



Intent: Why do we teach this? Why do we teach it in the way we do?

We value and are dedicated to the teaching of Art and Design Technology. We see this as a fundamental part of school life. We are committed to providing an 'Arts Rich Curriculum' for our children. We believe that by developing this, we can contribute to the quality of our children's lives, both within and beyond school. We see art and design as a means to support learning in a range of ways and can be accessed by all children at Coberley. The skills that are developed in these subjects can be transferred across the curriculum and thus aid learning.

We want to equip them with not only the minimum statutory requirements of the Art and Design Technology National Curriculums but to prepare them for the creative opportunities and experiences of later life. We want to use art to explore culture, diversity, gender and become confident in emulating artists of significance, artists of our local areas and artists that have made a difference.

Our curriculum has been created as a staff team to embrace our school topics, to use a breadth of mediums using staff expertise and allow us to explore art and DT in our local community. We believe that creativity is such an important part of education in as much as it is one of our key school values - Creativity (Zara the Zebra).

Implementation: What do we teach? What does this look like?

The Art and DT curriculum has been carefully built and the learning opportunities and assessment milestones for each class crafted to ensure progression and repetition in terms of embedding key learning, knowledge and skills. For example, we focus our teaching on an artist or theme, we take time with the process and the evaluation, and we take pride in the outcome. The key skills are often revisited year on year where pupils progressively build their skills and knowledge

The following provision is currently in place.

Teaching & Learning

- The school has a detailed Art curriculum map and DT curriculum map illustrating the key skills taught, genre and relevant artists across our classes in these disciplines.
- The Art / DT progression maps illustrate the skills the children learn as they progress throughout the school..
- Art/DT is sometimes taught discretely but often as part of a wider learning experience.
- Work is usually differentiated by outcome to allow children to work at appropriate levels, to include SEND provision.
- Lessons are practical, using a plethora of resources.
- There is often a focus on a key artist, whether exploring Cultural Capital or Diversity through art.
- Vocabulary specific to art is identified and shared with the class.

EYFS- Reception Year

Pupils 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:

- Explore the textures, movement, feel and look of different media and materials.
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas.
- Explore colour and use for a particular purpose.
- Develop skills to use simple tools and techniques competently and appropriately.
- Select appropriate media and techniques and adapt their work where necessary.

Children's work is assessed using Tapestry against the Expressive Arts and Design ELG's, covering all the objectives within 'Exploring and using Media and Materials' and 'Being Imaginative'. The children's artwork and creations are shared with parents weekly.

Assessment - Year 1 to 6

- We assess predominantly using formative assessments on INSIGHT based on **Knowledge** (Relevant artist or style), **Dialectic** (process and evaluation) and **Rhetoric** (outcome).
- We display work wherever possible in the classroom, on the school website or using online Padlets.
- Children in Class 3 have a sketchbook to evidence work and show progress.

Monitoring

- A Padlet of work provides evidence of attainment, progress and range of activities. This is on the school website
- There is also evidence on wall displays and in sketch books.

Examples of Practice

- In class 1, the children explore the work of Monet focusing on his famous painting Water Lilies looking at the artists use of colour and painting style then adapting it for their topic 'journeys- space. They use the painting for inspiration, creating their own space painting in the style of Monet, we use the text 'Katie and the Waterlily Pond by James Mayhew' for English where Katie takes the children on a journey by jumping into different paintings.
- Class 1 also visit local artists from Cheltenham, Debbie Kerley and Natasha Houseago, they focus on sculptures made from natural objects, and focus on how the sculptures make them feel and emulate their work in their garden. They link this with making their own sculptures in groups and individually using natural materials based on the work by the British sculptor Andy Goldworthy.
- In class 2, the children explore Starry Night by Vincent Van Gogh as inspiration for their collage topic and also tackle; 'Earth and Space – is the moon made of cheese?' in science, Neil Armstrong in history and the text 'Whose footprints are on the moon?' by Simon Bartram in English. Our children are taught the right, connected knowledge.
- In class 2, as part of the UK topic children sketch the Monarch,, study pop art and create a picture in the style of Andy Warhol and use chalk and pastels to emulate the Great Fire of London adding a silhouette.
- In class 2, children use a local builder to help children construct DT models, using specific tools, to create picture frames.
- As part of a Church community and enterprise project, children in Year 6 made bird feeders for the church yard and for sale at the Christmas Fair.
- In class 3, as part of "Enough for everyone" the children investigated the plastic problem and made models from plastic, such as sea animals, to highlight the problem plastic can have in the sea.

Please see the school's web site and curriculum plan for further examples.

Curriculum Leadership

- The art and DT curriculum leader is Liz Black.
- There is a clear role in designing the curriculum, monitoring and improvement.
- There is an action plan in place.
- The Art and DT curriculum is regularly monitored, pupil voice sought and skill progression monitored.
- There is provision to ensure the subject is suitably resourced.
- Staff training and CPD is available and encouraged.

The next art and design monitoring will take place in the Summer Term 2024. Monitoring in art and design includes: sketch book scrutinies, lesson observations and/or learning walks, pupil/parent and/or staff voice.

Impact: : What will this look like? By the time children leave our school they will

The plethora of art and DT pictures and models around the school, and on display online, and the hubbub in classrooms as children undertake new creations and learn about culture and diversity via creative elements lay testament to the enjoyment and well-being art and DT brings to school life. Work in sketchbooks and detailed formative assessment using the Trivium provide evidence of coverage and progression throughout the school. Scrutiny of results allows the school to identify themes and individuals that need assistance.

