



Art and Design Expectation Document 2022-2023

Intent

The following quote is by AccessArt and is the basis of our art pedagogy. "By exploring why art is relevant to all our lives, we aim to make certain that pupils feel entitled to develop their creativity, and understand their place in the world as creative, confident beings. The nature of art, making or consuming, is never fixed or static. By nature, art is about growth and evolution, about unexpected discovery."

At Broadway Infant School, we value **Art and Design** as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should begin to think critically and develop the skills necessary to create their own pieces of work with confidence and competency. They should also begin to understand how art and design both reflect and shape our history, and contribute to the culture and creativity of our nation.

Implementation

The teaching and implementation of the Art and Design and Design Technology Curriculum at Broadway Infant School is based on the National Curriculum and supported by our curriculum breakdowns and progression of skills documents, ensuring consistent approach to this creative subject that builds on skills and knowledge from year to year. Art and Design and DT are taught for three terms each.

At Broadway Infant School we use AccessArt as our platform from which we gain most of our CPD, sequence of learning in KS1 (Pathways), Areas of Exploration (EYFS & SEND) and resources for the teaching and learning of Art. Teachers are free to choose the Pathways they feel would suit their pupil's needs and/or enhance termly topics. "Talking Points" are pictorial and video resources that introduce teachers and pupils to a wide variety of artists, designers and craftspeople from across the world. Teachers are also free to think of their own lessons and use resources.

As an Arts Award School we give the opportunity for all Year 2 students to work towards their Discovery certificate, celebrating the Arts in our local area, the UK and around the world.

Presentation and Recording

- Art and Design books
- All books should have the assessment grid stuck in the inside cover.
- A sticker with the learning objective and date (may be added by the children) is stuck in the books
- Teachers should make use of a **range of methods** to capture children's learning, including: photos, quotes from children; observation; and children's written work.

Coverage:

- Curriculum breakdown and the progression of knowledge and skills show how the subject is planned and sequenced.

- In KS1 lessons take place on average once a week for an hr each session, 3 half-terms a year. In EYFS D&T skills are taught either as explicit lessons, adult-led activities or within the children's child-led play.

Environment:

- Art is displayed as part of the learning journey on wall, in individual learning boxes (Reception)
- Each class is responsible for celebrating class artists in class and at whole school Good Work Assemblies and then display their work in the frames in the front foyer.
- Art is displayed in hallway displays as part of the leaning of the term displays.
- Children's work is displayed in the classroom to share with parents at the end of each term.
- In KS1 resources are available during all Art lessons and are stored in labelled boxes for teacher to find them easily. In EYFS, all resources are available for children to use daily. Special equipment that need adult modelling and supervision are kept away from children for their safety.

Assessment:

We understand that in KS1 and the EYFS we cannot and should not apply the same criteria and process for assessing other subjects to art. We use gentle, ongoing assessment based upon lots of conversation throughout the project, to discover intention and understanding, as well as looking at outcomes of the journey and end result. We acknowledge that progression in art is rarely linear and that it can and will occur in leaps and bounds, sprinkled by periods of plateau. By focussing on progress and what has been learned we will develop the children's understanding about what they need to do next and how to improve. And this is what art assessment is all about.

Assessment in art:

- is never a judgement - it should be positive guidance for improvement.
- promotes and improves learning by providing children with an awareness of their personal development
- does not crush creativity but inspires students to want to keep making art and understand that expert artists are rarely satisfied with their work.
- helps children learn not to judge themselves, but to enjoy the process, to relish the journey of creation, even though it may be riddled with self-doubt.
- 4 main areas of assessment; Skills • Ideas • Making • Evaluating

Class teacher

- **At the beginning of each year/topic:** the children will be given an opportunity to show what they already know about the topic and the teacher will use this, alongside their knowledge of prior learning in the subject to adjust planning and next steps.
- **At the start of each lesson:** Children will participate in a review, recall and remember discussion which support the children to recall and discuss learning from the previous year, term and lesson.
- **Within each lesson:** Assessment for learning strategies (questioning, oral feedback, self-assessment, peer assessment, observations) are used to adjust the teaching and learning for both individual pupils and the class as a whole. Class teachers will note areas of difficulty/misconceptions and make adjustments within the lesson or the following sequence of lessons to address these.
- **At the end of each lesson / unit:** Teachers refer to the 8 Points of Assessment by Paul Craney and use Assessment Grids, based on Susan Ogier's strategies, which are stuck in each Art and Design book, to guide them in their assessments. Teachers will use a tracker to identify children who have not yet met the learning objective within lessons and those who have demonstrated artistic flare. This tracker gives an overall assessment of the children within the topic assessed against the learning objectives covered.
- **Documentation:** We document children's learning with photographs, collecting evidence of the stages of work as well as the final outcome. These can be referred to later in the year or over their time at Broadway to revisit past work and reflect on how much they have grown in their art. Each

child has an Art book which has a selection of their art work (as well as DT projects) over the three years so progression can be seen over time. They are also used for pupil reflections.

- **At the end of the year:** In the summer term, teachers use their assessments from all the units of work to make an overall judgement upon whether each pupil has made progress in the 4 areas and communicate this with parents. They will then communicate this through Target Tracker.

Subject leader

- To gain an overall picture of attainment in Art and Design across the school, the subject leader regularly undertakes a range of monitoring including pupil voice, learning walks, book scrutiny and a review of planning. They also analyse the assessment data and identify areas where the subject needs to be further developed.

SEND / Vulnerable Pupils

- SEND Strategies for use in Quality First Teaching and Support Plans document details support for SEND / vulnerable pupils in all curriculum areas.
- Individual SEN pupils have their own support plans and targets.

Impact

To gain an overall picture of attainment in Art and Design across the school, the subject leader regularly undertakes a range of monitoring including learning walks, book scrutiny and a review of planning. They also analyse the assessment data and identify areas where the subject needs to be further developed. Information is gathered through pupil voice questionnaires, allowing children to have their say on our Arts and Design Technology curriculum as well as time for them to self-reflect on their own capabilities and areas for improvement.

Each child is given an Arts and Design portfolio book which includes a yearly example of children's work. Each year, teachers put in work which shows the learning in each term as well as evidence of work leading up to unit of work, including a self-evaluation. This gives a view of their child's progression through the 3 years at our school. Children are encouraged to reflect on their work and that of others, developing their appreciation of art and notice areas for development within their own work.

Parents are given time to enjoy their children's creations and reflect with them during class end of term drop-in sessions and their comments and ideas can be used to enhance our planning and teaching.