

Curriculum Statement for Art and Design



Belonging, Being, Becoming

Our principle aims, following the National Curriculum in England for art and design are for pupils to:

- 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

The core of our art and design curriculum is the National Curriculum for England.

A broad and balanced creatively driven art curriculum, helps our pupils to develop a creative flair and imagination and gives pupils a better understanding and knowledge of cultural capital and the value art has in society.



The curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. End points are clearly identified for each year group within each of the three strands through a whole school art and design progression map.

All children have access to a high-quality, ambitious art and design curriculum that is both challenging and enjoyable and raises pupil's aspirations. We widen their horizons through a context rich curriculum, that gives purpose to their learning, through high expectations for every child to succeed.

Every year group has a yearly curriculum map that outlines the key areas of Art and Design which will be taught throughout the year. This ensures that an adequate amount of time and coverage is allocated to each key area.



Detailed medium-term planning supports teachers to plan a sequence of progressive weekly lessons and over time, giving the children time to master new substantive concepts. Within this document, key objectives, success criteria and vocabulary are outlined as well as pictorial examples of the learning to take place. Progression documents used to support the medium-term plan, to ensure that staff are delivering a consistent and challenging curriculum that builds on prior learning.



At Sir Alexander Fleming, we have five curriculum drivers that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.



Inclusion – All pupils participate in art and design. Each learner is an individual and we use a child centred approach to adapting our teaching to meet their need.

We make the following adaptations to the curriculum to ensure all pupils needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual cues to accompany verbal instructions.

We use the NASEN 'Teacher Handbook: SEND' (2021) to further inform our inclusive practice by considering specific adaptations for each curriculum area.

Inclusion is supported through collaboration, particularly through programming activities as well as structured group tasks. By working together children can

build dialogues, articulate the key concepts and develop a shared understanding.

Art and design lessons build on each other within a unit. Each lesson typically starts with an introduction to introduce new concepts or recap learnt concepts and builds on to activities. These may be practical tasks or discussion based tasks where children work together to explore and investigate new concepts. Lessons are often finished with a plenary to sum up the lesson's learning and assess understanding.

Within the lesson, teachers check pupils understanding effectively and address any misconceptions swiftly. The curriculum is designed and delivered in a way that allows pupils to know more and remember more. Key concepts are embedded in their long-term memory so they can apply them fluently.

Wellbeing - We place emphasis on a curriculum that develops the whole child. Through our core values we ensure that the wellbeing of all members of the community is at the centre of our life in school and the key to raising academic success.

Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions. In art and design children are enabled to become creative, confident learners of technology who can solve problems, work collaboratively and think logically.

Within many of our art and design units, children are given the opportunities to create projects which build up pupil's confidence, self-esteem and wellbeing.

Oracy – Our curriculum aims to develop learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding. In art and design, oracy is developed through introducing and using the key language and vocabulary within each unit. Children are expected to use the appropriate terminology to explain their thoughts and ideas within each of the art and design units.

Enrichment - A range of visits or visitors into school are planned across the curriculum. These are organised by teachers, to offer a range of experiences that help to broaden the understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning.

In art and design, enrichment includes a KS1 and KS2 art club which takes place during lunchtime for specific year groups; the children work with a skilled and experienced art teacher.

It also includes visits to our local area and outdoor creative lessons which enable the children to utilise natural resources and sharing of work between year groups including whole school art galleries. Art and design is also referenced throughout the curriculum on trips and visits across the whole school.

Physical activity – Sport England Survey shows that active children are happier, more resilient and more trusting of others and it's also shown a positive association between being active and higher levels of mental wellbeing, individual development and community development.

At Sir Alexander Fleming we build physical activity into art and design through exploring and manipulating a variety of media. We often stand and use our whole bodies to create pieces of art.

The EYFS curriculum includes rich opportunities for children to explore how to use a variety of media in useful ways, learning how to hold and use tools effectively and how to manipulate materials to create something new.

Throughout the whole of the Foundation Stage, the pupils will have opportunities to build and apply their understanding of art and design in both the indoor and outdoor classrooms, bringing nature into their artwork at every available opportunity.

As **pupils move through KS1**, they have the opportunities to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Within EYFS and KS1 there is an art and design unit each term. This ensures that pupils are introduced to a range of materials with opportunities given to creatively use drawing, painting, sculpture, collage and printing to develop and share their ideas, experiences and imagination. Across the curriculum pupils learn about the work of a range of artists, craft makers and designers all especially chosen to demonstrate that creativity is not limited.

Key skills and techniques learnt in KS1 are built upon in **KS2**, giving pupils the opportunities to master art and design techniques, including drawing, painting, collage and sculpture with a range of materials. Alongside this, they continue to build on their knowledge of great artists, architects and designers in history increasing their understanding of the value of art within society.

Assessment is woven throughout the curriculum and is used by staff to check pupil's understanding of key concepts. At the beginning of each lesson the class teacher will share a learning objective and success criteria with the children. This informs them what they are learning and the steps they need to take to be successful. The teacher will assess the pupils against the success criteria. The assessment will be based on the pupil's application of taught knowledge through class discussion, answering questions, practical activities and if appropriate written work. This supports in identifying gaps in knowledge and understanding enabling teachers to respond appropriately. We also recognise the value of assessment as an important learning tool which provides opportunities for pupils to strengthen their memories through concerted effort.

In Art and Design, pupils are consistently assessing their own work and adapting and developing their ideas as their knowledge increases. Building confidence to critique work they have created to improve is something we take pride in as a school. Teachers assess knowledge retention and use of new skills without imposing ideas, making sure that the child's own creativity is tapped in to, enabling them to blossom into the artists they are as individuals.

The impact of our art and design curriculum is that:

- Our pupils love being creative and can explain the importance of the subject in their everyday lives. They can also explain how the subject will help them in their future careers.
- Our pupils have a sound understanding of the knowledge and skills they have been taught which prepares them for their next stage of education.
- Our teachers have high expectations for every pupil which is evident throughout the high standards of work which pupils clearly take pride with.
- Our teachers have good subject knowledge and are aware of the resources available to help them plan well-structured lessons.
- Our subject leaders have a clear understanding of the schools' strengths and areas for improvement. There is a constant drive to ensure that we can be the best we can be.