

St Francis' Catholic Primary School, Goosnargh

Curriculum Intent, Implementation and Impact

St. Francis' Catholic Primary School

LIVING FEELING DREAMING

Living our life as Jesus taught us Feeling the Gospel Values Dreaming of bright futures for all
As children of God, we care for each other and we always try to do our best'

ART and DESIGN

At St.Francis' Catholic Primary School the curriculum encompasses our Mission Statement:

Mission Statement

Everyone at St.Francis' Catholic Primary School and Pre-School tries to be like Jesus. We work together to make our school and community a welcoming and happy place to learn. Made in the image of God, we care for each other and we always try to do our best.

Intent

We understand that art helps to engage, inspire and challenge children, equipping them with the knowledge and skills to experiment, invent and create their own works of art. Art, craft and design embody some of the highest forms of human creativity. Our school is committed to encouraging curiosity and creativity, allowing them to think critically and develop a thorough understanding of art and its place in the world.

Aims

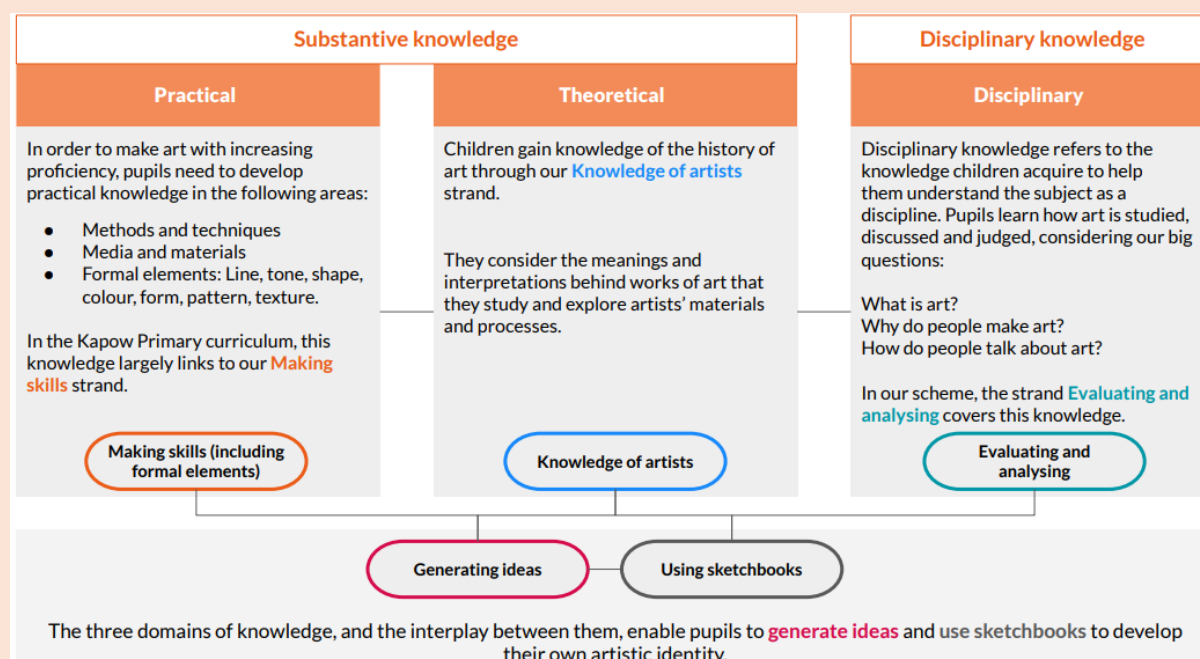
The national curriculum for art and design aims to ensure that all children:

- 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

We have a love of Art and Design because it can give us all opportunities to shine creatively. This is an integral subject in our curriculum and it is used in many cross-curricular ways. The children have sketch books and they have success criteria and key learning objectives to support their skills progression.

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

Creativity and independent outcomes are robustly embedded into our units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.



Relevance and adaptability

The Kapow Art revised scheme of work is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

In all of our subjects, we have reflected upon what it means for us to have high expectations and ambition for all. One size does not fit all and we are responsive to all learners in school.

Quality first teaching means that children's needs will be met through inclusive and effective teaching. By creating an emotionally supportive environment, breaking down complex content, sequencing learning within lessons, reducing distraction, rephrasing questions, intervening at the right time, providing the right support, providing the right resources and using effective teaching and learning strategies, children will thrive.

We believe the curriculum should be adapted to meet the needs, aspirations and interests of pupils and prepare them for the demands of a changing society and contribute to its development for the common good. The curriculum should also relate to their level of maturity and provide for enjoyment and fulfilment.

Implementation

Planning the curriculum

Teachers plan the Art and Design curriculum according to the agreed programme which ensures that the children experience a wide range of knowledge and skills throughout each Key Stage as stated in the National Curriculum. Due to mixed age classes, we have yearly cycles which are planned to support sequential learning, supporting children to know more and remember more.

Lessons are always practical in nature and encourage experimental and exploratory learning with children using sketchbooks to document their ideas. Knowledge organisers for each unit support children by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.

We have developed our own planning format for each unit of work to identify the knowledge to be taught and learnt, the skills to be developed and the links with other curriculum areas to be promoted.

Professional development opportunities (individual and whole school) are provided for teachers to further develop subject knowledge and expertise.

We use the KAPOW scheme of work.

Progression - The teaching and learning of knowledge and skills

There is an agreed plan for the continual progression of the teaching and learning of knowledge and skills to be developed in the children.

Adaptive Teaching

All children learn in different ways and at different speeds. Adaptive teaching begins by having the same learning intentions for all pupils without lowering expectations. In order for all children to achieve these learning intentions it will be necessary to adapt teaching.

In Art and Design, lesson adaptations may include:

- ✓ assessment of prior learning and adapting lessons to meet the needs of all children
- ✓ providing specific materials and tools for sensory processing
- ✓ ensuring resources are in reach and relevant to the task
- ✓ use of specialist scissors or cutting tools
- ✓ the use of real life objects and natural resources/sensory resources
- ✓ bespoke visual aids
- ✓ labelled diagrams
- ✓ WAGOLLS
- ✓ pre-cut shapes and resources
- ✓ multiple choice quizzes
- ✓ cloze procedure tasks
- ✓ Praise positive behaviour at each step to encourage high self-esteem.
- ✓ Ensure clear instructions are given throughout the lesson.
- ✓ Provide time limited learning breaks.
- ✓ Ensure step by step instructions are given, so each child knows what part of the lesson they are working on. (For example, the design, the creation or the evaluation)
- ✓ Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate
- ✓ Provide art tools when necessary to avoid distractions during teacher input
- ✓ children responding to art work in the way of our 'scrapbook' creative approach to promote personalized learning and individual worth
- ✓ Provide children with extra-large pieces of paper to work on.
- ✓ Make sure resources are well organised and not cluttered.
- ✓ Ensure the child is positioned in a well-lit space before beginning an activity.
- ✓ precise and explicit modelling of tasks
- ✓ extra repetition when learning a new skill
- ✓ pre-teaching or earlier encounters with concepts
- ✓ teacher intervention to address gaps or misconceptions
- ✓ the use of appropriate vocabulary at varying levels of difficulty during lessons
- ✓ careful use of support for pupils with English as an additional language
- ✓ dual coding with key vocabulary and pictures
- ✓ simplifying language
- ✓ discussions with children, alongside their work (teacher knowledge)

Consolidation

The knowledge the children have gained in a unit of work is constantly revisited to reinforce learning such as at the beginning of a new unit of work. This is to ensure that the knowledge is

embedded and retained to inform and link with new units of learning. The teaching of skills are consolidated with each new unit of learning.

Challenge

Opportunities for extension activities are built into the teaching of a unit of learning according to the age and ability of the children in order to provide stretch and challenge and greater understanding for all learners.

Enrichment

Opportunities for a wider understanding of the curriculum are incorporated into the planning of a unit of learning. This may include extension opportunities, such as research, and other activities such as visits to local places of interest.

By the time children leave our school, they will have access to a well-rounded curriculum with excellent curriculum experiences to:

- Raise money for charity
- Take part in a young enterprise initiative
- Take part in national theme weeks
- Visit an art gallery
- Dress up
- Watch a pantomime
- Experience a residential outdoor education visit
- Learn to play a musical instrument
- Learn to speak Spanish with National Curriculum requirements
- Visit a museum
- Visit a farm
- Write a story and send it to an author
- Write a poem and send it to a poet
- Participate in sporting competitions and enrichment opportunities
- Learn to swim
- Perform in a school drama production
- Visit a contrasting place of worship
- Link with other schools and attend community events
- Experience reflective theme days and awareness days
- Enjoy free forest schools activities
- Be a buddy to younger children in school
- Engage in a STEM project
- Enjoy gardening
- Bake for a purpose
- Organise and lead children leading children initiatives such as lunchtime clubs
- Take part in a music competition with other schools
- Learn how to be kind
- Be ready for our world

Continuity

Teaching and learning links with many other areas of the curriculum to support the whole development of the children as stated in our mission for the school.

Impact

Our curriculum is designed in such a way that children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in our regular discussions and decision making processes, children will not

only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

An assessment spreadsheet including the learning outcomes for children with secure understanding and those working at greater depth enables teachers to keep records of summative assessments for each child.

We are able to monitor and evaluate the impact of teaching through our embedded self-evaluation procedures. This will enable us to know if the curriculum is successful or not. These procedures include curriculum review in staff meetings, book looks, ongoing assessment, reinforcement of knowledge before a new unit of learning, talking to children and professional development opportunities. These procedures enable us to review provision in order to ensure that the curriculum meets the needs of the pupils as stated in our intent.

Children will:

- ✓ Produce creative work, exploring and recording their ideas and experiences.
- ✓ Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- ✓ Evaluate and analyse creative works using subject-specific language.
- ✓ Know about great artists and the historical and cultural development of their art.
- ✓ Meet the end of key stage expectations outlined in the National curriculum for Art and design.

Assessment

Each unit of work taught and learnt is assessed by the teachers to determine what learning has taken place. This assessment takes a variety of forms (talking to children, quizzes, testing) and is assessed against the knowledge to be gained as stated on the Knowledge planning format. These assessments will inform future planning and provision.

The Subject Leader will discuss the provision of the teaching in the school with the teachers (staff meetings) and quality assure provision through other monitoring strategies such as book looks, talking to children, moderation of work and cluster meetings. The Subject Leader will ensure that an Improvement Plan is developed which evaluates current provision and prioritises actions for future.