



## GOD'S LOVE IN ACTION

St John's and St Peter's CE Academy is a welcoming school family that seeks to serve the Ladywood community by equipping its children and families for success.

By placing **God's love in action** at the heart of everything we do, we hope to see our **children flourish, our culture transformed, and our community thrive.**

Through **high-quality education** and an **enriching curriculum**, we will equip every child with the knowledge and skills they need to **overcome challenges** and therefore **achieve their full potential.**

Our hope is that every child at St John's and St Peter's CE Academy can **uniquely contribute to the community and make it a place they are proud to call home.**

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# Art & Design Implementation

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# 1. Curriculum and Progression

Our Art and design scheme (Kapow) covers the national curriculum aims within four main areas that are repeated every year – drawing; painting and mixed media; sculpture and 3D; and craft and design. Students will have the chance to master core subject knowledge by revisiting it and applying it in various contexts with increasing difficulty.

Children are introduced to various artists and makers and taught basic skills to analyse and discuss art. Pupils evaluate artworks and develop their own creative practices while covering all national curriculum attainment targets for a comprehensive understanding of art's formal elements. The programme prioritises creativity through experimentation and adaptable units that connect with other subjects. Sketchbooks play a significant role in developing skills and evaluating progress towards the final outcome.

Here is the Art and Design overview for this year. 'Securing depth and mastery of pupils' practical knowledge' is ensured by the sequential planning of each unit, with core knowledge built on in our spiral curriculum design.

Art Units						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Make your mark		Colour Splash		Paper Play	
Year 2	Tell a story		Life in Colour		Clay Houses	
Year 3	Growing Artists		Prehistoric Painting		Ancient Egyptian scrolls	
Year 4	Power prints		Light and Dark		Mega Materials	
Year 5	Portraits		Architecture		Interactive Installation	
Year 6	Portraits		Photo Opportunity		Artists Study	

	Art Units
	D&T Units

## **Four main areas:**

### **Drawing**

Exploring mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express ideas as drawings. Using sketchbooks to record observations about the world as drawings. Learning how artists use drawing to develop and communicate their ideas creatively.

### **Painting and mixed-media**

Developing proficiency in painting techniques (including exploring colour mixing), painting on various surfaces and applying drawing skills to painting projects. Using sketchbooks to practise painting methods and exploring the interplay between different media within a piece of artwork.

### **Sculpture and 3D**

Constructing and creating models with various materials, investigating ways to express ideas in three dimensions. Developing the ability to adapt ideas and designs in sketchbooks, moving from two dimensions into sculpture.

## **Craft and design**

Producing a wide range of creative work, becoming proficient in a range of making processes. Building on photography, printmaking, textile art and digital media skills and exploring design disciplines such as architecture and product design.

Below is a more detailed breakdown of the different types of knowledge and how they are covered in our Art and Design curriculum.

### **1. Practical Knowledge – developing technical proficiency**

Art and design is a practical subject, so this area of knowledge is a fundamental building block in our curriculum. Ofsted argues that practical knowledge enables pupils to make decisions about what techniques, materials and media to use. Pupils then use this knowledge to create art by applying their understanding of skills, techniques and practices. We practise this through repeated practice, play and exploration. For example, teaching drawing may include developing an understanding of line, shape and form, as well as different terms ('observational', 'white space') and media (pens, brushes, pencils). We provide plenty of opportunity to build on pupils' competencies so that these skills become 'autonomous'.

In the classroom, this looks like providing a curriculum that explores how 'artists, craft-makers and signers have expressed different areas of making' and plenty of varied opportunities for pupils to get hands-on experience.

'Practical knowledge' is closely mapped onto Kapow's 'Making Skills' strand. Here we build the key knowledge of techniques, materials and vocabulary to help support pupils to develop their artistic practice. Many of our lessons reinforce this idea of repeated practice and the understanding of key terms and techniques, such as 'perspective', in One Picture, Four Views, Tints and Shades, Applying Skills in Clay and 3D Drawings.

### **2. Theoretical Knowledge – knowledge of artists and art history**

Theoretical knowledge is introducing the historical and cultural context of artists and artwork from a diverse range of art, craft and design examples – not only names, dates and facts, but also meanings and interpretations; helping to put practical knowledge into context and make creative links. Artists don't create in a vacuum; they are influenced by the work of their contemporaries, historical artists, the political situation, and different cultural traditions.

An example of this in our Art Scheme is the artist Cai Guo-Qiang. Born in China in 1957, he grew up during the Cultural Revolution, when witnessing explosions was a part of everyday life. This early context informed his work, creating huge drawings using gunpowder explosions and performance art using fireworks. Our scheme discusses how Cai's interactive artworks can be variously classified as sculpture, installation or performance art and how they fit within traditions in contemporary art.

Children gain theoretical knowledge through our 'Knowledge of artists' strand. This prompts them to consider interpretations of art and study processes and materials used by artists, as well as their socio-political and artistic contexts.

### **3. Disciplinary Knowledge – how art is studied, discussed and judged**

Disciplinary knowledge is a question of quality, value and purpose. Or more simply, it is asking and considering 'What is art?' This allows pupils to analyse and evaluate different artists and their works, drawing on both their practical knowledge and theoretical knowledge to help inform these judgements.

Understanding art through trips, artist visits, and questioning and linking to personal cultures and experiences naturally develops disciplinary knowledge. This also covers art in a broader sense and how disciplinary knowledge can be applied to areas such as craft and design.

What does this look like in the classroom? This may seem to be the hardest type of knowledge to include; however, it can be developed organically when children look at and talk about art. Teachers can support this by providing plenty of opportunities for children to question why and how artists do what they do, and for interpretation and discussion.

The 'Evaluating and Analysing' strand weaves through all the units in our Art and design scheme, ensuring there are moments for children to reflect on the works presented to them, and on their own works!

### **Sketchbooks**

Children record their work in their Art and Design sketchbooks.

Sketchbooks develop critical thinking skills and are very important in tracking progress and the development of both thinking and ideas, and the mastery of techniques. We can often learn much more about a child's progress in art through looking at their pages than we can with an isolated final outcome.

## **2. Lesson Structure**

Art lessons begin with a **Do Now** activity, called 'Recap and Recall' in the Kapow lesson resources. These short burst recaps help children to recall prior learning and make connections with the required substantive knowledge for that lesson. The **Learning Objective** and **New Vocabulary** are also shared with the children. Art lessons often include an 'Attention Grabber,' a short activity to engage the children and introduce them to the learning of the lesson. This could be, for example, drawing a quick self-portrait using a mirror, or spotting similarities or differences between two pictures.

Next, the adult will use high quality instruction and modelling to teach the lesson's new learning – this is called the 'Main Event' Walkthrus teaching strategies, such as **Live Modelling**, **Modelling Handover (I do, We do, You do)** or **Worked Examples and Backwards Fading** allow pupils opportunity to tackle misconceptions and practice the skills necessary to achieve the learning objective. The Kapow scheme often provides high-quality video resources which can be used to aid the teacher modelling to the use, or as a supplementary resource to inform teacher subject knowledge.

Lessons are always practical in nature and encourage experimental and exploratory learning with Key Stage 1 and 2 pupils using sketchbooks to document their ideas. Adapted 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.

When appropriate, the teacher will finish the lesson by recapping the learning and addressing any misconceptions that have arisen. This could be in the form of **Whole Class Feedback**, **Feedback that Moves Forward**, or **Feedback as Actions**.

### **Typical teaching sequence:**

- Study the work and techniques of an artist
- Compare and contrast with the work of previous artists studied or other works in the same style
- Critically evaluate the artists' work to inform their own ideas
- Experiment, investigate and refine the different techniques using appropriate media

- Create their own artwork, applying new techniques, skills and media to their own work
- Critically evaluate their work, refining and improving where appropriate
- Reflect and recap the knowledge and skills remembered and learnt

### **3. Practice and Retrieval**

The curriculum is designed following a spiral approach to Art and design with key skills and knowledge revisited again and again with increasing complexity. This enables a clear sense of the sequence of learning and builds upon the prior learning of pupils. While we give pupils of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the pupils as they move up through the school. The organisation of lessons into core strands also enable children to activate prior learning easier as they build on knowledge and skills gained in earlier units.

As previously explained, each Art and Design lesson begins with a Do Now activity, or a Recap and Recall. This helps the children to make links between the new and prior learning. The aim is to ensure that lessons will develop long-term memory by allowing for repetition of learning within the year and across the years.

## 4. Assessment

Assessment is an integral part of teaching, as it determines whether the goals of education are being met. However, we recognise that assessment goes far beyond tracking spreadsheets and termly knowledge tests. At its core, assessment should lead children to learn more effectively.

Assessments serve the students by letting them know what errors they made and how they could correct those errors. It also helps students to reinforce the content better in the event they don't remember it very well. Assessments also helps teachers better understand what worked and what didn't in their classes. For example, if the average score in a mini-quiz was lower than expected after the test, then the teacher knows that something didn't click with the students. In such a scenario, it helps the teacher change the way the content was earlier taught and use other ways to teach the same content moving forward.

Assessment at St John's and St Peter's CE Academy is guided by two key pieces of research: McCourt's (2019) '**Mastery Model of Education,**' and Fletcher-Wood's (2018) model of '**Responsive Teaching.**'

### Mastery model of education

Diagnostic pre assessment with pre teaching	All children need the foundations for the upcoming new learning.
High quality, group based initial instruction	Multiple ways of communicating and teaching each and every concept. Lots of practice.
Progress monitoring through regular formative assessments	Timely action when children have not understood
High quality corrective instruction	Intense, individualised assistance offered early. Most children will need this at some point.
Second, parallel formative assessments	If the child still has not gripped the idea, then the cycle repeats. All will grasp concepts eventually
Enrichment or extension activities	Take an idea into much greater depth and well beyond the expectations of the statutory school curriculum.

McCourt (2019)

Fletcher-Wood (2018) outlines a model of '**Responsive Teaching**' with three clear principles:

1. **Setting clear goals and planning learning carefully.**
2. **Identifying what children have understood and mis-understood.**
3. **Responding and adapting teaching to support children to improve.**

Our assessment process is designed to align with these three principles and give teachers the opportunity to respond and adapt teaching to support children to improve.

## Before the Unit begins

### High Quality Planning

Long-term and Medium-term planning provided by the Subject Lead ensures that lessons are designed to build on prior learning.

## During each lesson

### Do Now

Each lesson begins with a low-stakes, low threat recap that help children to recall prior learning and make connections with the required substantive knowledge for that lesson.

### Feedback

Teachers finish the lesson with a recap of learning and addressing misconceptions that have arisen. This could be Whole Class Feedback, Feedback that Moves Forward, or Feedback as Actions.

### Check for Understanding

After the learning input, adults will use key strategies such as Hinge Questions, Show Me Boards or Cold Calling to check for understanding. This allows teachers to assess whether the majority of pupils are ready to move to the Independent Activity.

## During or at the end of the Unit

### Unit Check-Ins

Low stakes, low threat check-ins designed to assess the progress of the pupils mid-way through the unit. This could be in the form of questioning, quizzing, or other formative assessment methods.

### Quizzing

A simple routine knowledge quiz that checks students have learned the material that you want them to know. These could take place during a unit, or at the end. Quizzing provides information to student and teacher about where gaps exist.

### Double-Page Spreads

An open response task for pupils to showcase what they have learned. The precise form of this response is not critical, but it may include pictures and labels, key vocabulary, descriptions, or verbal presentations.

### “End Product” Evaluations

This could be a final piece of work that the children have been building up to. Students and teachers can reflect on the process of creating these end products and evaluate whether they have been successful.

*Teachers have autonomy to choose the most appropriate form of assessment to use during, or at the end of the unit. Although some assessment strategies lend themselves to different subjects, there is no requirement to perform a specific one at a specific time.*



## 5. Supporting pupils with SEND

At St John's and St Peter's CE Academy, we aim for all Art and Design lessons to be accessible for all pupils. We recognise that high-quality teaching is what is best for all pupils, including those with SEND or other additional needs. Our consistent approach to teaching is underpinned by Walkthrus instructional coaching, equipping teachers with a toolkit of research-based strategies that have been proven to work in the classroom.

Where pupils may have additional needs that could prevent them from engaging with the content of a lesson, the class team will make adaptations to ensure that each child can access the learning. Some pupils may require extra time or support in the classroom, while others may require pre-teaching of specific vocabulary or concepts.

The practical nature of Art and Design means that pupils can learn in a hands on, exploratory way. This enables pupils to express their creativity through the design and make process and ensures that it is accessible to all.

As part of termly Pupil Progress meetings, the Lead Practitioner and SENDCo meet with the class teacher to identify any barriers to learning that may be hindering progress, liaising with the Pastoral Care Manager to build up a holistic view of all pupils. Staff are confident to raise any concerns they have about specific pupils, and regularly seek guidance for additional strategies or advice.

## 6. Art in EYFS

Early Years explore art themes and content through the 'Expressive Art and Design' strand of the EYFS curriculum. Pupils use art to be creative and express themselves in different ways. Pupils are exposed to a range of art opportunities within continuous provision which allows them to develop control when using pencils, paint brushes and other implements. Pupils are also encouraged to create art work based on what they can see, as well as what they can imagine. They are assessed in the moment according to milestones within the Development Matters attainment targets.

In Reception, children are taught to:

- Safely use and explore a variety of materials, tools and techniques
- Experiment with colour - explore what happens when they mix colours
- Experiments to create different textures
- Understands that different media can be combined to create new effects
- Shares their work with others
- Uses simple tools and techniques competently and appropriately

At St John's and St Peter's CE Academy, staff select resources to support the teaching of the Early Years curriculum and the achievement of the Early Learning Goals for Expressive Arts and Design 'Exploring and Using Media and Materials' and 'Being Imaginative.' EYFS pupils are taught in variety of ways through adult-led and supported tasks and child-initiated learning in provision areas. The EYFS curriculum has been designed to link with the Kapow Art and Design curriculum, providing the foundation for the curriculum in KS1 and KS2.

### **Examples of Art learning in Reception include:**

- Drawing self-portraits
- Drawing and painting pictures of their family
- Using chalk to create firework pictures
- Creating Diwali Diyah's using clay
- Creating structures and buildings in the Small World roleplay area
- Exploring a range of media, including pens, pencils, crayons, pastels, paints, materials etc
- Outdoor art using different media to mark make

## **7. Supporting classroom teachers**

Medium and long-term planning is provided by our Art Lead, who has selected units of work for each year group using the recommendations from Kapow. As we follow the Kapow primary scheme of work for Art and Design, teachers are provided with step-by-step lesson by lesson planning and content such as on-screen slides and resources to print and use. The Art lead is on hand to support all adults with the preparation and teaching of Art. Through the high-quality resources selected and purchased, we are able to give our pupils a hands-on experience which enables them to fully immerse themselves into the design process from beginning to end.

Also, pupil videos created by subject specialists help teachers and pupils to see art techniques modelled by experts, to ensure the delivery of Art in your school is of the highest quality. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Kapow has been created with the understanding that many teachers do not feel confident delivering the full Art and design curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

In addition, our Art Lead also attends training courses where appropriate to broaden their knowledge and skills.

## **8. Additional Information**

### **Art Enrichment**

- To further supplement our Art and Design curriculum, we also run an Arts and Crafts after school club for children who want to develop their interest further.
- Art competitions with the Art Lead.