



## Art and Design Intent –

Children at Ravensdale are taught to closely examine and explore the world around them, using artistic techniques to express emotions, interpret observations and demonstrate their own individuality. They are encouraged to be creative, imaginative and adventurous by using a range of media, alongside a consistent practice of painting and drawing, to represent images and ideas, as well as learning about artists and their work. Children experience a broad and balanced curriculum, which provides experiences of the wider world and encourages them to reflect upon and question their role within both history and current events.

### The Teaching of Art and Design at Ravensdale - Implementation

Three units of Art and Design are covered across each year – typically one per alternate half term. Many of these units' key skills are revisited in different year groups.

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.

#### **In order to implement this, pupils should be taught:**

- to create sketch books (including Showbie) 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 and those practicing today

#### **Implementation of key skills:**

- experiment, invent and create their own works of art, craft and design
- think critically and develop a more rigorous understanding of art and design

#### **Year group coverage**

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Egyptian portraits: drawing (Kahlo & the Bust of Nefertiti) River art: pointillist painting (Seurat & Cole) Woolly Mammoths: clay (Hepworth & Moore)	Stained glass window stories: drawing (Eyam plague window & Chagall) Classic architecture: painting (Dame Zaha Hadid & Roman architecture) Nature & Habitat: digital (Muniz & Van Gogh)	3D space: sculpture (Kusama & Garlick) Industrial landscape: painting (Lowry & Coade) Endangered animals: drawing (Shepherd & Khare)	WWII Propaganda: drawing (Rockwell & Aylan) Brazilian Landscapes: watercolour painting (Totonho & O'Keefe) Islamic Art: print (Bibi-Khanyam Mosque & Boyce)

### The Impact of Learning Art and Design at Ravensdale

#### **The national curriculum for art and design aims to ensure that all pupils:**

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

*See the progression maps for more detailed objectives, sequences in learning and objectives.*

#### **Impact of learning – teachers will observe and gather evidence of:**

- children becoming creative learners who have a web of knowledge about the great artists of the world.
- creativity and uniqueness which will be celebrated and children will become astute at editing and improving the pieces created.
- the embedding of the key skills of art and design needed to allow them to produce inventive pieces of art.

#### **Monitoring progress and attainment:**

Teachers assess the children's progress against the intended learning outcomes for each unit of work. Children are assessed at working towards (WT), reaching the expected standard (EX) or achieving a mastery level (GD) for their year group. Parents are informed of this outcome in the annual summer report.

The subject lead follows a clear timetable of monitoring to ensure the teaching and learning of art and design is implemented for the impact outlined above to be achieved.