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**Calder Primary School**

**Art**

**Intent**

Calder Primary School is situated within the creative Calder Valley, close to Hebden Bridge. The Arts, including all the elements of art and design, are a strength of our area and our families and we aim to build on pupil interest and passion for the subject through progressive teaching of a wide variety of skills, knowledge and appreciation and by using artists and experiences local to us to enhance this.

 Art and design stimulates imagination and creativity; involving children in a range of visual, tactile and sensory experiences, which enable them to communicate what they see, think and feel through the use of the elements of colour, texture, form and pattern.  Art and design promotes careful observation and an appreciation of the world around us. Children explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures.

The aims of teaching art and design in our school are:

* To 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.
* To produce creative work, exploring their ideas and recording their experiences.
* To become proficient in drawing, painting, sculpture and other art, craft and design techniques
* To evaluate and analyse creative works using the language of art, craft and design.
* To know about great artists, craft makers and designers, and understand the historical and cultural development and significance of their art forms.

**Implementation:**

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole primary school.

Teachers plan lessons for their class using our progression of knowledge and skills document. Topics are often linked to their History or Geography topic, for example studying a famous artist or style of that period, but only where appropriate. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive. A variety of teaching approaches are used based on the teacher’s judgement.

Art and design teaching is inclusive for all pupils through differentiated tasks, additional support and planning for a variety of learning styles. Children showing extensive aptitude in art and design will be celebrated in weekly celebration assemblies which parents attend and an end of year curriculum assembly.

Learning is enhanced by visits from local artists, such as taking part in the Mytholmroyd Arts Festival and Railways Partnership Artwork link up. Educational visits are another opportunity for the teachers to plan for additional art and design learning outside the classroom. Alongside our curriculum provision for art and design, we also provide pupils with the opportunity to participate in art based after school clubs including painting, craft, ceramics and leatherworks.  Pupils are consulted termly about which clubs they would like to be offered through the school council.

**Impact:**

Within art and design, we strive to instil an appreciation and enjoyment of the arts enriching the children’s learning experience. Our art and design curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods:

* Assessing children’s understanding of topic linked vocabulary before and after the unit is taught.
* Summative assessment of pupil discussions about their learning.
* Images and videos of the children’s practical learning.
* Interviewing the pupils about their learning (pupil voice).
* Moderation staff meetings where pupil’s books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class’s work.
* Annual reporting of standards across the curriculum.
* Marking of work in books.