

St. Chad's Catholic Primary School

Art Overview

The intent of Art at St. Chad's

For Art and Design, the focus is in developing proficiency in drawing, painting, understanding colour and shade and sculpture, with the overall aim of developing a rigorous understanding, critical awareness and inspiration of art and design. The art curriculum will develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of male and female artists and designers throughout history. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing an accessible and engaging curriculum which will enable children to reach their full potential.

Presentation

- Date to be written top left.
- LO on the next line on the left.
- Date and LO to be underlined with a pencil and ruler in KS2
- PP (perfect presentation) on the next line on the left.

Lessons are taught in blocks on a half termly basis alternating between Art and DT.

Units of Art Learning

- Unit marker to be stuck in books at the start of the unit.
- Know More sheet to be stuck in after the unit marker.
 - Know more sheet to be completed after every lesson so that the children can record what they have learnt.
- End Of Unit quiz to be completed at the end of every unit and follow up lesson after the quiz to address any misconceptions.

Weekly Art

- One lesson to be carried out each week following the Plan Bee resources to support the delivery of the Art Curriculum.
 - Date and LO
e.g. *Monday 27th November*
LO: To be able to identify primary colours.
 - PP – Perfect Presentation
An Art vocabulary word related to the lesson
 - Main teaching and learning with adaptive teaching

Assessment

- **Formative assessment** throughout lessons and through daily marking – adaptations need to be made following daily marking to ensure the children's gaps are closed.
 - Choose 3 books at the start of the year, 1 top, 1 middle and 1 lower and ensure one of these is a PP child. (If not a fourth child will need to be picked) and these will be your **focus children**.
 - Make predictions about their end of year expectations based on the previous year's summative assessments.
- **Summative assessment** through *end of unit* quizzes.
 - Collect evidence around the focus children at the end of each unit to assess whether they are on track to meet their end of year predictions.
 - If the children are not on track adaptations need to be made to the next unit to ensure gaps are filled.

Marking

- Self-mark, where appropriate
- Staff to check work and light-touch mark
- Positive comments, Dojo points, stickers, etc to be regularly used to praise and motivate
- Clarity question to be used when necessary

Spelling

- The focus is on the specific subject being taught. However, some spellings need to be corrected, e.g. high frequency words, subject specific spellings, etc.
- There should be no more than three spellings for a child to correct.
- Child to correct an underlined spelling or rewrite a corrected spelling three times.

Marking codes

Symbol	Details
I	Independent
S	Supported
PW	Paired Work
Signature	Work initialled by teaching assistant or supply
VF	Verbal feedback
Sp	Incorrect spelling
P	Missing/inaccurate punctuation
DP	Dojo Point

National Curriculum references

Art and design – key stages 1 and 2

Subject content

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught to 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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.