



ART AND DESIGN CURRICULUM AIMS

By the time children leave St. Mary's Catholic Primary School, they will be:

Successful Learners

Through the enjoyment of learning, develop enquiring minds in order to process information, reason, question and evaluate, enabling all children to achieve the best they can now and in the future.

Confident Individuals

Become increasingly independent, are able to take the initiative and organise themselves, showing a willingness to try new things and making the most of opportunities.

Responsible Citizens

Are enterprising, well prepared for life and able to work co-operatively in a diverse, multi-faith/ cultural society.

They take account of and respect the needs of present and future generations in the choices they make and know that they can change things for the better.

To achieve this the school helps pupils: -

- Attain a high standard of achievement, satisfaction and enjoyment in all areas of the curriculum.
- Grow in self-confidence, have a sense of personal worth and be able to adapt to the changing world in which they live.
- Mix with their peers and adults, to communicate feelings and share experiences, building a better understanding and mutual respect for each other.
- Apply themselves to tasks individually and as contributing members of a team.
- Develop a set of moral values, understand the world in which they live and respect the views of others, tolerating different opinions and beliefs whether racial, religious or political.
- Develop lively, enquiring minds with the ability to communicate their findings.
- Be aware of and take an interest in the beauty and wonder of the world around them and recognise the need for conservation.

Our aim is that all pupils have access to a broad, balanced, engaging and enjoyable curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Assessment is used to set targets which are deliberately ambitious; but which enable pupils to experience success as learners. Potential areas of difficulty are identified and these areas are addressed at the outset through intervention, differentiated resources and targeted teaching to remove barriers to pupil achievement. This results in our Curriculum being accessible to all.

At St. Mary's Catholic Primary School, we offer a curriculum which is broad and balanced, engages and inspires children, yet builds on the knowledge, understanding and skills of all: regardless of their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. It ensures that academic success, creativity and problem solving, respect, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates diversity and utilises the skills and knowledge of the whole school and wider community while supporting the pupils' spiritual, moral, social and cultural development.

The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated lifelong learners in readiness for their next stage of education. To best meet the needs of all of our pupils, a knowledge-rich yet skills based curriculum is delivered.

Across the EYFS the curriculum is delivered through broad topic work and also through the interests of the children and current themes. In Nursery, planning in the moment can also have an impact on learning and the environment. Staff support children in their choices and provide them with a rich and well-resourced environment. Children across the Foundation Stage are encouraged to become independent learners. Staff challenge children through questioning, specific tasks and independent learning. In Nursery, we build on the foundations to give our children the skills they need when transitioning into Reception. In our Reception class, activities are planned with a variety of adult directed, adult support and independent work. We tailor our curriculum to meet the needs of our children. Where children are ready for a more formal approach, staff will plan for this through directed teaching. Those who still need a play based approach will be supported by all staff through scaffolding and modelling.

If needed, pupils may still work on the Early Learning Goals of the Early Years Foundation Stage Curriculum as they enter Year 1. However, the Year 1 National Curriculum is taught from the outset. Throughout this period and beyond, all children are developing their phonic knowledge using SoundsWrite phonics programme.

The RE curriculum is provided as part of each child's entitlement to a broad and balanced education contributing to their spiritual, moral and cultural development.

RE within our curriculum promotes:

- religious literacy
- the chance to think and ask questions
- the development of empathy skills
- a broader understanding of different values
- an awareness of diversity through looking at major religions and beliefs in the UK and beyond

The curriculum is delivered through discretely taught subjects, where possible, the subjects may overlap. The more able are challenged further in their learning and children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success. National requirements and school requirements are mapped out as a whole school and then individual year groups plan the curriculum for their pupils accordingly.

At St. Mary's, we have a highly effective, carefully planned and tightly structured program for phonics teaching. This enables our children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills. Our children are also taught high frequency words that do not conform to regular phonic patterns.

Reading is a vital life skill that will support children's learning across the whole curriculum. We strive to ensure that our children are taught to read with fluency, accuracy and understanding through a variety of high quality English lessons and learning opportunities across all subject areas. We want children at ST. Mary's to become enthusiastic, independent and reflective readers.

Mathematics curriculum is delivered using a range of resources which are developed around the CPA approach (concrete, pictorial and abstract). In all year groups there are small group interventions to support pupils in gaining the key skills to become successful readers, writers and mathematicians.

Specialist teachers and instructors support some music, physical education and the teaching of MFL. All subject leaders are given training and opportunity to develop their subject knowledge, skills and understanding to ensure curriculum development provides progression and sequencing of concepts across the school. This also enables them to provide high quality support to colleagues to improve pupil outcomes. Enrichment events, whole school activities and opportunities within and outside school all enrich and develop the children's learning.

Our aim is that all pupils have access to a broad, balanced, engaging and enjoyable curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Children are encouraged to apply skills learned, particularly in English and Mathematics, across the curriculum. Assessment is used to set targets which are deliberately ambitious; but which enable pupils to experience success as learners. Potential areas of difficulty are identified and these areas are addressed at the outset through intervention, differentiated resources and targeted teaching to remove barriers to pupil achievement. This results in our curriculum being accessible to all. Provision for the Most Able pupils is a mixture of depth and mastery with opportunities for independent working and reflection. Where appropriate, children working within the greater depth area of the curriculum are provided with an individual activity or challenge which reflects a greater depth of understanding and higher level of attainment.

After school clubs and events extend these opportunities further. Additional whole school programmes and approaches support quality teaching and learning and the school is well resourced in terms of learning materials, books and technology.

The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas, particularly science.

Pupils have opportunities to share their learning with each other, their parents, carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

Art and Design

National Curriculum Programme of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, in-spire 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.

Aims

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

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 in 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.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- 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.

Art - End of Year Expectations – Nursery

Physical Development	• Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
Expressive Arts and Design	• Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.

Art – End of Year Expectations - Reception

Physical Development	• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
Expressive Arts and Design	• 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.

Art - End of Year Expectations - Year 1

Generating ideas	• Work purposefully responding to colours, shapes and materials. • Recognise that ideas can be expressed in sculpture. • Create simple representations of animals and other things.
Making	• Use materials purposefully to achieve particular characteristics or qualities. • Work spontaneously and enjoy the act of making and creating. • Sustain concentration and control when experimenting with pencil. • Explore a range of materials to create artwork.
Evaluating	• Recognise and describe key features of their own and other's work. • Show interest in and describe what they think about the work of others. • To say what they like about their work and what they would change.
Knowledge	• Know how to recognise and describe some simple characteristics of different kinds of art and artists. • Know how to explain what they are doing. • Know the names of tools and techniques and formal elements (colours, shapes, tones) that they use.

Art - End of Year Expectations - Year 2

Generating ideas	• Use drawing to record ideas and experiences. • Make sensible choices about the design of their own sculpture.
Making	• Deliberately choose to use particular techniques for a given purpose. • Develop and exercise care and control over the materials they will use. • Refine and improve sketches.
Evaluating	• When looking at creative work, express clear preferences and give some reasons for these. • Use sculpture to develop and share their ideas, experiences and imagination. • Say what was the hardest part and why.
Knowledge	• Know that different forms of creative works are made by artists from all cultures and time. • Talk about the materials, techniques and processes they have used, using appropriate vocabulary. For example, they know the names of the tools and colours they use. • Talk about the techniques they have use to add detail

Art - End of Year Expectations - Year 3

Generating ideas	• Gather and review artwork related to ideas and intentions. • Use a sketchbook for different purposes including planning and shaping ideas. • Think about the material they will use for precision and accuracy. For example, pencil type.
Making	• Select, and use appropriately, a variety of materials and techniques in order to create their own work. • Develop practical skills by experimenting with clay and other materials to make a sculpture. • Apply technical skills using the correct pencil type, colour and shading.
Evaluating	• Reflect upon artists' work commenting on what they like and dislike. • Take time to reflect upon the finished product and how it could be improved. • Analyse the detail and say what is effective.
Knowledge	• Know about and are able to describe the work of some artists, craftspeople, architects and designers. • Know how to explain ways of using some of the tools and techniques they have chosen to work with. • Know how to create more realistic drawings focusing on shape.

Art - End of Year Expectations - Year 4

Generating ideas	• Use sketchbooks and drawing to purposefully improve understanding and inform ideas of artists' work. • Select the relevant resources to develop their ideas. • Use sketchbooks to practise lightly sketching.
Making	• Apply the technical skills they are learning to improve the quality of their work. • Investigate the nature and qualities of different materials. • Apply technical skills using the correct pencil type, colour and shading.
Evaluating	• Reflect on own artwork and make comparisons with artist. • Reflect upon the finished product and compare to others. • Analyse the detail and say what is effective and what is not effective.
Knowledge	• Know about and be able to describe the key ideas, techniques and working practices of a variety of artists, craftspeople or designers that they have studied. • Understand how to describe the processes they are using and how they hope to achieve high quality outcomes. • Know how to create more realistic drawings focusing on shading.

Art - End of Year Expectations - Year 5

Generating ideas	• Use technology to research an artists' work to plan own design. • Confidently use sketchbooks for a variety of purposes including: developing ideas, testing materials, planning and recording information. • Use sketchbooks to practise with different pencil types and why they are used.
Making	• Use acquired technical expertise to make work which effectively reflects their ideas and intentions. • Confidently investigate and exploit the potential of new and unfamiliar materials and different ways of using tools. • Be aware of the abstract structure of your arrangement: its balances and contrasts of line, shape, tone, colour, pattern, texture and form.
Evaluating	• Regularly analyse and reflect on their progress against the work of other artists. • Evaluate their own progress taking into account what they hoped to achieve. • Students describe key details (e.g., colours in foreground and background, details about size and placement of the objects in relation to each other).
Knowledge	• Know how to research and discuss the ideas and approaches of various artists and designers, taking into account their cultural context and intentions. • Understand how to describe the processes they are using and how they hope to achieve high quality outcomes. • Know how to create more realistic drawings focusing on shading and dimension.

Art - End of Year Expectations - Year 6

Generating ideas	• Systematically investigate and research other artists and the materials that they use. • Independently develop a range of ideas which show curiosity, imagination and originality. • Use sketchbooks to practise with different pencil types and create three dimensional shapes.
Making	• Independently select and effectively use relevant processes in order to create successful and finished work. • Independently take action to refine their technical and craft skills in order to improve their mastery of materials such as clay. • Provide a realistic representation of the group of objects and as a dynamic composition of visual elements.
Evaluating	• Provide a reasoned evaluation of both their own and professionals' work. • Evaluate starting point, intentions and context behind the work. • Students describe key details (e.g., colours in foreground and background, details about positive and negative space, size and placement of the objects in relation to each other).
Knowledge	• Know how to describe, interpret and explain the work, ideas and practices of some significant artists and designers taking account of the different historical, cultural and social contexts in which they work. • Know technical vocabulary and techniques for materials and processes. • Know how to create more realistic drawings focusing on shading and dimension.