

Curriculum Intent

Why?

We value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas.

We want children to be able to think and act creatively, to explore art for a variety of reasons in a variety of contexts. We want them to engage, create, grow and appreciate the importance of art. To see how it can bring people together and how it can both reflect and impact on our history, culture and views.

We want children to enjoy art in all its forms.

Curriculum Implementation

What?

The teaching and implementation of the Art and Design Curriculum is based on the National Curriculum and the Early Years Foundation Stage Curriculum.

Art planning is sometimes, but not always, linked to a class topic.

Areas covered include

- Drawing
- Painting
- Sculpture
- Textiles
- Work of other Artists
- Exploring and Developing Ideas.

More detail can be found in our Whole School Long Term plan and our Art Progression of Skills document.

How?

Art is taught for one session a week, every other half term

Or,

One session every other week.

(Alternating with another expressive arts subject such as music.)

It is taught in class, by class teachers – following our agreed Long Term Planning.

Curriculum Impact

What will children know & when?

What children should know and be able to do in each year group is set out in our Progression of Skills for Art.

Teachers use this document, alongside the Schools Long Term Plan, to know what children have previously been taught and to inform future lessons. They complete ongoing assessments throughout the year. This data is analysed on a termly basis to inform any trends or gaps in attainment. It is passed on to the children's next teacher each year to support planning.

Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked using Tapestry.

Teachers use verbal questioning and discussions to support their assessments. For example,

"Tell me what you are making? What might you do next? What inspired you?"

Ensuring children are supported and challenged appropriately:

- Clear, logical sequence of learning is reiterated in each lesson.
- Teachers use differentiated resources where appropriate. For example, different tools for children with developing fine motor skills.
- We view art as an inclusive subject where all efforts and creative ideas are welcomed and supported. All children are encouraged to have a go.