

'Working together, learning together, achieving together'

At Mattishall Primary School we value the whole child and balance their academic needs with their social, emotional and personal development. We nurture children to have active, inquisitive and creative minds. We help them by:

- *providing a high-quality curriculum with a clear pedagogical approach*
- *developing empathy, confidence and resilience*
- *recognising what equality, diversity and tolerance means*
- *equipping them with 'life skills' and behaviours for learning*
- *encouraging individuality*
- *having high expectations and celebrating success and achievement*
- *raising aspirations for the present and future*
- *providing a stimulating environment*
- *promoting a positive partnership with our parents/carers*
- *developing independent global citizens of the future*

Intent

At Mattishall Primary School our intent for Art and Design is to teach children a range of skills, knowledge and vocabulary which challenges them and allows them to use both in school and in later life. Skills, knowledge and vocabulary are re-visited and built on as they transition through school. Individuality is encouraged, as children take ownership of their artwork and develop their own style and preferences. Children become reflective learners, by discussing and evaluating their own artwork and the work of others. Artwork is shared and celebrated, to raise the children's confidence and aspirations for the future. We set high expectations, encouraging children to build on their resilience as they overcome problems and learn from these. Children learn about a wide variety of artists from all walks of life. We want the children to become confident artists and become proficient in their different art skills. Staff and children are aware of expectations and discuss how work can be improved upon. Art and design is an important part of the broad and balanced curriculum at Mattishall Primary School. We aim for children to develop a life-long love of Art and Design.

Implementation

Through the use of the Cornerstones Framework, children are taught three Art and Design units each year. The units are engaging and provide children with the ability to learn new skills, knowledge and vocabulary, as well as building on previous learning. The units vary and offer the children a wide variety of experiences and opportunities. They are progressive and are sequenced carefully to ensure children are provided with a broad and balanced curriculum. Children record their work in their sketchbooks and can observe how their learning is built on each lesson. A range of resources are used, to ensure children have a wide range of experiences with different tools and media. Children showcase their work, through peer feedback, exhibitions and displays. This allows children to look at other's artwork and give feedback, as well as learning more about how their own work can be improved. Children learn about a wide variety of artists from different backgrounds, this helps them learn about what is available

outside of Mattishall and to help inspire. Within the Cornerstones Framework, children take part in memorable experiences, they also engage, develop, innovate and express. The objectives of the curriculum are met through blocked projects that follow a series of stages which teachers build and sequence into lessons, taking into account the needs of the children:

Engage - children immerse themselves in their theme gaining knowledge, vocabulary and understanding.

Develop - children build upon this knowledge to gain a deeper understanding and use their skills in a meaningful way to gain a better understanding.

Innovate - children broaden their understanding to promote higher order thinking.

Express - children reflect on their initial thoughts after research to formulate a well-thought-out opinion based on evidence.

Impact

We have different ways of measuring the success of learning across the curriculum. This allows children to celebrate their successes as well as knowing what they need to do to progress. These may include:

Statutory assessment (Maths, English)

Adult observation including staff, parent/carers and governors

Self-Assessment (Traffic light)

Attainment Tracker

Recorded Tasks (Children's work)

Verbal Feedback

End of unit quizzes

Vocab Victories

Video /photo evidence

Performance

Talking Partners

Peer feedback

Pupil Progress Tracking meetings

Pupil Passport (SEND)