



## National Curriculum Aims

The 2014 National Curriculum for Art and Design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### Intent

At HPS, we offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. We ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g., collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers.

### Implementation

Teacher and adults lead art lessons with confidence understanding the progression of skills and knowledge and that outcomes have been met. Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The children develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children also understand how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### Impact

Art and design learning is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. 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 competences 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.

## Knowledge and Skills

In **Early Years**, children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (Expressive Arts and Design). In **Key Stage 1**, learn how to use a range of materials creatively to design and make products; use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space and about the work of a range of artists, craft makers and designers. In **Key Stage 2**, children develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] and learn about great artists, architects and designers in history.

### Creativity

At HPS, the curriculum for Art and Design, is taking into consideration the work of artists and current events or themes within the school calendar and community. Links are also made, where appropriate, with other curriculum areas to ensure that learning is meaningful and relevant. As the Art and Design curriculum is focused on the creative process, work is mainly in sketchbooks. Children also have the opportunity to create 'finished' pieces of work individually and collaboratively. This is often displayed and celebrated around the school

### Assessment

At HPS, verbal feedback is given during lessons to support learning. Children are questioned carefully to enable them to evaluate their learning and make informed choices. Individuality and creativity are celebrated. At the end of each unit, the key knowledge, understanding and skills are assessed by the class teacher. The teacher will assess the pupil as either working towards, working at or working above expectations twice a year. Assessments are through observation of pupils and discussion as well as the assessment of sketchbooks' work.