

Art at Surrey Hills All Saints

Intent, Implementation and Impact

Aims

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

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook

Intent

At Surrey Hills All Saints our aim in Design and Technology is to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We aim to deliver D&T in a practical, inspiring and immersive way through closely linking projects to cross curricula themes or topics wherever possible. Pupils acquire a broad range of subject knowledge and draw on subjects such as mathematics, science, history, geography, computing and art. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to become reflective learners who evaluate their work and the work of others. Our D&T projects encourage curiosity, creativity and imagination to solve real life, relevant problems. Likewise, pupils are given the opportunity to develop their D&T skills through project which reflect and incorporate both past and present products in the world. As they progress through the school, greater emphasis is placed on innovative design and the ability to critique, evaluate and test their ideas and products and the work of others. We aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements. Overall, we aim to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to thrive in an increasingly technological world.

Implementation

Planning

The teaching of Art and Design is progressive. Lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and successfully build on their previous learning.

Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

Creativity and independent outcomes are robustly embedded into our units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal. Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. In EYFS art is child led, with opportunities provided to develop skills through continuous provision. In most

year groups Art and Design, is timetabled to be taught in three units across the year. Each unit focuses on a different skill and links closely with other areas of the curriculum including science, geography, history, English or maths. These links help the children to develop a wider breadth of knowledge and link it to real life learning.

Impact

At the end of the year, children are expected to achieve or go beyond age related expectations and make good progress from their starting point. They will be able to show a progression in skills and techniques. Children will retain knowledge about their focus artists and will understand what being an 'artist' means. Our curriculum is designed in such a way that children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in our regular discussions, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

Pupil Voice

Through discussion and feedback, children talk enthusiastically about their Art lessons and other cross curricular lessons (e.g. themed days). Children across the school articulate well about the benefits of learning about artists and being creative. Children enjoy the range of projects and artists that they get to study across their time at Surrey Hills.

Evidence in skills

Teacher's subject knowledge ensures that appropriate resources are used to foster exploration of a variety of media and progression is made. Children are taught progressive skills, techniques, artists and to reflect upon artwork.

Breadth and Depth

Teachers plan a range of opportunities to use art skills and knowledge through creative and inspiring sessions inside and outside school.