



How we Plan, Teach and Assess

Art & Design

Planning Overview

Art & Design is taught 3 terms out of 6. In these terms, Art is taught across the school during two consecutive weeks. We aim for pupils to be immersed in Art over a series of sequential lessons and to ensure the teaching of Art is amply timetabled. The Langney End of Year Expectations breaks down the National Curriculum Key Stage Programmes of Study into year groups, and is used to ensure full coverage. Art is also sometimes 'blocked' at times if needed and the year group spend the whole day/week to focus on their Art with sufficient time to paint, draw or sculpt.

The Art Progression Framework and End of Year Expectations have been designed to ensure that the curriculum is clear, balanced and taught in a progressive fashion. The bespoke framework includes three strands across all key stages; Drawing, Painting, Sculpture with an exploration of artists and designers throughout.

At Langney we have a very clear Curriculum map for each subject that provides an overview of what each year group studies throughout the year in Art. An example is in year 3 design when pupils make Egyptian Sarcophagus' using clay in sculpture and then in year 5 create intricate dragons using "mod rock" and junk modelling in sculpture.

We have a long term plan for the whole year. It is very clear what all year groups are learning and helps teachers cover the End of Year Expectations (EOYE) and National Curriculum.



The Art Lesson Structure

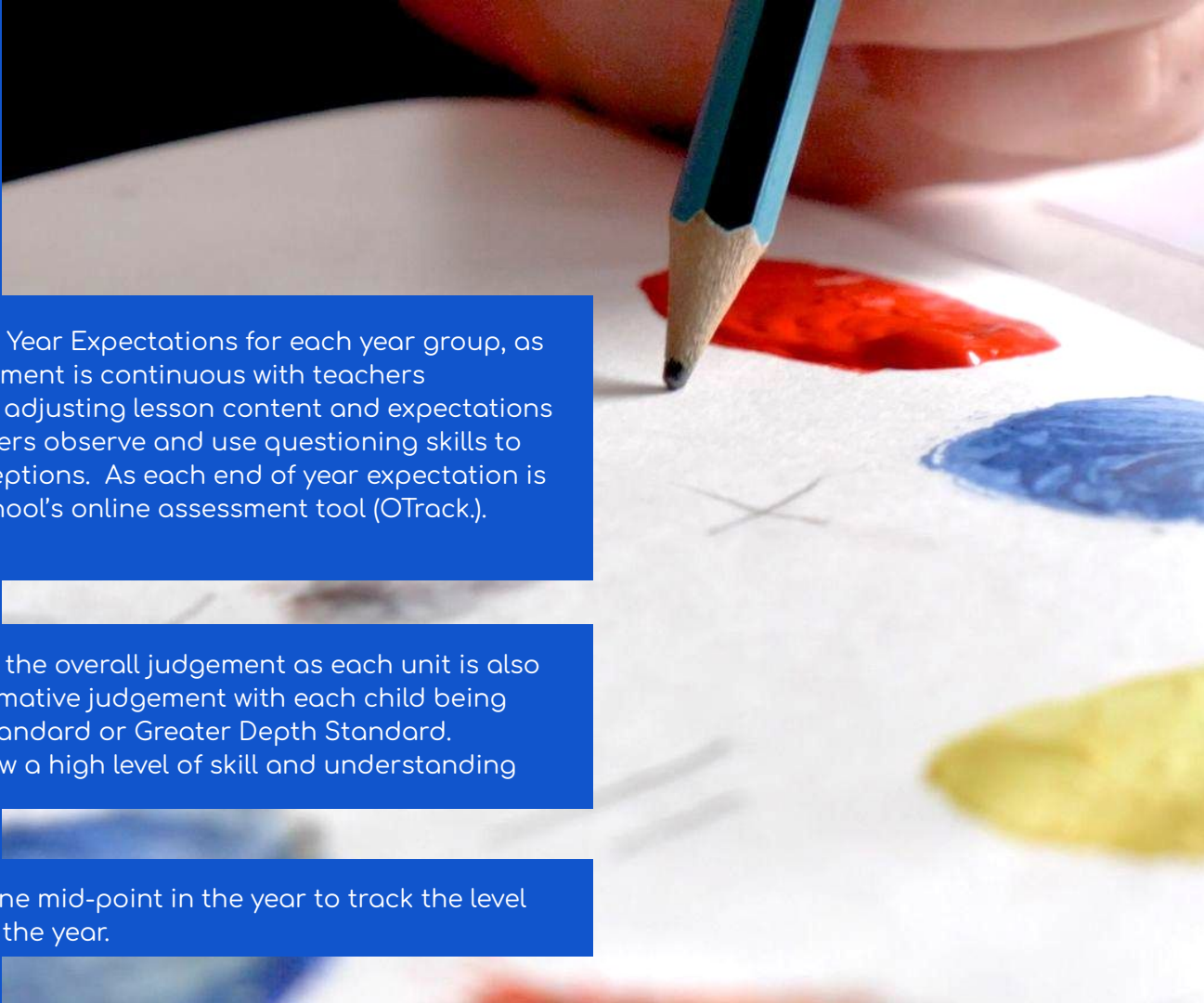
All Art & Design lessons follow a consistent structure from beginning to end (with a slight variation depending on progression in year groups). In Early Years Art & Design is embedded into our continuous provision.

At the beginning of an Art lesson, the children are challenged with retrieval slides, called the memory challenge, to recall previous learning. This supports the children with applying what they already know to help them build upon their skills. Our memory challenge is a short oral activity where the children will have a set of questions to answer, they are given time to discuss their answers with talk partners, record their answers on whiteboards and then review the answers. This memory challenge will be seen at least once in the unit of Art being taught where applicable.

Following this, the learning objective is shared with the children and discussed to ensure children fully understand the context. In addition to this, subject specific vocabulary is shared and key skills that children need in order to be successful. Children are introduced to a preview question (linked to Bloom's questioning) to consider for the duration of the lesson and children's learning is supported throughout by teacher questioning and modelling. Throughout the lesson, the children will be exposed to pictures, diagrams, modelling and live teaching of Art to support them in their individual application of Art in the lesson.



How is the Subject Assessed?

A close-up photograph of a hand holding a blue pencil, drawing a red shape on a white sheet of paper. The pencil is positioned vertically, and the red shape is a solid, irregular blob. To the right, there is a blue circular shape, and below it, a yellow shape. The background is slightly blurred, showing more of the paper and the hand.

Art is assessed against the Langney End of Year Expectations for each year group, as outlined in the National Curriculum. Assessment is continuous with teachers providing live feedback during lessons and adjusting lesson content and expectations as appropriate for individual needs. Teachers observe and use questioning skills to elicit understanding and address misconceptions. As each end of year expectation is taught, it is assessed formatively on the school's online assessment tool (OTrack).

Formative assessments are used to inform the overall judgement as each unit is also given a teacher assessment 'on track' summative judgement with each child being assessed as Working Towards, Expected Standard or Greater Depth Standard. Greater Depth is given to children who show a high level of skill and understanding of Art.

Teachers summatively assess children at one mid-point in the year to track the level they are expected to achieve at the end of the year.