# **Curriculum Intent: Art and Design**

**Broad and Ambitious Curriculum**

The Art and Design curriculum at Earley St. Peter’s is designed to provide pupils with opportunities to develop their interests and express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. A broad and balanced curriculum is designed so pupils experience the fundamentals of art, including the exploration of the work of a wide range of artists, architects and sculptors. They study some of the iconic artists such as Vincent Van Gogh, William Morris and Georgia O’Keeffe. Alongside modern and cultural artists and sculptors which include Jasper Johns, Cai Guo-Qiang, Zaha Hadid and Sokari Douglas-Camp. Pupils are encouraged to combine their knowledge of art, specific artists and techniques alongside their personal experiences to evaluate artworks to influence their own creativity.

Art aims to inspire pupils and develop their confidence to experiment and invent their own pieces of art work. It also enhances the pupil’s spiritual growth as they reflect upon their work and work of their peers. Creativity and independent outcomes are robustly embedded into the units, supporting pupils 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. Art enables pupils to securely build strong foundations for the future as they master core subject knowledge and skills which is at the heart of the school vision.

Our approach is founded on developing three interconnected domains of knowledge: practical, theoretical, and disciplinary. In order to make art with increasing proficiency, pupils need to develop practical knowledge in the following areas:

● Methods and techniques

● Media and materials

● Formal elements: Line, tone, shape, colour, form, pattern, texture.

Pupils gain knowledge of the history of art through the Knowledge of artists strand. They consider the meanings and interpretations behind works of art that they study and explore artists’ materials and processes. Disciplinary knowledge refers to the knowledge children acquire to help them understand the subject as a discipline. Pupils learn how art is studied, discussed and judged, considering our big questions: What is art? Why do people make art? and How do people talk about art?

We systematically build pupils' skills from foundational explorations in Key Stage 1 to more complex, refined techniques in Key Stage 2, allowing for progressive skill development and knowledge accumulation.

**Planning and Implementation**

The provision of Art at Earley St. Peter’s offers a holistic and a sequenced unit of lessons where pupils generate ideas; use sketchbooks; making skills, including formal elements (line, shape, tone, texture, pattern, colour); build on their knowledge of artists and evaluate and analyse. All these elements in a unit are woven together to cover all the National Curriculum attainment targets. Art is taught within four core areas that are revisited each year with increasing complexity- drawing; painting and mixed media; sculpture and 3D and craft and design. This allows pupils to build on their previous learning and have the opportunity to develop mastery.

Curriculum planning is structured to fully scaffold and support meaningful learning progression. Each unit of work is carefully sequenced to enable pupils to build on prior knowledge, make connections between different artistic concepts, and develop increasingly sophisticated understanding. There are opportunities to form cross-curricular links. In Year 3, pupils use botanical drawings and scientific plant studies as inspirations this links with the study of plants in science lessons. In Year 6, pupils explore Ancient Maya art with direct links to their history lessons.

Lessons are delivered in a practical nature this ensures that skills and techniques are modelled and pupils encouraged to be experimental in using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils’ learning is available when required. Pupil videos created by subject specialists help pupils to see art techniques modelled by experts, to ensure the delivery of Art in our school is of the highest quality. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.

Pupils take part in Art Club and Sewing Club which provide additional enrichment opportunities for pupils to explore their creativity and develop their skills outside of the regular curriculum.

**Impact on Pupils**

Our curriculum is inclusive, maintaining high expectations for all pupils, including those with special educational needs or disadvantages. Pupils 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, pupils 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.

We employ targeted teaching strategies that break down complex concepts without lowering curriculum goals. We carefully manage cognitive load and provide multiple entry points to learning, ensuring all pupils can access and progress within the art curriculum.

Assessment is integral to our implementation strategy. We use formative assessment techniques that go beyond final artwork, drawing insights from sketchbooks, observations, and pupil discussions. Every lesson begins with the ‘Recap and recall’ section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with the opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on. Each lesson contains the ‘Assessing progress and understanding’ section which helps teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson. For the drawing and painting and mixed media key areas there is an assessment tool, recognising that art and design involves more than just technical ability, the tool helps evaluate pupil’s creative expression, technique and their understanding of concepts.

Each unit of work assesses pupil’s understanding and retention of key knowledge using an assessment quiz with multiple choice questions and one open-ended question. Assessment quizzes offer teachers valuable summative records, serving as evidence of pupil progression throughout the year and as they transition between key stages.

By the end of primary education, pupils will demonstrate:

* Technical proficiency across multiple artistic media when creating work, exploring and recording their ideas and experiences.
* Proficiency in drawing, painting, sculpture and other art, craft and design techniques.
* Skills in evaluating and analysing creative works using subject-specific language.
* Knowledge about great artists and the historical and cultural development of their art.
* They have met the end of key stage expectations outlined in the National curriculum for Art and design.