Curriculum Offer for *Art and Design*

INTENT

How is your curriculum set up and what it the rationale behind it?

Context:

Market Town:

Raise aspirations for all of the children
All children to achieve (21.7% PP – increased over time)
Children starting school with low level of speech, language and communication, including lower vocabulary and many have limited experience.

Driving the curriculum:

Our Mission

Underpinned by our Christian values, we create a happy, caring environment. This empowers each and every unique person to dream, believe, achieve and flourish.

'In the same way you should be a light for other people. Live so that they will see the good things you do' **Matthew 5:16 (ICB)**

Our Vision

At St Peter's CE Primary and Nursery School children and their learning are central to everything we do. As a church school we aim to serve our community by providing an education of the highest quality within a framework of Christian belief and values. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experiences we offer to all of our children.

Our school values underpin our day to day lives:

• **Fairness**: We act without bias and provide equal opportunities for everyone.
'For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of people.' (2 Corinthians 8:21)
• **Honesty**: We always tell the truth, whilst showing respect for the feelings of others.
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• **Teamwork**: We work together to achieve shared goals.
'For the body is not one member, but many' (Corinthians 12:14)
• **Ambition:** We work hard to achieve our aspirations and never give up.
'You did not choose me; I chose you and appointed you to go and bear much fruit, the kind of fruit that endures.' (John 15:16a)
• **Care**: We look after each other, ourselves and our environment.
'A new commandment I give to you, that you love one another, even as I have loved you, that you also love one another. By this all men will know that you are My disciples, if you have love for one another' (John 13:34-35)
• **Respect**: We are thoughtful and considerate to ourselves, others and the environment. 'Do to others whatever you would like them to do to you. This is the essence of all that is taught in the law and the prophets.' (Matthew 7:12)

Our Values are visible around the school as a constant reminder to us all. We are proud to display our Christian values, but strongly encourage a sensitivity to difference and the faiths and cultures of others. We are an inclusive school.

Members of St Peter's school community work together to provide a vibrant and creative learning experience for our children. A safe and secure environment encourages children to be happy, confident and enthusiastic learners and enables them to take risks in their learning. Within a climate of high expectation and challenge, all children are guided, supported and inspired to fulfil their true potential, emotionally, physically, spiritually and intellectually, both during their time at school and in their life ahead.

We value the partnership with parents and carers very highly and encourage them to take an active role in all aspects of school life. We aim to develop a culture of inclusion and diversity in which everyone feels comfortable and welcome.

In order to achieve our vision we aim to ensure that our children understand the importance of being:

• **Respectful**: Each child is thoughtful and considerate to themselves, others and the environment.
• **Ready to learn**: Each child has a positive, confident attitude to learning. They are both physically and emotionally ready to learn.
• **Resourceful**: Each child shows initiative, asks good questions and is prepared to use a variety of strategies to learn.
• **Reflective**: Each child is curious, able and willing to learn from their mistakes and can describe their progress
• **Able to Reason**: Each child is able to make careful decisions based on an ability to explain their thinking, consider all the evidence and choose the most appropriate method. They are encouraged to have lively and enquiring minds which will help them to become good investigators and communicators.
• **Resilient**: Each child is prepared to persevere and stay involved in their learning, even when the process is challenging.

Art and Design at St Peter's enriches children's learning and enables them to communicate their thoughts, ideas and observations in a practical and expressive way. In talking about art and evaluating their own and others' work, children are encouraged to develop their visual language ideas and feelings. Through experience of a variety of materials, tools and techniques, children have the opportunity to record creatively the world around them.

We strive to provide a creative and enriching learning experience in order for children to flourish and become the very best version of themselves they can possibly be. We believe all children should reach their potential, recognising personal strengths and celebrating personal achievements of themselves and others; both within the school and its wider community.

Vocabulary Development

In order to develop children's vocabulary we have identified subject specific vocabulary (which we call tier 3 vocabulary) to support a child's conceptual knowledge and improve their 'cultural capital'. Cultural capital is the background knowledge of the world pupils need to infer meaning from what they read. It includes vocabulary, which, in turn, helps pupils to express themselves in a sophisticated, mature way.

Ambitious curriculum for all

Our Pupil Premium strategy states we will maximise all children's potential by offering them an exceptional quality of education through a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils, the cultural capital they need to succeed in life. We will consistently promote the extensive personal development of disadvantaged pupils, going beyond the expected, and giving pupils access to a wide and rich set of experiences. We will provide opportunities for disadvantaged pupils to build their cultural capital in accordance with our vision to enable all of our pupils to dream, believe, achieve and flourish.

SEND children will have full access to the curriculum. Art storage systems are predictable, for example, resources are accessible within reach and are labelled clearly to encourage independence. In the EYFS art materials are clearly labelled with words, images and sometimes objects. These provisions also encourage all children to put items away in the correct place. Specialist equipment such as specialist scissors and pencil grips for sketching pencils are used when needed. We use generic aids for example, frames and adhesives to hold down pupils' work to surfaces.

IMPLEMENTATION

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive from Nursery to Year 6 and that is underpinned by the requirements of the National Curriculum. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. To ensure a broad range of skills and understanding, Art is taught across four strands:

- Drawing
- Colour and painting,
- Sculpture and form,
- Pattern and Printing

Teachers use the progression document to plan a series of art sessions, which allow children to express their creative imagination as well as providing them with opportunities to practise and develop mastery in key processes of art. This is supported through studying key artists and the development of a knowledge of their work. There is a minimum expectation of 6 hours' art every term and these often involve studying existing pieces of art, sketching aspects of these, with a particular focus on the necessary skills, before completing a final piece. The evidence of their work is collected within art sketch books (Y2-6) which follows the children through the school.

Alongside our curriculum provision for art and design, we also provide pupils with the opportunity to participate in art based after school clubs. We also have a yearly whole-school Arts Week, which are often based on a theme with lots of engaging sessions and cross curricular links. Local artists and the local community are involved within the Arts Week and it creates a special week where the whole-school participate in a wide-variety of art and musical experiences.

CURRICULUM STRUCTURE

Curriculum breadth

Art and Design Progression Document
National Curriculum

Making links

Wherever possible meaningful links are made to topics within each year group in order to enhance the learning. For example: Link to Science: Seasons, may involve colour mixing to match the colours found within the seasons. Science: Space – links to Jackson Pollock and the splatter effect to create a Nebula.
History: Vikings – Links to drawing to design a pattern on a helmet.

When on school trips, sketch books are sometimes takes e.g. Flaxmill, Whixill Moss to draw from real-life observations. These observations may feed into an English/Science/History session.

Recording

Evidence from each lesson should go into pupil's sketchbooks (Y2-Y6) with the corresponding learning objective. The Foundation Stage record through Evidence Me and in their Floor book.
Often Artwork is put on display within the classroom or on a corridor and if this is the case, photographs of the display will be taken and then glued by the corresponding learning objective. In sketchbooks there will be evidence of opportunities that children have practised and experimented with different drawing mediums, colour mixing, experimenting with brushes etc. The sketchbook does not have to be about the 'finished piece'. The sketchbooks may also contain photographs of children involved in the art process.
An Art Gallery in the school hall is used to celebrate art within different year groups and is changed every half term.

Teaching approaches/Pedagogy

Learning objectives are lifted from the progression document and teachers are able to deliver sessions that trigger children's imaginations. Children should have the opportunity to express their ideas with freedom and enthusiasm whilst experimenting and exploring different art mediums. Children have the opportunity to experiment with lines, tones, colours, form and space before producing a finished piece.

Children will be encouraged to reflect on and evaluate their own work and that of others. They will be introduced to a range of art works and styles and explore the work of artists from different periods and cultures and begin to understand how art impacts and enhances society and our surroundings

Sketch books are used from Y2-6 to explore and investigate ideas, media and techniques, to develop observational drawings and representations of imaginary worlds. By annotating sketches the older children will begin to use sketchbooks to map out their responses. Children will learn about a range of artists, designers and crafts people, art movements and styles across time and cultures.

Progression in Art

Progression document from Nursery to Year 6.
Document: Progression Document

IMPACT

Assessing Progress –

Foundation Stage are using Evidence Me to assess progress.
Each year group (Y1-6) have their own art assessment sheet which can be ticked off every term or after every project. Assessment is split between, generating ideas, making, evaluating, knowledge and understanding.

Formative assessments:
Using an end of year assessment sheet, children will be assessed as B - below, WT – working towards, EX – expected or GD – greater depth at the end of each year. An annual report to parents details progress and achievements made in Art.