught before and what the pupils' need to know to reach their end point - spiral progression.

Our Art and Design curriculum uses an enquiry-based approach. Each strand of Art and Design studied has its own enquiry-led questions and the key vocabulary, which challenges our pupils, broadens their horizons and makes them think deeper about the purpose and process of an artist's work. The enquiry questions and the key vocabulary are implemented in our knowledge organisers and brought to life on working walls and within the learning objectives for the lesson.

Within our curriculum for Art and Design there are nine substantive curriculum areas of skill that we will implement to enable our pupils to become successful artists. This is set out in more detail in our termly plans and assessments (see impact and progression document).

- Expressive Arts and Design (EYFS)
- Exploring and Developing Ideas
- Drawing
- Painting
- Sculpture
- Collage
- Textiles
- Printing
- Work of Other Artists

Our Art and Design curriculum covers all areas of the subject and is integrated into many areas of the curriculum. As well as this, one timetabled Art and Design lesson per week is taught throughout key stages one and two, alternating with DT across the year. For children in the EYFS, there is always access to art materials within their continuous provision, allowing them the freedom to explore different media in their own way. Within our EYFS/Year 1 mixed class, the Reception children also take part in lesson inputs and adult led or adult-initiated activities.

We also pride ourselves on providing a range of other opportunities for children to be involved in Art and Design outside of lessons. We provide a selection of themed weeks, stand-alone lessons, after-school clubs, and themed afternoons. These include: Art Week, World Book Day activities and Black History Week. This provides children with in-depth focused sessions to contemplate and analyse an artist or culture's art style and experiment in developing the skills to replicate it.



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Children take part in opportunities to link the work of artists to the local area, such as village walks. They also look at the work of local artists. Children take part in exhibitions of their work and can offer thoughtful opinions. Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. Children learn about different styles of work from around the world, exploring different art from different cultures such as Chinese block printing.

We have identified the disciplinary knowledge that we will implement to enable our pupils to become successful artists. This is set out in more detail in our termly plans.

- Investigation
- Expression
- Interpretation
- Reflection
- Empathy
- Application
- Discernment
- Analysis
- Synthesis
- Evaluation

The disciplinary knowledge required to be an artist:

INVESTIGATION - in Art and Design this includes:

- asking relevant questions.
- knowing how to use different types of sources as a way of gathering information.
- knowing how pieces are created

EXPRESSION - in Art and Design this includes:

- the ability to explain techniques, colours and use of media.
- the ability to identify and articulate opinions on how an artist has chosen to express their ideas.

INTERPRETATION - in Art and Design this includes:

- the ability to draw meaning from pieces of art.
- the ability to suggest alternative meanings.

REFLECTION - in Art and Design this includes:

- the ability to reflect on pieces of art, including their purpose, meaning, and technique.
- the process the artist went through to create their piece.

EMPATHY - in Art and Design this includes:

- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.
- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow.
- the ability to see the world through the eyes of others and to see pieces of art from their point of view.

APPLICATION - in Art and Design this includes:

- making the association between the purpose, technique, media and meaning behind a piece.
- identifying the purpose of the piece.

DISCERNMENT - in Art and Design this includes:

- explaining the significance of aspects of a piece of art.
- developing insight into individuals and communities.



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- seeing clearly for themselves how individuals might learn from the artists they study.

ANALYSIS - in Art and Design this includes:

- distinguishing between an artist's meaning and what others may interpret.
- distinguishing between the features of a piece of art and its significance.

SYNTHESIS - in Art and Design this includes:

- linking the style of artists together.
- connecting technique to a period of art.

EVALUATION - in Art and Design this includes:

- the ability to debate the purpose behind a piece of art and the outcome.
- the ability to debate the use of a certain type of media for a purpose.

Processes for Effective Learning in Art and Design

1. Identify questions.

This covers identifying questions and defining enquiries, using a range of methods, media and sources. It includes the skill of investigation.

2. Plan and carry out enquiries.

This includes carrying out and developing enquiries by gathering, comparing, interpreting and analysing a range of information, ideas and viewpoints.

3. Present and explain findings.

This involves expressing and explaining ideas and feelings, suggesting interpretations of the artist's work and analysing the piece.

4. Empathise and reflect.

This involves using empathy, critical thought and reflection to consider their learning and how they feel about it.

5. Evaluation

This involves evaluating their learning and considering how it might apply to their own lives.

Personal Qualities for Effective Learning in Art and Design

- Independent enquirers
- Creative thinkers
- Team workers
- Reflective learners
- Self-managers
- Effective participators

The Daily Implementation of Art and Design at Swineshead St Mary's

- Art and Design is taught on a weekly basis in each year group alternating with DT across the year but is also delivered throughout the whole school days and activities (sometimes with parents and carers invited to take part) designed to further enrich their understanding of Art and Design and provide cultural capital, such as our planned Art Exhibition in Art Week.
- Knowledge organisers: Children have access to key knowledge, language and meanings to understand Art and Design and to use these skills across the curriculum.



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- Working Walls: Art and Design Working Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of Art and Design.
- Subject specific vocabulary: Identified through knowledge organisers and working walls and highlighted to the children at the beginning of and during lessons.
- EYFS: Reception children are given secure grounding in the Prime Areas of Learning, ensuring they have a good foundation on which to build through specific areas, including exploring media and materials and being imaginative.
- Text: Children will have access to a growing variety of subject specific books, including non-fiction, as well as appreciating illustrations within their text-based learning.
- Teachers assess children's work in Art and Design by making formative and summative assessments throughout the school year. All pupils are encouraged to evaluate their own learning and to suggest ways to progress further with their declarative and process knowledge.
- Teachers record the progress made by the children against the learning outcome for each unit: below expected for age, at expected, or greater depth. Teachers record this information on our assessment tracker (Insight) against the learning objectives. These records also enable the teacher to make an annual assessment of progress for each child, and to pass this assessment information on to the child's next teacher at the end of the year.
- Progress in Art and Design is reported to parents.

Impact

- Children will learn the skills they need to use at the beginning of a topic and are able to refer to it.
- All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified.
- Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world.
- Children will become more confident in analysing their work and giving their opinion on their own and other works of art.
- Children show competence in improving their resilience and perseverance by continually evaluating and improving their work.
- All children in school can speak confidently about their art and design work and their skills.
- Children can appreciate various art forms and can express respectful opinions about the artist's work.
- Children can express their individuality and unique abilities with confidence.
- Children are respectful of their peers, artists, communities and cultures.

Children have a global awareness of art and its place within the lives of individuals, communities and cultures.



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