

Art and Design Curriculum

Through Art and design, we aim to encourage self-expression, creativity, confidence and a sense of individual identity. We aim to inspire a love of art in our children and an understanding of how art and design reflects and shapes our history and heritage, and contributes to the culture, creativity and richness of societies all over the world. In line with the National Curriculum, we aim to engage, inspire and challenge our children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As they progress, they should be able to think critically and develop a more rigorous understanding of art and design.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to National Curriculum	We believe that an art and design curriculum should provide mirrors for the children in which they can see themselves reflected, and windows, through which they can look into the lives and stories of people who are different. Using this approach, we select subject content from the National Curriculum document and build schemes of work within art and design that represent the unique community that we serve.	Pedagogical Approaches	The pedagogical approaches to the teaching of art are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being: <ul style="list-style-type: none"> • Deliberate and intentional retrieval of previous knowledge to build on previous learning • Regular checkpoints and formative assessments to tailor lessons to the needs of pupils • Positive relationships that create the conditions conducive to effective learning • High levels of subject knowledge 	Approach to Assessment	We believe that Art and design is more than just knowing artists, movements, or media. We assess the children's ability to apply their knowledge with a final assessment piece at the end of each project. This provides information on the children's ability to use a combination of substantive, disciplinary and procedural knowledge. The end of unit assessment comprises of an unseen artwork that is related to the area of art that has been studied. The children analyse the piece, using the knowledge and skills they have developed during the project. This is used by teachers, alongside the child's own composition, to provide information on how well the children are learning the curriculum.
End Points	Substantive knowledge represents the content that is taught in each year group – in planning, this knowledge is presented as specific 'learning outcomes' – the content we want the children to know and remember	Teachers' Expert Knowledge	Teachers are given regular opportunities to access CPD. The subject leader provides regular updates to staff. The culture of the school promotes openness and honesty in relation to proactively seeking support; this may be reflected in PDM content, and discussions between colleagues.	Performance Data	There is no published data for art and design at primary school. The school tracks foundation subjects broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end of year report.
Sequencing	Procedural knowledge represents the skills of an artist. This knowledge is vertically integrated so that the children revisit and deepen their knowledge and understanding in each year group as they progress through school. In planning, this knowledge is presented as our broad 'learning aims'. For example, the children are taught how to analyse works of art. This is taught in every year group from year one to year six. As the children move through school, they are presented with an increasing range of art works (in a range of media) and are taught how to analyse them in increasingly complex ways.	Promoting Discussion and Understanding	Effective questioning by the teacher is key to allow pupils to practise new knowledge and to help them make links between new and prior learning (Rosenshine). Teachers' questions aim to promote dialogue about the success of the focus skills, possible ideas for further improvement and opportunities for children to reflect on the materials and techniques used.	Pupils' Work	Children's work will be used as a way of securing and showing learning and not simply a record of activities done in class. Children should be able to refer back through their project books, to support themselves with new learning and retrieve key elements of previous learning. Evidence will be recorded in a variety of forms.
Alignment with EYFS	Expressive arts and design is a specific area of the statutory framework for EYFS. The development of children's artistic and cultural awareness supports their imagination and creativity. As 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, expressive arts provision is year-round in EYFS. Children are given	Knowing More and Remembering More	Our Art and design curriculum is built upon high levels of repetition to ensure that our children can do more and remember more as they progress through school. The two strands of Procedural knowledge and Disciplinary knowledge are revisited and developed in every class from year one to year six. This repetition ensures that our children reach the end of Key Stage Two with the ability to apply the skills and conceptual frameworks of artists with	Talking to Pupils	The subject leader will dedicate time regularly to the scrutiny of work, discussion with teachers, enhancing subject knowledge, and discussion with pupils. Pupils will have the opportunity to talk about their work, their enjoyment and understanding of the lessons, and how much they can recall, and their responses will be used to inform an evaluation of the quality of teaching and learning.

	opportunities and experiences to enable them to meet the expected level of development.		high levels of independence. Beyond the project itself, books are placed in the reading areas of classrooms so that children can access their work and the work of others. Teachers build in time over subsequent terms to revisit the books and give opportunity for reflection, discussion and recall.		
Local Context	In selecting the specific content, we ensure that the heritage of our children is highlighted and celebrated. As a result of our work on developing an anti-racist curriculum, deliberate choices are made about aspects of art and artists/designers studied so that our curriculum is representative of, and sensitive to, the community that we serve.	Teacher Assessment	Teachers assess formatively in each lesson. Children will have opportunities to evaluate and recognise their own success and teachers will carry out formative assessment for learning using checkpoints. Task design allows children to demonstrate their progress. Teachers endeavour to carry out live feedback in line with research about which forms of marking and feedback have the most impact.		

Disciplinary knowledge in art and design is the interpretation of the 7 elements, how they can be used and combined in order to create a specific and desired effect. It is also the critical evaluation of artists' work; evaluating style and technique and having the ability to appraise a piece of work. We introduce the children to disciplinary knowledge in art and design through the following lenses or 'Big ideas':

- Line: Exploring marks that span the distance between two points – straight or curved, 2D or 3D, implied or abstract
- Shape: Exploring the result of closed lines – shapes that are two dimensional, geometric or organic
- Colour: Exploring hue and intensity
- Value: Exploring the lightness and darkness of a colour
- Texture: Understanding the way something feels, or looks like it would feel
- Space: Understanding the way in which line, shape, form and colour can be manipulated to create space
- Form: When a shape acquires depth and becomes three dimensional it takes on form