



Statement of Intent and implementation for Art and Design

Curriculum

We have identified **5 Golden Threads** that weave through our curriculum and underpin everything we do.

Values: “Our children will be good citizens and have a sense of belonging”

Knowledge and skills-based: “Are curious, aspirational and knowledgeable”

Progression led: “Our children will Do more, know more and remember more”

Language and vocabulary rich: “Are good communicators both orally and in writing”

Experience rich: “Are interested and interesting”

Intent:

In line with the 2014 Curriculum for Art and Design we aim 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.
- Can use subject specific vocabulary to communicate their observations and preferences.

Implementation

Knowledge and skills-based implementation:

The national curriculum is our starting point for deciding upon the knowledge and skills that children will be taught in each year group. Our curriculum is designed to ensure that, where possible, learning is relevant to our diverse community and rooted in our rich heritage. Often, cross curricular links are made to make learning experiences more meaningful and to give context to the knowledge acquired and skills taught. High quality texts are chosen that will motivate learners and make cross curricular links, other visual stimuli and experience are used to make the knowledge and skills being taught as accessible as possible.

Progression led implementation:

In Art and Design we have sequenced units of work to ensure there are opportunities for children to make links. Learning is sequenced to ensure that prior learning can support what comes next. This is demonstrated in the sketchbooks which document the progression.

Language and Vocabulary rich implementation:

In Art and Design, the key language and vocabulary needed by children to communicate their learning is identified and explicitly identified on planning. Vocabulary is explicitly taught through a variety of active learning strategies. Teachers are encouraged to be passionate

about language and model effective use of vocabulary within their teaching. For example, children will use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.

Experience rich implementation:

Our curriculum is designed to ensure that our children (many of whom are transient) understand what it means to belong- to our school community, our local area, and our wider location. Where possible, topics have been chosen that are relevant and meaningful to our school community. Class teachers are usually responsible for teaching Art and Design Technology, although there will be times when professional artists/helpers will be involved in the teaching of the topic.

We take every opportunity to develop links with outside agencies and experts, in order to enrich our Art and Design provision.

In response to COVID- staff have identified the skills that were missed during school closures and have adapted and prioritised their teaching sequences with support from the subject leader to ensure pre-requisite steps are incorporated into current teaching

Assessment:

- A WAGOLL – What a great one looks like – will be used by staff to pitch the knowledge and skills consistently. Both summative and formative assessment will be used to ensure lessons are scaffolded effectively and learning is deep and meaningful.
- At the end of a unit, teachers and pupils will assess the final outcome against a list of success criteria designed specifically for the unit and this will be recorded in sketch books alongside the final piece. This will ensure that future teachers can build upon the skills of each individual to ensure progression.
- At the end of the year, teachers will highlight coverage and record the attainment of each child.