

Art and Design



Intent

The Pochin School aims to inspire pupils and develop their confidence to experiment and invent their own works of art. We aim to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about the rich heritage and culture of the British Isles and beyond.

When children leave the Pochin school they are expected to be able to:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the National curriculum for Art and design.

Implementation

The teaching of Art and Design has five strands that run throughout. These are:

- Making skills
- Formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating

The strands are all revisited in every topic in a rolling program for most year groups. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

We develop pupil's knowledge and understanding of key artists and art movements through the Every picture tells a story units and links to artists through practical work. The topics fully scaffold and support essential and age-appropriate sequenced learning many linking to cross curricula themes studied in History, Geography, RE and British values. Creativity and independent outcomes are robustly embedded into lessons supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

Impact

The Pochin School believe that children should be involved in their own evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The impact is constantly monitored through both formative and summative assessment opportunities. Teachers assess pupils against the learning objectives and each topic has an end of topic quiz and knowledge catcher.