



Intent

At Dallimore Primary and Nursery school, our intent is to provide high-quality, purposeful, well-sequenced art and design lessons, where children are able to develop a real sense of individualism. We aim to engage, inspire and challenge pupils of all abilities, whilst equipping them with the knowledge and skills needed that allow them to experiment, invent and create their own, unique works of art. We want to prepare children for future opportunities in life, ensuring they have no limits to what their goals and ambitions are and to grow up wanting to be illustrators, graphic designers, fashion designers, architects or printmakers.

To ensure these aims are met, we have carefully selected and chosen Kapow as our whole-school scheme. Kapow clearly outlines and breaks down what is to be taught in art and design, offering plentiful support and guidance to staff on how to teach art effectively. Kapow ensures that learning is progressive and gives children constant opportunities to reflect on and retrieve knowledge and skills previously learnt.

Each Kapow art unit links directly to the National Curriculum and clearly outlines the coverage that will be taught. Within the unit, each individual lesson is broken down into smaller steps and outlines the National Curriculum objectives that will be covered.

Pedagogical approaches

As with all subjects at Dallimore, we ensure that a consistent approach is taken so that the children know more and remember more. Each unit includes a detailed knowledge organiser that outlines key vocabulary, key facts and key artists. This is shared with the children at the start of each unit so they are aware of what the coverage will be. As these are stuck into sketchbooks, children are able to refer back to these throughout the unit when needed.

Apart from the first week when starting a new unit, a retrieval quiz is completed at the start of every lesson to recap former learning. This includes a range of key knowledge from any previous lessons taught, not just the one lesson beforehand.

A vocabulary check is also completed before the lesson which includes tier 2 and tier 3 vocabulary. This involves children learning how to pronounce the word if not already known and a precise definition linked to the vocabulary progression document. This ensures that there are no barriers to the children's learning and understanding before the lesson starts.

An exploration/explanation of the key concept and knowledge is then discussed altogether. This might involve teaching about specific techniques or exploring a specific artist's work. Direct instruction and/or modelling is then carried out that is linked to the learning task or piece of artwork being created.

At the end of a lesson, a make it stick summary will take place to allow children a final chance to rehearse and remember the key knowledge learnt from the lesson. As well as this, it also provides the class teacher with a valuable assessment opportunity.

Sequencing of learning

Because we have some mixed year group classes, the Kapow art and design units are organised and taught in a two-year cycle to ensure that all National Curriculum objectives are covered. A sequence of learning is divided up into five to seven lessons, depending on the number of objectives being covered throughout the unit.

Teachers' Expert knowledge

As the art and design subject leader, I am aware that it is my responsibility to keep up to date with any changes to the curriculum and inform all staff of these changes when necessary.

Our chosen scheme, Kapow, has been designed with the understanding that not all teachers are experts in the teaching of art and design and offers a breadth of support. Each lesson provides a detailed teacher support sheet which breaks the lesson up into different sections. As well as this, there is a teacher support video which is to be watched by the class teacher before every lesson is taught. This allows for teachers to carry out extra research or ask for support if needed beforehand.

I currently plan all the Upper Key Stage Two art and design lessons and provide advice and supporting documents for the other key stages. We liaise and reflect regularly to ensure planning and teaching is consistent across the school. Staff are always welcome to ask questions and seek support when needed through curriculum time or TEAMS messages.

Semantic and procedural knowledge

Key semantic and procedural knowledge is clearly mapped out for each art and design unit, so teachers (and children alike) are aware of what needs to be covered.

The art and design knowledge organisers detail the key vocabulary, knowledge and artists to be taught in each unit of work. These are used alongside the progression documents which helps to ensure all knowledge is covered. This knowledge is then retained through weekly retrieval practice, vocabulary checks, make it stick slips and end of unit quizzes.

Within lessons, there are opportunities for children to apply skills that have already been learnt alongside using new skills and concepts. These skills are demonstrated to a high-standard to the children either through the use of the Kapow pupil support videos or first-hand teacher modelling.

Assessment

Both formative and summative assessment are used throughout the teaching of all art and design units.

Questioning is frequently used throughout lessons to ensure that key vocabulary and knowledge is being learnt and understood. Questions asked provide opportunities for children to think independently and creatively, with the Kapow scheme offering support and prompts by providing examples of targeted questions that could be asked. Retrieval practice takes place at the start of every lesson, revisiting key knowledge that has been taught from previous lessons in the unit. Make it Stick slips are also completed at the end of every lesson, again recapping key concepts and knowledge taught. All these forms of assessment help us to evidence that children are knowing and remembering more.

End of unit quizzes take place once a unit has been completed and allows teachers to identify areas of strength; they also show any areas of learning that need to be recapped and revisited before moving forward onto the next unit and stage of learning. This information is then used to inform progress and attainment on iTrack.

Vocabulary

Vocabulary that is to be covered throughout each art and design unit is detailed on each unit's specific knowledge organiser, which is read through at the start of lesson one as a brief introduction. These knowledge organisers are stuck into sketchbooks at the start of every unit so that children are able to refer back to them whenever needed.

This vocabulary is then broken down and used within individual lessons, with children learning how to pronounce each word if not already known and learning a precise definition at the start of every lesson. These specific words are referred to several times throughout the lesson to ensure that by the end of the lesson and the end of each unit, children can confidently use and articulate the relevant vocabulary.

Impact

The children at Dallimore will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, celebrating the strengths and reflecting on ways to improve.

As the subject leader, there are multiple ways I can measure the impact of art and design throughout the school.

Throughout the year, I will strive to speak to children in all year groups about their learning and discuss what they have learned (key vocabulary and key knowledge) during the units they have covered. I am also interested in learning about their own personal feelings and views towards the subject, and their future aspirations.

Looking at the quantity and quality of artwork that children have produced will ensure that all aspects of an art lesson are taking place and evidenced. As well as this, planning from other key stages is regularly checked.