



## Art and Design at Ludlow Primary School

<b>Our Curriculum Drivers at Ludlow Primary School</b>			
<b>Confident Communicator</b>	<b>Citizen of the World</b>	<b>Growth Mindset</b>	<b>Healthy Body Healthy Mind</b>
<b>Our Core Values</b>			
<b>Independence</b>	<b>Happiness</b>	<b>Honesty</b>	<b>Kindness</b>

When Ludlow Primary School was created in 2019 from the amalgamation of Ludlow Infant and Ludlow Junior School, we had the exciting opportunity to consider our school community's needs and create a curriculum specifically tailored for them.

We have devised four drivers that run through our school curriculum. They are tailored to our pupils' specific needs and take account of the opportunities and challenges in the context of our school community and our pupils' lives.

These join with our core values to help children explore and appreciate art and design. Pupils are encouraged to discuss their feelings about art, to persevere and to evaluate whilst mastering the skills and techniques required to become artists and designers of the future.

**What Art and Design looks like in our school:**

- ☒ Opportunities to inspire children to explore art and design using artwork and designs from around the world.
- ☒ A variety of both cross curricular and discrete art lessons focusing on both individual artists/designers or works of art.
- ☒ Children working individually, in pairs and groups to develop the different art and design skills including colour, shape and texture.
- ☒ Exciting and creative topics to engage children and foster their curiosity about artists or designers and their creations.
- ☒ A progression of the key art and design skills used across the school evidenced in sketchbooks which will be transition through the year groups with the children.
- ☒ A range of displays across the school showcasing children's artwork and designs.

**This is our philosophy:**

- ☒ Children learning through exploring different artists and designers' techniques whilst acquiring and developing their own skills.
- ☒ Children developing an awareness of different techniques used in different works of art and designs and building up a knowledge of how to incorporate this learning into their own creations.
- ☒ High quality modelling, scaffolding and discussion of different artistic skills and techniques leading to children creating high-quality art and design works.

This is the knowledge and understanding gained at each stage:

**By the end of EYFS pupils will:**

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, media and materials in original ways, thinking.

**By the end of Key Stage 1 pupils will:**

- ☒ Use a range of materials creatively to design and make art.
- ☒ Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- ☒ Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- ☒ Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**By the end of Key Stage 2 pupils will:**

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.

Pupils should be taught:

- ☒ to create sketch books 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.

**This is how it works:**

- ☒ Art is provided as either a cross curricular or discrete lesson focusing on showing a progression of skills acquired and developed.
- ☒ The skills and techniques developed will be evidenced in a sketchbook which will transition up the school with the children.
- ☒ By the time the children leave Year 6, they will have explored and discussed a range of different artists and designers and their work, focusing on the techniques the artist used or the features designers incorporated in their work. The children will then have a chance to recreate and reimagine these into their own designs and artwork.
- ☒ All children will be given a chance to work on a range of different collaborative art and design projects and have their work showcased across the school and in the local community.
- ☒ Where appropriate, links will be made across the curriculum to create a more deep and meaningful art and design education.
- ☒ Workshops or art days relevant to specific topics may be used to immerse children in the art/design experience.

**This is what adults do:**

- ☒ Use the Quigley Art and Design Curriculum Companion to plan inspiring, progressive lessons which work on developing or acquiring artistic and design skills and techniques.
- ☒ Create a positive learning environment where children feel comfortable discussing and sharing their own and others work and suggesting positive feedback and ways to improve.
- ☒ Regularly monitor sketchbooks, listen to pupil feedback and undertake planning audits.
- ☒ Raise the profile of art within the school using art and design and technology days and running extra-curricular art and design clubs.

**This is how we support:**

- ☒ Work may be differentiated so that all children are able to meet the learning objective in activities suitable to their own individual needs.
- ☒ Offering a range of equipment and resources so that all children can make progress during a lesson, e.g., use of templates or guides, different paintbrush sizes etc.
- ☒ Small group/1:1 adult support given where required.
- ☒ We use teacher and self-assessment to quickly identify any child who requires additional support developing specific skills and techniques.
- ☒ These pupils will then receive additional support or resources to use in order for them to successfully meet the learning objective.

**This is how we challenge:**

- ☒ Lessons will be differentiated where needed.
- ☒ Additional activities to stretch the learning within the lesson and further develop certain skills or techniques.

**This is how ensure all children can access the curriculum:**

- ☒ Children who have SEN or EAL needs are introduced to specific subject relevant language prior to the lesson.
- ☒ Seating children alongside good role models to support one another or working in groups to enable children to discuss art or develop skills .
- ☒ By providing equipment and resources relevant to each individual child, e.g. templates, relevant vocabulary necessary for writing up art evaluations, writing frames.

**This is what you might typically see:**

- ☒ Happy and engaged learners.
- ☒ Children posing questions about designs or artwork that they wish to research.
- ☒ A range of different activities including practical lessons, research lessons, showcase of works of art and evaluations of designs.
- ☒ Children able to self-reflect on their art and design, finding both areas of success and evaluating areas of possible improvement.
- ☒ Displays around the school and showcases of children's art and designs.
- ☒ Confident children who are willing to persevere with skills and techniques they are developing.

**This is how we know how well our pupils are doing:**

- ☒ Evaluation and feedback by teacher and peers.
- ☒ Monitoring of progress.
- ☒ Assessment is tracked and entered onto our tracking system.
- ☒ Photographic evidence included in children's sketchbooks.
- ☒ Displays of work in classes and around school.
- ☒ Sketchbook and book scrutiny, pupil perceptions and planning audits.

**This is the impact of the teaching:**

- ☒ Children who enjoy Art and Design.
- ☒ Children who can confidently discuss their learning and progress in Art and Design.
- ☒ Reflective learners.
- ☒ Increasingly resilient learners.
- ☒ Children who are able to showcase their developing skills and techniques by creating different works of art.
- ☒ Children who are prepared to share the learning they have acquired in a variety of ways.
- ☒ Children who are able to apply the different art and design skills and techniques they have acquired to give a certain artistic effect.
- ☒ Creative children who are inspired by the artists and designers that they have learnt about.

### **What is Cultural Capital?**

Cultural capital can be defined as powerful knowledge. Knowledge that is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work.

Cultural capital gives a child power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital.

In Art and Design, this powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge

### **Powerful subject knowledge in Art and Design**

- ▣ The art and Design curriculum
- ▣ The development of skills and techniques in Art
- ▣ The knowledge of how to use tools and materials safely
- ▣ The knowledge of local, national and worldwide artists and designers and their importance to society
- ▣ Gaining an understanding about how art throughout history reflects society at that time

### **Powerful personal knowledge in Art and Design**

- ▣ The celebration of art achievements
- ▣ Visits to art galleries
- ▣ Workshops by visiting artists
- ▣ Participation in local, community art events- Ludlow Fringe Festival
- ▣ An understanding of careers related to Art and Design
- ▣ Understanding the opportunities that are available in the future to allow them to become life-long learners

## SMSC links in Art and Design at Ludlow Primary School

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. At Ludlow Primary School, links to SMSC are made across the Art curriculum to create a child centred approach to developing skills and an appreciation for art.

### Spiritual

- ☒ Exploring creativity through producing their own artwork
- ☒ The ability to enquire and communicate their ideas, meanings and feelings
- ☒ Developing a sense of awe and wonder at the art of others as well as their own
- ☒ An appreciation of how art can create a mood or evoke a spiritual reaction
- ☒ Reflecting on and sensitively critiquing their own and others art
- ☒ Learning about the significance of art in different religions
- ☒ Visiting Hereford Cathedral and learning about the skilful work of stonemasons

### Moral

Providing respectful feedback and evaluations of others' art

- Promoting sharing of resources lessons
- Respecting equipment and the environment they are working in
- Rewarding good behaviour
- Rewarding effort and perseverance
- Listening to teacher and peer feedback
- Promoting trust with peers and a willingness to share work

### Social

Creating a sense of community in lessons and clubs

Interacting with the school community through displays and Dojo

Encouraging pupils to recognise and respect differences and similarities

Celebrating success both in and out of school

Encouraging extra-curricular activities and involvement in community art events such as the Ludlow Fringe Festival Arts Trail

Producing collaborative artworks

Providing peer opportunities for peer support in lessons

Discussing and researching a range of artists and artwork

Encouraging and developing communication skills

### Culture

- Gaining an understanding of artworks from different cultures
  - Learning about the achievements of designers from around the world
  - Cultural engagement through visits to art galleries
  - Learning about significant artists and designers throughout history
- Gaining an understanding about how art throughout history reflected society at that time

