



## **Art Teaching and Learning Guide**

### **Intent**

Our Art and Design curriculum at Dyrbrook Primary school aims to provide opportunities to its students with a breadth of creative practices. Through a structured, skills driven learning journey, students build knowledge that enables them to become independent, self-aware, critical thinkers. Students build their technical skills and gain more confidence and control when working with media through teacher-led direct instruction and modelling. This is balanced with opportunities for open interpretation, encouraging all students to think and act like artists.

We aim for all students to develop a lifelong appreciation for arts and culture as well as being a platform for them to express thoughts and feelings, on a personal level and about the world around us. In a constantly evolving subject, we draw upon both local, regional and global artists and other sources for inspiration that spans from ancient times to the present day.

### **Implementation**

Teaching is designed to help children to remember in the long term the content they have been taught and to integrate new knowledge into Art and design practices.

These will be based on research into the best way to deliver learning of that specific subject. Use of EEF, Ofsted research and other research will be drawn on to provide a high-quality framework for lessons plan to be built around.

### **Timetabling**

All subjects are taught discretely to ensure each subject has its own disciplinary structure to be respected and substantive knowledge to be learned and approach the clarity of the curriculum goals so they are clear to all.

### **Individual lesson structure**

Recap prior learning both long term and short term – retrieval practice- this may be through discussion or practical work

- Introduce new vocabulary and recap on previously taught vocabulary
- New learning begins from a previously comfortable starting point – link to prior lesson, artist, technique etc.
- Model techniques
- Allow time for practice and repeat practice through teaching sequence

### **Evidence base**

#### **OFSTED Making a mark: art, craft and design education 2008–11**

*Pupils make progress in Art by developing:*



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- Building on prior experiences
- focus in lessons on developing the skills, knowledge and understanding specific to the subject

### ***Rosenshine's principles of instruction***

- *Begin a lesson with a short review of previous learning.*
- *Present new material in small steps with student practice after each step*
- *Engage students in weekly and monthly review.*

### **Medium term plans structure**

- Key foundational knowledge to be retrieved over time through retrieval practice
- Use of a knowledge organiser to refer back to key foundational knowledge.
- Map work or/and field should be included for each unit.
- Make connections with another context from prior Art learning and their own experiences.
- Think about alternative futures.
- Consider their influence on decisions that will be made.

### **Evidence base**

### **OFSTED Making a mark: art, craft and design education 2008–11**

High quality Art and Design lessons ensured that children had the opportunities to repeat practice to deepen their repertoire of skills.

### **Monitoring process**

Planning scrutiny

Book scrutiny

Lesson observation

Data analysis



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