

Art and Design



Intent

At Dudley House School we aim to deliver a curriculum ensuring children can access the appropriate knowledge and understanding in exploring and investigating, creating and evaluating artwork as set out in the National Curriculum so that our pupils can reach and exceed their potential.

We believe that a quality Art and Design curriculum should develop pupils' creativity and imagination. We endeavour to provide a range of visual, tactile and sensory experiences so that children of all abilities have opportunities to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

Art, craft and design embody some of the highest forms of human creativity. We aim to inspire an appreciation of our rich and varied artist heritage so that children are aware how art and design shapes our history and contributes to culture, creativity and the wealth of our world.

Implementation

To ensure high standards of teaching and learning in Art and Design, we implement the Chris Quigley Essentials Curriculum (based on the National Curriculum) that is progressive throughout the whole school.

Art and Design is planned around a series of themes, wherever possible, so that children are given meaningful contexts for their work in which to develop the threshold concepts. However, where this is not possible Art and Design learning is offered as a discrete subject. The units for Art and Design are set out in the 2-year long term curriculum plan for each mixed aged class.

Staff plan a sequence of learning for Art and Design, where they develop understanding of the subject's big ideas (threshold concepts) and semantic and procedural knowledge for the specific milestone statements for each age group. Teachers tailor learning to meet the needs and interests of the children in their class.

Progression is ensured by pupils developing their knowledge and understanding of key concepts through three age specific milestones as they progress through the school.

At Dudley House School, we ensure that Art and Design is given the same importance as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

During lessons, teachers offer constructive feedback and next steps, with further opportunities to create the art piece, to improve their work and ensure that skills are being developed. Children are also encouraged to reflect on their own learning as well as their peers.

Evidence of their work is collected within an art sketch book, which follows the children through the school. Children's creations are celebrated through engaging displays throughout the school.

At Dudley House School, we provide a variety of opportunities for Art and Design learning to take place both inside and outside the classroom. Where appropriate local area resources are used as a source of inspiration for example the local park offers the opportunity for painting 'en plein air'.

Enrichment days provide an opportunity for the whole school community to engage with, for example, Art and Design related enterprise activities, local community projects or deeper delves into the work of specific artists and designers.

At Dudley House School, the children have opportunities to experience Art and Design on educational visits. These may be in the form of visiting performing arts groups, museums, galleries and other venues.

Alongside our curriculum provision for Art and Design, we also provide all pupils with the opportunity to participate in art based after school clubs.

In Early Years there is continuous provision of Art and Design opportunities: these activities make important contributions to children's development in the areas of Expressive Arts and Design and Communication and Language. They are also important in children's Personal, Social and Emotional development. Art is covered in art lessons, continuous provision and as a means of communication and learning in other curriculum areas.

The pupils are supported, through child-initiated and adult led activities, to develop the knowledge and understanding to enable them to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art.

The three 'characteristics of effective teaching and learning' ensure that practitioners consider the different ways that the children learn and reflect these in their planning and practise.

Impact

Our Art and Design curriculum is planned to demonstrate progression and to stimulate creativity. Pupils are clear about what the intended outcomes are and have a means to measure their own work against this, as a means of expression or to explore the styles of other artists that inspire our own work.

In Art and Design, children are reflective and evaluate their own and each other's work, thinking about how they can make changes to keep improving. This is meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Pupils are expected to think critically, discuss and express their opinions and views on artists work, their own work and that of their peers.

As a result, pupils develop detailed knowledge and a wide variety of skills across the Art and Design curriculum and achieve the best possible outcomes producing work of a high quality. This is also demonstrated throughout the school in creative displays.

Subject monitoring, including book looks and learning walks, are carried out by the subject leader and headteacher and pupil voice interviews are undertaken.

CPD is planned to ensure that teacher pedagogy and assessment is secure.