



## Curriculum Learning Guide

# Art and Design



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Bradford Diocesan  
Academies Trust

## How is Art and Design taught at St Philip's CE Primary Academy?

*To be read alongside EYFS Programmes of Study for Curious Minds*

## Curriculum Intent:

### What do we want to achieve with our Art & Design curriculum?

The aim of our Art and Design curriculum is to give children at St Philip's the opportunity to develop their imagination, creativity and their ability to use media and materials; enabling them to express themselves as artists – now and in the future.

At St Philip's we want Art and Design to inspire pupils and develop their confidence to experiment and invent their own works of **unique** art. We want 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. With the work and learning that we do, we want to strive to support pupils in meeting the National curriculum end of key stage attainment targets and fully cover the National Society for Education in Art and Design's progression competencies. Children will develop an understanding of the **diverse** history and cultural context of the artists that they study. Through Art and Design, our curriculum helps children develop transferable skills such as: **team-work, leadership, independence, creative thinking, problem solving, decision making, and presentation** skills.

Children will understand that Art and Design is learning how to use their imagination to express themselves in different ways.

## Implementation:

### How will this be achieved?

St Philip's will be using the 'Kapow' schemes of work, which are designed with FIVE strands that run throughout. These are:

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

Through Kapow Primary's Art and design scheme of work, these strands are revisited in every unit. In Art and design skills and our Formal elements of art units, pupils have the opportunity to learn and practise skills discretely. The knowledge and skills from these units are then applied throughout the other units in the scheme. Key skills are revisited repeatedly with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

Kapow Primary's Art and design curriculum develops 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 units fully scaffold and support essential and age-appropriate

sequenced learning. Creativity and independent outcomes are robustly embedded into the units, 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.

Lessons are always practical in nature and encourage experimental and exploratory learning with Key Stage 2 pupils using sketchbooks to document their ideas.

### **Unit Structure & Lesson Structure**

Over the academic year, each year group will cover four units of Art and Design. Each unit will consist of five lessons lasting 30-60 minutes each, depending on age and ability. Class teachers will decide if they wish to teach the lessons across a five-week period within a set half term, or in a block e.g. a whole day or two afternoon sessions etc. This will be communicated and agreed with the Art Subject Leader prior to the commencement of the new half term.

Each lesson consists of a starter activity or '**Attention Grabber**' followed by the '**Main Event**' which includes a very practical approach to the teaching and learning of Art and Design, and includes the use of video clips to instruct. The lesson will end with a plenary of '**Wrapping Up**'. Lesson plans include assessment suggestions which will be used by staff to make teacher judgements, recorded on the **Kapow Assessment Tracker**. Differentiated guidance is included in every lesson plan, to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required.

**Knowledge Organisers** for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. These will be introduced to the children at the start of each unit and put into each child's Art and Design book for the pupils to refer to.

**Impact:**

St Philip's curriculum is designed in such a way that children are involved in the 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 can be constantly monitored through both formative and summative assessment opportunities. Lessons include guidance to support teachers in assessing pupils against the learning objectives and each unit has a unit quiz and knowledge catcher which can be used at the start and/ or end of the unit.

Pupils should leave St Philip's equipped with a range of techniques and the confidence and creativity to form a solid foundation for their Art and design learning at Key Stage 3 and beyond. The expected impact is that children will:

- 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.

At St Philip's we will be using the 'Kapow' schemes of work. Kapow is an Artsmark partner and is able to support schools on their Artsmark journey, inspiring children and young people to create, experience, and participate in great arts and culture.

## Key Drivers at St Philip's

Oracy Rich	Relevant Content	Experiential Learning	Future Proof	Inclusive & Supportive
<ul style="list-style-type: none"> <li>• Discussions about art pieces and artists.</li> <li>• Key vocabulary identified in the progression documents, Unit plans and KO.</li> <li>• Evaluation of art pieces (artists).</li> <li>• Evaluation of art pieces (own)</li> </ul>	<ul style="list-style-type: none"> <li>• Coverage of skills.</li> <li>• Matched to progression of skills document from EYFS-Y6.</li> <li>• Suits needs and interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates and designs pieces that can be displayed in school/at home.</li> <li>• No set outcomes for pieces – open ended.</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at the older and modern art.</li> <li>• Discussions of how art has changed over the years.</li> <li>• Artists around the world.</li> <li>• LAP networks.</li> </ul>	<ul style="list-style-type: none"> <li>• Resources available to suit the need.</li> <li>• Differentiation</li> <li>• Subject is developmental and progressive</li> <li>• Variety of topics covered.</li> </ul>

## Art and Design- Pedagogy

Art and Design gives the children the opportunity to develop skills, knowledge and understanding of creating unique pieces of art works. At St Philips, we feel it is vital to nurture creativity and expressionism through Art and Design and by exploring arts in a world in which we all live and work.

Art and Design education at St Philip's involves: making skills, generating ideas, formal elements, knowledge of artists and evaluating. Children acquire and apply knowledge and understanding of these elements.

The skills learned in Art and Design also help with learning across the curriculum. Knowledge of artists help children understand the world that they live in and how there exists a huge difference in artists' works.

Art and Design encourages children to be creative and innovative.

## Weaving knowledge, skills and understanding together in the Art & Design Curriculum

### EYFS: Expressive Arts & Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

#### Making skills

- To learn to mix powder paint with correct process and consistencies.
- To learn to make an object with clay adding features and details.
- To experiment making blocks/plates out of a variety of materials.
- To observe and draw what they can see. Choosing appropriate medium for their observation.
- To make collages and mosaics using appropriate materials.

#### Generating ideas

- SKETCHBOOKS
- To use sketchbooks through teacher modelling
  - To express in their work, ideas from their favourite artist, media and technique.

#### Evaluating

- To explore pieces of art and talk about the emotions the artist is feeling and representing.

#### Vocabulary

Shapes, sketch, detail, observe, object, shading, light marks, dark marks, flow, rough, smooth, material and portrait.

Chalk, oil pastel, charcoal, paint, ink, pen, pencils and crayons.

Brush, palette knives, palette, canvas, water bowl, sticks, finger/hand, tempera, water colour, mixing, splatter, drip, stroke, shades, primary, secondary, tertiary, consistence, cool colours and warm colours.

Prints, copy, block/plates, press, the same, making marks, marks, carve, engrave, scratch, lines, tools, roller, stamp, blocks, relief, stencil, object printing.

Material, texture, collage, create, place, stick, plan, scrunch, tear, fold, design, card, cut, snip, straight, shapes, line, hold, PVA, glue stick, glue spreader, finger, together, little bit.

Clay, mould, shape, pinch, roll, ball, press, model, salt dough, slime, plasticine, mud, corn flour, fix together, glue, tape, strong, plan, wire, tape, end, cut, masking, brown

## **Key Stage 1 – National Curriculum Art and design subject content**

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

Making Skills	Generating ideas	Evaluation
<p><b>DRAWING</b> To explore mark making, experiment with drawing lines and use 2D shapes to draw.</p> <p><b>PAINTING</b> To develop skill and control when painting. Paint with expression.</p> <p><b>KNOWING &amp; APPLYING THE FORMAL ELEMENTS</b> To remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.</p> <p>To learn about form and space through making sculptures and developing language.</p> <p>To use, express and experiment with line for purpose, then use appropriate language to describe lines.</p> <p>To understand patterns in nature, design and make patterns in a range of materials.</p> <p>To identify, describe and use shape for purpose.</p> <p>To use materials to create textures.</p> <p>To understand what tone is and how to apply this to their own work.</p>	<p><b>SKETCHBOOKS</b> To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</p> <p><b>CREATING ORIGINAL ARTWORK</b> To explore and create ideas for purposes and intentions.</p>	<p><b>IDENTIFY SIMILARITIES AND DIFFERENCES TO OTHERS' WORK</b></p> <p>Recognise and describe key features of their own and other's work.</p> <p>Reflecting Describe what they feel about their work and the art of others.</p>
<b>Vocabulary</b>		

Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours.

Shells (exoskeletons) salt dough, plasticine, 3-dimensional, sculpture, natural materials carnivore, herbivore, omnivore, junk, creature.

Shoreline, horizon, up, down, straight, left, right, texture, tints, shades, light, dark, landscape.

Geometry, Tudor, Great Fire of London, printmaking.

## Year 2

**Making Skills**

**Generating ideas**

**Evaluation**

<p><b>DRAWING</b> To explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</p> <p><b>PAINTING</b> To further improve skill and control when painting. Paint with creativity and expression.</p> <p><b>CRAFT, DESIGN, MATERIALS &amp; TECHNIQUES</b> To use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</p> <p><b>KNOWING &amp; APPLYING THE FORMAL ELEMENTS</b> To mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</p> <p>To extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</p> <p>To draw lines with increased skill and confidence. Use line for expression when drawing portraits.</p> <p>To learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.</p> <p>To compose geometric designs by adapting the work of other artists to suit their own ideas.</p> <p>To identify and describe different textures. Select and use appropriate materials to create textures.</p> <p>To experiment with pencils to create tone. Use tone to create form when drawing.</p>	<p><b>SKETCHBOOKS</b> To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</p> <p><b>CREATING ORIGINAL ARTWORK</b> To use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</p>	<p><b>IDENTIFY SIMILARITIES AND DIFFERENCES TO OTHERS' WORK</b> Compare other's work, identifying similarities and differences.</p> <p><b>REFLECTING</b> Describe choices and preferences using the language of art.</p>
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Colour, line, pattern, tone, shape, form, tone, Jupiter, shading, three-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern.

Rollercoaster, free-flowing, precise, straight, curved, edge, design, concentric, silhouette, weaving, horizontal, vertical, template, overlay, vessel, slip, clay.

Detail, modelling, facial features, outline, contours, collage, beauty, skull, decorate, proportion, pose, collaborate.

Pastel, blend, shadow, paint wash, background, scale, explosion, action words, expression, mannequin.

<b>Art &amp; Design: Lower Key Stage 2</b>		
<b>Making skills</b>	<b>Generating ideas</b>	<b>Evaluating</b>
<b>Key Stage 2 – National Curriculum</b>		
<b>Art and design subject content</b>		
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]		
To learn about great artists, architects and designers in history		
<b>Year 3</b>		
<b>DRAWING</b> To develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.	<b>SKETCHBOOKS</b> To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.	<b>IDENTIFY SIMILARITIES AND DIFFERENCES TO OTHERS' WORK</b> Discuss own and other's work using an increasingly
<b>PAINTING</b>	<b>CREATING ORIGINAL ARTWORK</b>	

<p>To increase skill and control when painting. Apply greater expression and creativity to own paintings.</p> <p><b>CRAFT, DESIGN, MATERIALS &amp; TECHNIQUES</b> To use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</p> <p><b>KNOWING &amp; APPLYING THE FORMAL ELEMENTS</b> To increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.</p> <p>To further develop their ability to describe 3D form in a range of materials, including drawing.</p> <p>To express and describe organic and geometric forms through different types of line.</p> <p>Construct a variety of patterns through craft methods. Further develop To have a knowledge and understanding of pattern.</p> <p>To identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.</p> <p>To analyse and describe texture within artists' work.</p> <p>To develop skill and control when using tone. Learn and use simple shading rules.</p>	<p>To create personal artwork using the artwork of others to stimulate them.</p>	<p>sophisticated use of art language (formal elements).</p> <p><b>REFLECTING</b> Reflecting on their own work in order to make improvements.</p>
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**Vocabulary**

Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch

Puppet, shadow-puppet, decorate, detail, observation, tint, shade, light and dark

negative, positive, tints, shades, natural form names, charcoal, scaling, texture, fixative

Running stitch, fabric, weave, over-and-under, woven, reverse, warp, weft, tie-dying, wax resist, mood board.

## Year 4

### DRAWING

To draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.

### PAINTING

To develop skill and control when painting. Paint with expression. Analyse painting by artists.

### CRAFT, DESIGN, MATERIALS & TECHNIQUES

To make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.

### KNOWING & APPLYING THE FORMAL ELEMENTS

To analyse and describe colour and painting techniques in artists' work. Manipulate colour for print.

To develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.

To learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.

### SKETCHBOOKS

To use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.

### CREATING ORIGINAL ARTWORK

To use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.

### IDENTIFY SIMILARITIES

#### AND DIFFERENCES TO

#### OTHERS' WORK

Build a more complex vocabulary when discussing your own and others' art.

### REFLECTING

Use their own and other's opinion of work to identify areas of improvement.

<p>To create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</p> <p>To create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.</p> <p>To use a range of materials to express complex textures.</p> <p>To use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.</p>		
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**Vocabulary**

Colour, line, tone, form, shape, pattern, texture, symmetrical, mark making

Stomp, rhomboid, maracas, pitch, collage, recycled, geometric, contrasting, memorial

Curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chinoiserie, op-art.

**DT: Upper Key Stage 2**

<b>Making skills</b>	<b>Generating ideas</b>	<b>Evaluating</b>
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**Year 5**

<p><b>DRAWING</b> To further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</p> <p><b>PAINTING</b> To control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.</p> <p><b>CRAFT, DESIGN, MATERIALS &amp; TECHNIQUES</b> To create mixed media art using found and reclaimed materials. Select materials for a purpose.</p> <p><b>KNOWING &amp; APPLYING THE FORMAL ELEMENTS</b> To select and mix more complex colours to depict thoughts and feelings.</p> <p>To further extend their ability to describe and model form in 3D using a range of materials.</p> <p>To extend and develop a greater understanding of applying expression when using line.</p> <p>To construct patterns through various methods to develop their understanding.</p> <p>To compose original designs by adapting and synthesising the work of others. To analyse and evaluate artists' use of shape.</p> <p>To develop understanding of texture through practical making activities.</p> <p>To develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</p>	<p><b>SKETCHBOOKS</b> To develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p> <p><b>CREATING ORIGINAL ARTWORK</b> To express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes</p>	<p><b>IDENTIFY SIMILARITIES AND DIFFERENCES TO OTHERS' WORK</b> Develop a greater understanding of vocabulary when discussing their own and others' work.</p> <p><b>REFLECTING</b> Regularly analysing and reflecting on their intentions and choices.</p>
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## Vocabulary

colour, line, tone, form, shape, pattern, texture, observation, monument, legacy

Democracy, law, rule, liberty, respect, tolerance, belief, emoji, symmetry, ceramics, ceramicist.

Visual language, communication, design, design brief, collaborate, advertising, Unique Selling Point, packaging, product, media, purpose, criteria.

Annotate, visualise, scale, collage

## Year 6

### DRAWING

To learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.

### PAINTING

To paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.

### CRAFT, DESIGN, MATERIALS & TECHNIQUES

To create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.

### KNOWING & APPLYING THE FORMAL ELEMENTS

To mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.

To express and articulate a personal message through sculpture. Analyse and study artists' use of form.

To deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.

### SKETCHBOOK

To make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.

### CREATING ORIGINAL ARTWORK

To develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.

### IDENTIFY SIMILARITIES AND DIFFERENCES TO OTHERS' WORK

Use the language of art with greater sophistication when discussing own and others art.

### REFLECTING

Give reasoned evaluations of their own and others work which takes account of context and intention.

To represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.

To fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.

To understand how artists manipulate materials to create texture.

To increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.

## Vocabulary

Colour, line, tone, form, shape, pattern, texture.

Graffiti, contrasting, commissioned, Guernica, sculpture.

Desaturate, truism, photomontage, abstract, self-expression, crop, contrast.

Impressionism, zentangle, prototype, appreciation.

## Focus Artists – EYFS

Nursery:

Bridget Riley  
Henri Matisse  
Andy Goldsworthy

Reception:

Vincent Van Gogh  
Piet Mondrian  
Antony Gormley

## Focus Artists – Y1

### Unit 1

Louis Wain  
Ilya Bolotowsky  
Wassily Kandinsky  
Reneta Bernal

### Unit 2

David Hockney  
Vija Celmins  
Bridget Riley  
Jasper Johns  
Beatriz Milhazes

### Unit 3

Peder Severin Kroyer  
Joaquin Sorolla  
Auguste Renoir  
Vincent Van Gogh

### Unit 4

William Morris  
Louise Bourgeois  
John Henry Dearle  
Edouard Martinet  
Susan Beatrice  
Andrew Goldsworthy

## Focus Artists – Y2

### Unit 1

Roy Lichtenstein  
Leo Baxendale

### Unit 2

Clarice Cliff  
Nancy Mc Croskey

### Unit 3

Max Ernst  
Ed Ruscha

### Unit 4

Julian Opie  
Edwina Bridgeman  
Damien Hirst

**Focus Artists – Y3****Unit 1****Unit 2****Unit 3****Unit 4**

N/A

N/A

Diego Velazquez  
Walt Disney  
Carl Giles  
Sam McBratney

Ann Roth

**Focus Artists – Y4****Unit 1****Unit 2****Unit 3****Unit 4**Fiona Rae  
David Hockney  
Paula Rego  
Pieter Brueghel  
Edward Hopper

N/A

Giorgio Morandi  
Paul Cezanne  
Barbara Hepworth  
Luz Perez OjedaEl Anatsui  
Giuseppe Arcimboldo  
Sam Francis  
Sokari Douglas Camp**Focus Artists – Y5****Unit 1****Unit 2****Unit 3****Unit 4**

Hundertwasser

Leonardo da Vinci  
Paul Klee

Morag Myerscough

Hermann Rorschach  
Banksy  
John Singer Sargent**Focus Artists – Y6**

Unit 1	Unit 2	Unit 3	Unit 4
Edward Hopper William Morris Edgar Degas Eugene Henri Paul Gauguin Stephens Jones Bundla Ma Claren Paul Cezanne Georges-Pierre Seurat Claude Monet Vincent Van Gogh Auguste Renoir	Kathe Kollwitz Mark Wallinger Pablo Picasso David Shrigley	Jaromir Funke Ben Nicholson Paul Cezanne Ibère Camargo	Hannah Hoch Peter Kennard Jerry Uelsmann

Art and design: Long Term Plan Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Nursery - I am an artist  Reception – The colour wheel	Nursery – Shadow Play  Reception – Celebrating mixed media	Nursery – A dot is a line that goes for a walk  Reception – The line to a letter	Nursery – Exploring clay and sculpture  Reception – Clay and sculpture	Nursery – I can make a print  Reception – Printmaking	Nursery – Nature and art  Reception – Bein
<b>Art and design in Provision</b>						
<b>Year 1</b>	Art and design skills	Formal elements	Landscapes using different media			Sculptures and collages

<b>Year 2</b>	Formal elements		Art and design skills	Human form		Sculpture and mixed media
<b>Year 3</b>	Prehistoric art	Formal elements	Art and design skills			Craft
<b>Year 4</b>	Every picture tells a story		Formal elements	Art and design skills		Sculpture
<b>Year 5</b>	Formal elements of art: architecture		Art & design skills		Design for a purpose	Every picture tells a story
<b>Year 6</b>	Art and design skills	Make my voice heard	Still life			Photography

### Monitoring & Evaluation of Art and Design

In all subjects at St Philip's CE Primary Academy, the teaching and learning will be monitored and evaluated by both individual Subject Leaders and members of the Senior Leadership Team.

As a Subject Leader, the following activities will be undertaken and used to inform understanding of the subject. Evidence and information from these activities will then be used to inform each subject Plan of Action and the CPD needs of all staff and individuals.

<b>AUTUMN 1</b> <b>Audit Subject</b> <b>Create Action Plan</b> <b>Pupil Surveys</b>	<b>SPRING 1</b> <b>Lesson Observations</b> <b>Website Update and Review</b> <b>Assessment Analysis</b> <b>Review Action Plans</b>	<b>SUMMER 1</b> <b>Planning Scrutiny</b> <b>Book/Work Scrutiny</b> <b>Website Update and Review</b>
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**AUTUMN 2****Planning Scrutiny****Book/Work Scrutiny****Triangulation of M&E****Identify CPD Requirements****SPRING 2****Target CPD Requirements****Review Action Plan****SUMMER 2****Pupil Surveys****Triangulation of M&E****Review Action Plan**

In supporting individuals, it is expected that Subject Leaders will follow the programme of support below to give all staff the opportunity to gain the knowledge and understanding to deliver the curriculum to the best of their ability:

Ensure the member of staff has a good understanding of the subject and units to be delivered, using the subject documentation, Medium Term Plans, individual lesson plans and Knowledge Organisers.

CPD given to individuals through video tutorials, one-to-one support in planning and preparing etc.

Modelling expectations through demonstration lessons in own or colleague's class.

Further coaching and discussion of how to implement strategies or modify lessons for the needs of pupils etc.