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**Art and Design in our classrooms at Brampton Cortonwood Infant School**

**Our Approach**

Through our creative and inclusive approach to the arts, we aim to enable our children to become confident, keen and capable artists, who can use sculpture, drawing, painting and textile skills.

In Art, children are expected to be reflective and evaluate their work, we believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding. Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth. Art contributes to children’s personal development in creativity, independence, judgment and self-reflection. It also enables them to create work which links strongly about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

We believe that an enriching DT curriculum will develop our pupil’s personal creativity. Design and technology is a practical subject. It encourages children to learn, to think creatively and to solve problems both as individuals and as part of a group. This allows them to thrive as team members. Being resilient is a huge part of DT. We encourage children to use their creativity and imagination, to design and make products that solve real problems within a variety of different contexts. They are encouraged to consider their own and others’ needs, wants and values. We use key concepts in order to enhance and embed learning, therefore delivering engaging projects. The children are also given the opportunity to reflect upon and evaluate past and present designs, their uses and effectiveness. They are encouraged to become innovators and risk takers.

**Our Environment**

Teachers will have a working wall and an art and design themed display supporting that half terms art and design through the teaching of the school’s half termly topics. These learning areas will include high quality WAGOLLs, artefacts, resources, books, methods/questions and ideas. Carefully chosen vocabulary, which will all be updated when moving onto a new history topic.

>EYFS teachers will enhance provision both inside and outside to support the teaching of art and design (Understanding of the World) within appropriate areas.

**Our pupils’ Voice and Books**

>Pupil’s voice will show a developed understanding of the methods and skills of artists at an age-appropriate level.

> Pupils will have a secure understanding of the key techniques and methods for each key area of the curriculum: drawing, painting, sculpture, textiles and food technology

> Pupil’s voice will have progression of understanding, with appropriate vocabulary which supports and extends understanding when confidently discussing art and design, their own work and identifying their own strengths and areas for development.

>Pupil’s quality of work in books will demonstrate appropriate pitch and challenge. It will be evident that children’s knowledge has increased compared to previous years. Pupils will be able to apply the knowledge and are beginning to think and work like ‘artists.

**Our Lesson Structure**

>In our art and design lessons, you will see whole class teaching, group work and independent work.

>Children practise their skills and are supported through modelling and scaffold’s.

>Teaching encourages children to use subject specific vocabulary through discussion, research and reading and such information is displayed in the learning environment.

Lesson slide sequence:

* Share the WALT and topical vocabulary
* Share the steps to success
* Link to previous learning through a quiz
* Questions
* Practical introduction along with resources and materials to support that sessions learning

**Our Teachers**

>Teachers will follow the progression model for art and design which ensures appropriate coverage of knowledge, skills and vocabulary for each year group.

>Teachers will personally pursue support for any particular subject knowledge and skills gaps prior to teaching.

>Teachers will ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.

**>**Teachers will assess pupils through marking, formative and summative assessments, which will inform whether the pupil is ‘on track’ or ‘not on track’.

>Teachers when introducing a new topic in art and design pupils will have the opportunity to ask questions and enquire about their topic of interest based on prior learning knowledge.

>Teachers will help pupils understand the key vocabulary associated with their topic of interest and understand the meaning of them in a practical/real life context. All pupils will access language from their age-appropriate progression model.

Teachers are to support SEND children through pre teach, 1:1, keep up sessions and lesson differentiation.

**Our Subject Lead’s Role**

>Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.

>Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as artists.

>Ensure an appropriate progression of art and design skills and knowledge is in place over time so that pupils are supported to be the best artists and designers they can be, and challenge teachers to support struggling artists and extend more competent ones.

>Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.

>Keep up to date with current art and design research and subject development through an appropriate subject body or professional group.

>Monitor the quality of education provided during art lessons to ensure that the quality provided for all pupils is good or better.

>Celebrate the successes of pupils through planned displays and art galleries and collate appropriate evidence over time which evidences that pupils know more and remember more.

>Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.

> Monitor the standards of work being produced by children by dropping in on lessons and looking at art books.