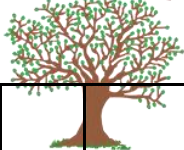




Art – Intention, Implementation, Impact

		ASPIRE	
Intent		<p>At Tweeddale Primary School, we value art and design as an important part of the children’s entitlement to a broad and balanced curriculum. Our children are enthusiastic artists who are motivated and engaged. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. We encourage our children to be ambitious artists who want to achieve their best. Our children have a positive approach to their artwork and are encouraged to persevere and take pride in their own and others achievements. We also use art as a therapeutic tool when we can, to help some children to self-regulate.</p> <p>A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	
Implementation	What	KS1	KS2
		<p>Pupils are taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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. 	<p>Pupils are 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.</p> <p>Pupils are taught:</p> <ul style="list-style-type: none"> 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.
	How	<p>Through the Cornerstones curriculum our children are explicitly taught about artists & designers in every year group. Children are exposed to works of art/artists that can be critiqued and learnt from.</p> <p>Cross– curricular links are made through the Cornerstones curriculum.</p> <p>We encourage our children to enter the annual Christmas card competition for the local MP.</p> <p>Adults model skills taught in a lesson either live or prior to the lesson to show the whole process not just the polished version.</p> <p>Children use sketchbooks to record their experimentation with different techniques and media making simple comments about what worked/didn’t work.</p>	



Art – Intention, Implementation, Impact

Key Knowledge/Skills	<p>As children revisit drawing, painting and sculpture, they use a variety of media and techniques to deepen and challenge their skill development.</p> <p>Our children use sketchbooks to revisit ideas and techniques from previous lessons, units and/or year groups.</p> <p>We provide primary colours of paint and black and white to develop secure knowledge of colour mixing.</p> <p>We teach children how to look after art resources</p> <p>Where appropriate, children have freedom of choice in media to promote individuality and creativity.</p> <p>We sometimes use trips and/or visitors to provide children with the opportunity to develop appreciation for art.</p> <p>We find opportunities to use art to enhance other curriculum areas i.e. sketching what we imagine during reading or creating collages to go with our topic.</p> <p>We celebrate our final pieces through displays which we encourage the school family to look at.</p>							
	Know how to colour mix using paint.	Can hold a paintbrush correctly.	Can hold a pencil correctly.	Knows how to shade, in one direction, using pencil.	Understands that sculpture focuses on form (3D art)	Can manipulate materials to create form.	Understands that art links to thousands of careers	Have an appreciation of different forms of art through expressing their own opinion
Assessment	Self-Assessment in sketchbooks	Regular verbal feedback given to children from Teacher/TA		Evaluation of final pieces using a combination of self and peer feedback	Use of success criteria to inform self-assessment	Photographs taken of final pieces and a WTS, ARE & GDS example (if appropriate) and collected by the subject lead.		
Impact	Quality of Education			Behaviour and Attitudes		Personal Development		
	Learners must make progress in light with, or better than national expectations. They are given a wide range of opportunities which allow them to develop confidence and enjoyment in reading.			Learners are resilient when learning new techniques Learners feel empowered to take risks with their artwork. Children learn how to give detailed opinions of art		Learners can give and receive constructive criticism.		