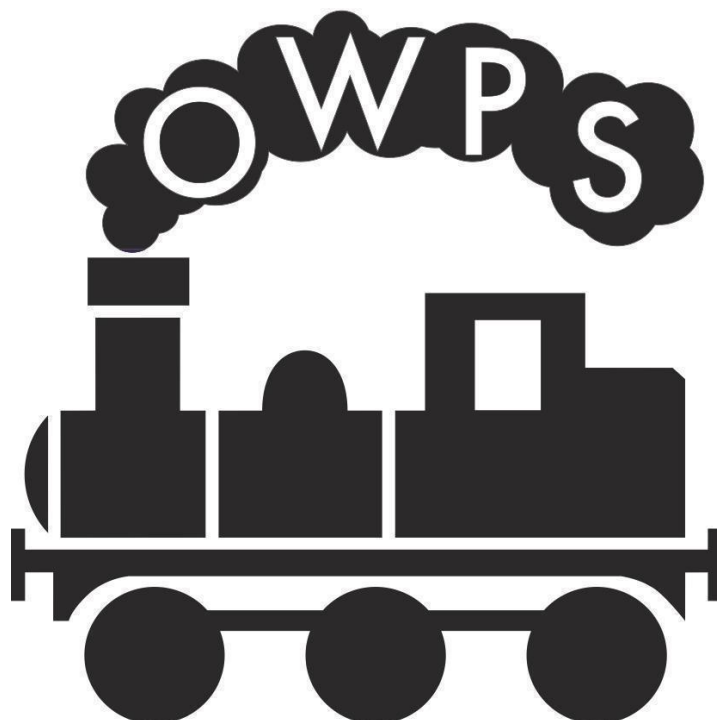


# Orton Wistow Primary School



## What does Art look like?

At Orton Wistow Primary School we understand that artistic experience fuels imagination and in turn imagination fuels creativity. With this in mind, we endeavour to use art to develop a range of imperative skills children will use throughout their lifetime.

These transferable skills include the development of imagination, self-expression and creativity, self-confidence, self-discipline, resilience, empathy, and critical thinking as well as its beneficial links to relaxation, well-being and fine motor skills.

This document will outline our approach to art and set out how this is delivered to our pupils.

J. McIntosh  
July 2022

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## Our Vision

*“What does it actually mean to study art? When children study art in school, they should be allowed to engage in the practical making but also enlightened about the subject's nature. Therefore, it can be helpful to design your curriculum by considering some broader questions, the big ideas and provocations that exist in the subject. Such as: What is art? How is art made? What is art for? Who is art for? The curriculum map or journey shows how, over time, pupils encounter and learn about these big ideas, and how over time, this builds in complexity and sophistication.”*

**Jennifer Gibbs, HMI, Subject Lead Art & Design, Ofsted**

At Orton Wistow Primary School it is our vision that children will study and understand significant, as well as lesser-known artists, craft workers and designers which will enable

them to respond to a range of media. Through a child's artistic journey at Orton Wistow Primary School, they will learn through a variety of cultures and artistic experiences to develop their individual creativity, which will inspire them to express themselves, using their imagination, initiative and original ideas. We encourage the children to take responsibility for their roles and make choices- to participate and guide their own learning. They will become confident drawers, painters, sculptors, craft makers and digital designers.

## Why Teach Art to Primary School Children

Art embodies some of the highest forms of human creativity which engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Through the teaching of art at Orton Wistow Primary School children develop this natural desire for self-expression in Art as we provide stimulating and inspiring opportunities across a range of art experiences. Underlying our intention too is an awareness of the role of artistic expression in enhancing self-esteem and well-being.

Engaging activities will equip the children with the knowledge and skills to develop their artwork. Exploring a range of materials, equipment, media and techniques, children will learn to follow their curiosity to try new effects and to take risks. Children will learn the skills of drawing, painting, printing, textiles, 3D work and digital art to develop their range of expression.

With a progressive tool-kit of skills, knowledge and understanding and exciting projects to trigger imagination children will learn to express their ideas with freedom and enthusiasm within a rich cross-curricular approach, exploring, experimenting, creating and inventing becoming resourceful and innovative.

Through the teaching of art, children are encouraged to reflect on and evaluate their own work and that of others. When studying art children are able to explore different periods and cultures and begin to understand how art impacts and enhances society and our surroundings.

## How Art is taught at OWPS

Each child has a sketchbook that moves up through the year groups with them; an excellent way to see each child's art journey from Year One to Year Six.

Each unit of work in art links to the relevant *Topic* theme for that term and is taught during the same term as that *Topic*. However, we know art has many cross-curricular links and we, therefore, be taught many lessons.

Each art unit of work has one or more key artwork(s) that the children discuss and learn about. Children are taught to reflect on an artwork linked to the theme or topic. The key artworks include a range of genres, styles and culturally and ethnically diverse artwork and artists. The key artworks inspire the children's practical work, through the concept, medium or subject matter.

All units of work include one or more skills such as; drawing, painting, collage, sculpture or printing. Progress in these skills is built in across all year groups and skills and media are often revisited as the children move up the school.

Children produce work in their sketchbooks where they explore and experiment with skills and techniques, develop and plan their ideas and respond to the work of other artists and craftspeople. They produce outcomes that go on display around the school in the OWPS gallery.

During their unit of work, children are encouraged to regularly self and peer-assess their work. They are provided with verbal teacher feedback during their art lessons, which aids their progression against the skills and knowledge within the curriculum for each key stage. At the end of each project, there is an opportunity for self-reflection in order to demonstrate what they have learnt.

## Art Mapping Overview

### Art in the EYFS at Orton Wistow Primary School

In the EYFS, children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. Children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials (both in free-flow play and guided activities). In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas. Children in the Early Years will develop their 'Expressive Arts and Design skills through a cross-curricular approach by following the guidance within 'Developmental Matters' issued to all schools.

In Art and design, by the end of EYFS children will:

- Be able to use art to be creative and express themselves in different ways
- Be able to create pictures of what they can see and imagine
- Develop some control when using pencils, paint brushes and other materials.

Children will know that art conveys both thinking (ideas) and feeling (emotion). They will use a variety of ways to express and communicate through art. They will know that creative thinking involves original responses, not just copying or imitating existing artworks. They will use their imagination, curiosity, creativity, cognition, critical thinking and experimentation skills to allow them to improvise, collaborate, interact and engage in artistic sustained shared thinking. They will have time, space and opportunity to revisit and reflect on artistic experiences. Children in EYFS will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role-playing characters in narratives and stories.

### Art in KS1 at Orton Wistow Primary School

Art, craft and design embody some of the highest forms of human creativity. High-quality art teaching should 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. The national curriculum for art and design aims to ensure that all pupils: produce

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

In KS1 pupils should be taught:

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 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.

### Art in KS2 at Orton Wistow Primary School

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences; become proficient in drawing, painting, sculpture and other art, craft and design techniques; evaluate and analyse creative works using the language of art, craft and design; know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

In KS2 pupils should be taught:

To develop their techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.

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.

About great artists, architects and designers in history.

To capture all elements of these expectations Year One to Year Six have been mapped. All children over a two-year period will experience all of the key areas of art.

	Autumn	Spring	Summer
FS	<ul style="list-style-type: none"> <li>Children will mix colours to make a fish scale.</li> <li>Use observation to paint self-portraits.</li> <li>Collage a face using a range of materials.</li> <li>Learn painting skills such as 'How to use and clean a paint brush'.</li> </ul>	<ul style="list-style-type: none"> <li>Chick painting. Children learn the skills needed to paint a chick. E.g. how to use water to clean between colours.</li> <li>Explore the artwork of 'Dieter Roth' experiment with texture.</li> <li>Link to Frosty and Frozen topic to make a textured painting.</li> </ul>	<ul style="list-style-type: none"> <li>Still life, drawing and painting fruits and vegetables.</li> <li>Collage a healthy plate of food.</li> <li>Use recyclable materials to show what items can be recycled as part of Eco code topic.</li> </ul>

	<ul style="list-style-type: none"> <li>Decorate a rainbow fish with a range of media, such as sand, sawdust, and glitter.</li> <li>Use a selection of materials to investigate textures during free flow and supported play opportunities, such as playdough, mud kitchen, and digging patch</li> <li>Art provision available daily as part of continuous provision.</li> </ul> <p><b>Primary colours:</b> any of a group of colours from which all other colours can be obtained by mixing.</p> <p><b>Colour Mixing:</b> Exploring colours and their link to emotions. Draw and create using different emotions.</p> <p><b>Explore Artist Jackson pollock</b></p>	<ul style="list-style-type: none"> <li>Art provision is available daily as part of continuous provision.</li> </ul> <p><b>Mix:</b> combine or put together to form one substance or mass.</p> <p><b>Textured Painting:</b> Exploring textures using paint and creating 'messy art'.</p> <p><b>Explore Artist Dieter Roth</b></p>	<ul style="list-style-type: none"> <li>Art provision is available daily as part of continuous provision.</li> </ul> <p><b>Collage:</b> a piece of art made by sticking various different materials</p> <p><b>Exploring artistic effects:</b> Create pictures using healthy fruit and vegetables. Refine skills and explain the process.</p> <p><b>Explore Artists Giuseppe Arcimboldo</b></p>
1	<p><b>Sculpture</b> <b>Toy-inspired wire sculptures.</b> Children to design a sculpture inspired by toys. Children to use clay to make simple beads and paint using primary colours. Children to construct sculptures. <b>Explore artist Joan Miro</b></p>	<p><b>Printmaking</b> <b>Tiger in the Jungle printmaking</b> Children to explore printing images with a range of hard and soft materials (corks, scrapers, sponges). Children to explore artist Henri Rousseau's 'Tiger in a tropical storm'. They will then draw a tiger to put in a printed collage using Austin's Butterfly peer evaluation. <b>Explore Artist Henri Rousseau</b></p>	<p><b>Painting</b> <b>Victorian seaside painting</b> Children to explore the work of Victorian artist Edgar Degas 'beach Scene'. Children explore mixing secondary colours to paint. Children draw and then paint Victorian people and transport to create a collaborative painting of a Victorian beach scene. <b>Explore artist Edgar Degas</b></p>
2	<p><b>Painting</b> <b>Explorers- How we imagined exotic animals</b> Children are inspired by the stories of famous explorers and their descriptions of animals. Children to look at the artwork of artists who used 'written descriptions' of animals to paint. Using only a description of an animal children to design, draw and paint their interpretation of an animal. <b>Explore artist Aloys Zolt</b></p>	<p><b>Sculpture</b> <b>Kings and Queens- 3D Winter Trees</b> Inspired by a 'Power of Reading' text children to create 3D Winter Trees. Children to create observational drawings of winter trees. Children to use tin foil to create armatures and apply mod-roc to create a sculpture. Children to explore colour mixing and tinting to paint their trees using colours inspired the Power of Reading text. <b>Explore Artist Antony Gormley</b></p>	<p><b>Textiles</b> <b>Minibeasts</b> Children to create mini-beast-inspired felt creations. Children to design their mini-beast and then gather experience in a range of basic sewing techniques to create a felt minibeast, stuff and simply embellish <b>Explore Artist Yumi Okita</b></p>
3	<p><b>Painting</b> <b>Stone Henge Silhouettes</b> Children to look at historic cave drawings/ paintings and their simplicity. Children to explore creating different effects using paint. Children to look at tones, hot and cold colours and going from dark to light and use this as a background to create a 'Stone Henge' inspired silhouette painting. <b>Explore Pablo Picasso 'Bull Series' (links to naive caveman style) and Barbara Hepworth's outside sculptures.</b></p>	<p><b>Sculpture</b> <b>The Egyptians Scarab Beetle</b> Children to look at the artwork of ancient Egyptians. Children to explore the scarab beetle, a symbol of wealth. Children to sketch (using a range of techniques) from a range of sources. Children to create beetles using clay and a range of techniques including joining. Children to include ridges carved underneath to insert wire legs wrapped in masking tape. Children to then paint and glaze. <b>Explore Egyptian artwork.</b></p>	<p><b>Textiles</b> <b>Tudor Roses</b> Children to design a Tudor rose using sewing and fabric. Children to create a simple rose design using paper as a collage that they will then use as a stimulus to create their rose. Children to practise a range of simple sewing and joining techniques to complete and stuff their Tudor rose. Option to fill with dried lavender as well as stuffing. <b>Explore artist Hans Holbein 'The Ambassadors' and its hidden symbolism.</b></p>
4	<p><b>Printmaking</b> <b>Natural Disasters</b> Children to explore printmaking using cardboard to print a range of reliefs based on volcanoes. Children to design and then draw an image that will be cut out and printed onto a piece of paper. Each section of the print will be a different colour inspired by Warhol. <b>Explore artist Andy Warhol and his Mount Vesuvius series</b></p>	<p><b>Textiles</b> <b>Mayan weaving</b> Children to explore the significance of weaving to the Mayans. Children to look at the colours involved and the meaning behind these. Children to use natural materials such as onion skins to dye and set wool for their weaving. Children will then design their own Mayan-inspired weaving using traditional colours and symbols. They will then use a cardboard loom to start their own weaving. <b>Explore Artist Gunta Stozl</b></p>	<p><b>Sculpture</b> <b>Anglo-Saxon Dragons- Clay</b> Inspired by the Anglo-Saxon belief that dragons protect gold, children will look at the Anglo-Saxon dragon-inspired jewellery, carvings and decorations. Children will then design a 'dragon's eye' using embellishment and colour linked to a theme. They will use a range of clay skills linked to joining (scoring). They will look at illustrations of stories featuring dragons. <b>Explore Illustrator J.R.R Tolkien and an illustrator that has used dragons (of child's choice).</b></p>
5	<p><b>Sculpture</b> <b>Vikings Lewis Chessmen</b> Inspired by the Viking made 'Lewis Chessmen or Berserkers' children to design and make their own set. Children must study the characters. Children to design these using traditional Viking imagery and patterns. Children to create a basic newspaper armature to create the shape. They will learn to join pieces of clay, how to form a slip and how to secure an object to work on at a later date. Children to carve into the clay to create the characters. Paint and glaze. <a href="http://www.schools2.cic.ames.cam.ac.uk/jb_clay_leson.html">http://www.schools2.cic.ames.cam.ac.uk/jb_clay_leson.html</a> <b>Explore and compare to Antony Gormley's Field Grayson Perry's No 3 Melanie, Georgina and Sarah</b></p>	<p><b>Textiles</b> <b>Exploring Greek symbolism through Felting</b> Inspired by the only piece of textiles found from the Ancient Greek era children will look at Greek symbolism. They will explore what different symbols mean and then design their own artwork. Children will look at the ancient felting craft and then create their design using felt. They will explore the history of the process and look at natural compared to manmade materials.  <b>Explore and compare two contemporary artist</b>  <b>Hannah Arnold with Ancient Greek artwork.</b></p>	<p><b>Painting</b> <b>Crime and Punishment- Graffiti</b> Inspired by the topic 'Crime and Punishment' children will learn about the Graffiti artist Banksy and compare him to local Graffiti artist Nathan Murdoch. Children will use paint to create their own artwork inspired by graffiti and look at the controversial side of the artwork.  Children will also explore colour theory and look at how colours are linked to emotions and feelings.  <b>Explore and compare to Banksy and Nathan Murdoch.</b></p>
6	<p><b>Painting</b> <b>Key Monarchs</b> Children to look at playing cards, particularly the King and Queen of the deck. Explore the role and history of the playing card and then look at a range of card examples from early designs through to modern contemporary designs. Children to have the opportunity to explore these and then create their own King or Queen playing card design using ink or paint on a large design. <b>Explore historical and contemporary playing card design and designer Charles Rene Mackintosh..</b></p>	<p><b>Sculpture</b> <b>Local History</b> Children to look at the work of the Napoleonic prisoner of war of Norman Cross at the Peterborough museum. Explore the collection of items the museum displays such as carved bone and ivory, including model ships, needlework boxes, playing cards and articles of straw marquetry. Using a limited range of resources (matchsticks, lolly sticks, straws etc) children to design and create their own small-scale model in the style of the prisoner's work. <b>Explore artist Willard Wigan.</b></p>	<p><b>Popular culture- Open Artwork</b> Children to research the art of the Pop art area. Children to explore artists such as Peter Blake, Roy Lichtenstein, Richard Hamilton and Andy Warhol. Children to then have the freedom to explore the art and produce a piece of art based on this theme. This could be in any medium. Children to use sketchbooks to sketch, plan and annotate ideas. <b>Explore Pop Art and its historical significance.</b></p>

## Progression

At Orton Wistow Primary School we use a progression of key skills starting in the EYFS and moving into Key Stage 1 and Key Stage 2 to ensure teaching and learning is progressive, consistent and challenging for every pupil. We ensure that the act of investigating and making includes exploring and developing ideas and evaluating and developing work and these skills are taught within every lesson. We do this through a mixture of direct teaching and individual/ group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources including other artists' work, educational visits and computing. We recognise the fact that we have children of differing abilities in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which include differentiation by task, resources and support materials, **extension challenges to develop greater depth learning, higher order questioning and/or support from peers or adults.**

Year Group	FS	KS1	LKS2	UKS2
Responding to Art	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p><b>ELG:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.</p> <ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>	<p>Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language.</p> <ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>	<p>Develop and imaginatively extend ideas from different starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketchbook. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</p> <ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>
<b>Techniques</b>				
Painting	<p>Explore colour and colour-mixing.</p> <p><b>ELG:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to</p>	<ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to</li> </ul>	<ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use</li> </ul>	<ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built</li> </ul>

	and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills.	make tones. • Create colour wheels.	watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.	world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
Sculpture	Join different materials and explore different textures. <b>ELG:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills.	• Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving.	• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.	• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.
Printmaking	Explore different materials freely, in order to develop their ideas about how to use them and what to make. <b>ELG:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills.	• Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints.	• Use layers of two or more colours. • Replicate patterns and styles used by other printmakers. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns.	• Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.
Textiles	Explore different materials freely, in order to develop their ideas about how to use them and what to make. <b>ELG:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills.	• Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques.	• Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric.	• Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.



Drawing	<ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul>	<ul style="list-style-type: none"> <li>• Use pencils of different hardness to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross-hatching to show tone and texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul>
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Digital Art and Drawing skills are taught through all areas of the art curriculum.

## Planning

The Art lead has created Curriculum 2.0 documents for Art. This is based on our progression document which is fundamental to the planning of high-quality Art activities. The Art lead has provided a map of planning for teachers to use throughout all terms linked to their topic. Class teachers will be responsible for the lesson planning of art in various areas of the curriculum during the Art lead will support with planning and any training required for the teaching on the sessions. A bank of resources and techniques has been shared with all teachers via Google Drive.

## SEND

At Orton Wistow Primary School we are ambitious of what our SEND children can achieve. Art allows different ways for children to think and draw on all their learning from across the curriculum without having to use it in the traditional way. SEND children historically can achieve and sometimes exceed their peers when competing in the Arts.

Teachers understand that pupils with the most complex needs might require that the curricular goals be adapted for them.

At Orton Wistow targeted teaching enables teachers to break down or reinforce aspects of the curriculum. This might mean that some pupils practise different components of the curriculum when studying the same content areas.

### To support we can:

- Prior Learning – SEND children to have the opportunity to revisit or access new learning prior to the lesson starting. This may include the vocabulary and key facts or time to reinforce the expected outcome so they have a clear idea of their journey.
- Pictorial guidance (where applicable) – Pictures of sequences or images of instructions or processes will be given to allow SEND children to take responsibility for their own learning, building their confidence (not being held back by their ability to read and write).
- Flexibility of extending the time for children with SEND
- Amending equipment used to enable full access to learning

- Opportunities to work collaboratively with others (where applicable) or in small groups on a project instead of individually.

## **Evidencing/ Folder of Excellence**

All years will produce one written outcome (reflection) per term linked to evaluating their Art using WWW and EBI- this can be in a subject of your choice in which you have used Art in.

Each year group will create a document (max 1 side of A4 sheet) of Art evidence per term. This will contain pictures, tweets and reflections in addition to listing the Art skills used and how they supported topic learning. These documents will be saved in the Folder of Excellence.

## **Assessment**

At Orton Wistow Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is ongoing to ensure that understanding is being achieved and that progress is being made. The Progression of Key Skills document is also used to assess achievement in relation to year-group expectations. Children are assessed as working towards, meeting or exceeding year group expectations using the 'insight' tracker which is linked to the unit of work the children are studying and the skills they are focussing on in that year group.