

Intent, Implementation and Impact Statement

“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.” Quentin Blake.

Intent

At Dishforth Airfield Primary School, we strive to teach children a variety of skills, techniques and art history, so that, art excites creativity, imagination and inventiveness. We trust that by teaching art, our pupils are able to learn the concepts, skills and knowledge necessary for them to express responses to ideas and experiences for the duration of their time that they are with us, due to our highly mobile community. It fuels their imagination.

We use sketchbooks to record experiences and imagination, to help the children develop their ideas and to show progression in their artistic ability. We encourage children to work in small groups and individually to produce work in two and three dimensions and a range of scales.

We aim to:

- Enable the children to communicate what they see, feel and think.
- Experiment with their ideas, their use of colour, texture, form, pattern and different materials and processes.
- Self-evaluation of work is encouraged and children are taught how to be resilient to achieve their goals.

At Dishforth Airfield, we use first-hand experience, development of ideas and skills and experimentation based on a wide range of exciting stimuli to give our children a rich and varied art curriculum carefully planned and linking to their topic.

Through our teaching in Art our intent is for all children is - knowing more, remembering more and understanding more.

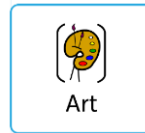
Key features of our Art curriculum:

- High expectations for every child
- Provide visual, tactile and sensory experiences
- Enable children to communicate what they see, feel and think through different mediums
- Provide children with lifelong art skills that build through our curriculum
- Art themes are taught linked to famous artist, designers, printers, graphic designers and architects.

Implementation

Organisation of teaching and learning

Teaching and learning in all three key stages takes place in a range of environments. Each term, children explore ideas and meanings through the work of artists, designers and craft people. At Dishforth Airfield Primary School Art has a high status in our curriculum and benefits from a weekly art lesson. Staff training and on-going professional development has enabled us to deliver a challenging and aspirational



curriculum. Within our weekly lesson’s children are exposed to a range of artist – deliberately not limited to famous artists but to expose them to a diversity of art, Artists, designer and crafts people. Due to the high mobility within our school we feel it is our duty to expand the experience and give children a variety of skills which they can take with them. Lessons are carefully planned and sequenced to ensure all children have the skills to create a final piece of art.

Planning

At Dishforth Airfield we create long term plans which map out the units to be covered each term, during each Key Stage.

The progression of skills and knowledge identify learning objectives and outcomes for each unit, as well as indicating the skills being taught.

Medium term plans prepared by each teacher, highlight the skills and objectives of the lesson, and identify resources and appropriate differentiation. They also indicate key questions and stem sentences.

Structure of a lesson

1. Starter activity – to allow the children time to reflect on prior learning.
2. A metacognitive approach to teaching and learning:
 - Explicitly teach metacognitive strategies - activating prior knowledge, independent practice and structured reflection
 - Links made to focused artist or designer
 - Modelling by the staff, verbalising their thinking and scaffolding tasks
 - Setting an appropriate level of challenge
 - Promoting and developing metacognitive talk in the classroom – language development and acquisition
 - Explicitly teaching children how to organise and effectively manage their learning
3. Task – independent / paired / group
4. Plenary – chance to reflect and assess their children’s learning from the lesson.

Resources

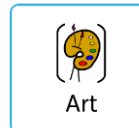
At Dishforth Airfield, we have invested in a wide variety of high-quality resources which teachers use to support their art lessons.

- High quality subject specific resources are kept centrally to support learning.
- Different environments - classrooms, outdoor learning spaces, the hall, playground and the field.

Impact

As a result, learners will know more, remember more and understand more about

Artists	<p>To know and be able to talk about Artists and artisans, throughout history and today, make and create art as a profession or hobby. Pupils need to talk inspiration from “classic£ and “modern” artists and designers by describing their work, replicating techniques and creating original pieces influenced by their style.</p> <ul style="list-style-type: none"> - Notable Artists, artisans and designer - How they were educated and how they developed their techniques and styles - How their style has influenced society and other artists - Notable styles and periods e.g. surrealism, Impressionism, Art Deco, Renaissance.
Techniques	<ul style="list-style-type: none"> - Colour Mixing,



	<ul style="list-style-type: none"> - Sketching, - Shading and Hatching, - Texture Mixing, - Moulding and Carving, - Layering and Replicating to Create Patters, - Weaving and Stitching, - Editing and Animating.
Materials	<ul style="list-style-type: none"> - Drawing, - Painting, - Collage, - Sculpture, - Print, - Textiles - Digital Media.
Effects	<ul style="list-style-type: none"> - Light and shadow e.g. through shading or brush techniques, - Tone and Texture e.g. through hatching and cross hatching, - mixing materials. - Movement and perspective e.g. applying different line thicknesses, using wire frameworks and moulds, digital animation - Patterns, e.g. through weaving, creating prints, stitching, tessellation - Tinting e.g. applying colour theory - Reflection e.g. sketching lightly or brush techniques
Colour Theory	<p>Colour Theory explains how humans perceive colour and how colours mix, match or clash. It helps pupils understand the messages colour communicate and the methods used to replicate colour. Aspects of colour theory of which pupils should develop knowledge and understanding include:</p> <ul style="list-style-type: none"> - Primary and secondary colours - Colour systems and the colour wheel - Adding white and black to colour to make tints and tones. - Layering colours - Complementary and contrasting colours. - Warm and cool colours and associations with emotion.
Emotions	

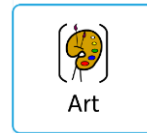
Assessment

Foundation Stage

- Staff's ongoing observational assessments ascertain a baseline when each child begins EYFS which then informs subsequent teaching and learning for each child.
- Future attainment is noted using photographs and observational notes. Progress is recorded in each child's Learning Journey and the next steps to be taken are identified. Progress is monitored termly.
- Statutory assessments are made on exit of the EYFS.

KS1 and KS2

- Progress is discussed at termly 'Pupil Progress Meetings' and focus children are indicated.
- Assessments are carried out at the end of each topic against the progression of skills and knowledge.
- Attainment is noted within sketchbooks, photographs and observational notes.



Monitoring procedures

The Head teacher and art subject leader play a central role in the monitoring and evaluation of the quality of teaching and learning of art across the school.

The monitoring strategy:

1. Children's work and planning scrutinies are conducted.
2. Pupil progress meetings are held termly.
3. Lesson 'drop ins' and observations take place in all classes throughout the year.

The subject leader is responsible for monitoring attainment and progress, the outcomes of which are collated in the subject leadership folder and fed back to staff at an appropriate time.