

Art and Design at Church Eaton



Intent: Art and Design Curriculum What are our aims?

Our entire curriculum is designed to educate and form the whole child. We want children to have a deep understanding of their own story – to know where they have come from, what their own aspirations for the future are and what skills they will need to achieve them. We want children to leave Church Eaton understanding that:

- They are part of a small rural community with a very long and very proud history. (**Community**)
- They are also part of an enormous diverse wider world that will provide endless opportunities. (**Diversity**)
- They are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (**Social Mobility**).

Our Art and Design curriculum supports these guiding principles by aiming to inspire pupils and develop their confidence to experiment, create and invent their own works of art. It is ambitious, broad and balanced for all pupils and is designed so that knowledge, skills and vocabulary are built cumulatively over time. Through carefully sequenced learning, pupils develop their ability to generate ideas, use sketchbooks purposefully, master a range of techniques and respond thoughtfully to the world around them. The curriculum is adapted, where appropriate, so that all pupils, including disadvantaged pupils and pupils with SEND, can access the same ambitious curriculum and achieve well.

Our scheme supports pupils to meet the National Curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies. It is sequenced so that pupils revisit and build on prior learning, with clear progression in disciplinary knowledge, technical skill and creative confidence. We also ensure that all pupils, including disadvantaged pupils and pupils with SEND, can access the same ambitious curriculum through adaptive teaching, scaffolds and appropriate support.

- 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.

Implementation: What do we teach?

Our Art scheme of work is designed with five strands that are taught 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 are sequenced coherently so that children build their knowledge and skills over time and apply them to a range of meaningful outcomes. The formal elements, a key part of the National Curriculum, are woven throughout the curriculum, and key skills are revisited with increasing complexity through a spiral curriculum model. Teaching is informed by evidence about how pupils learn: teachers present new knowledge clearly, model techniques explicitly, revisit prior learning, develop vocabulary and check understanding carefully so that pupils remember more and make stronger connections between prior and new learning.

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

Implementation: How do we ensure that knowledge and skills are progressive?

Nursery: Children will be taught how to

Physical Development	• Use one-handed tools and equipment, for example, making snips in paper with scissors.
Expressive Art and Design	• Explore different materials freely, 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. • Explore colour and colour-mixing

Reception to Year 6

- Our National Curriculum mapping document shows which of our units cover each of the national curriculum attainment targets as well as each of these strands within it. (See Website)
- Our Progression of skills and knowledge shows the skills that are taught within each year group and how these skills develop year on year to ensure attainment targets are securely met by the end of each key stage. (See Website)

Implementation: What do Art lessons look like?

We have identified a series of Teaching and Learning Pillars which underpin all teaching and learning at Church Eaton.

Pillar	
Focused Planning	Curriculum programmes of study are developed into medium-term plans which identify learning objectives, assessment opportunities and sticky knowledge designed to help pupils remember important content over time. Teachers then adapt units around the key knowledge, concepts and questions pupils need to learn, making sure the curriculum is ambitious, coherent and well sequenced. Knowledge organisers, visual references and exemplars support pupils in remembering techniques, vocabulary, artists and processes.
Quality First Teaching	Lessons are practical, purposeful and rooted in an evidence-informed understanding of how pupils learn. Teachers present new knowledge clearly, model techniques explicitly, revisit prior learning and use sketchbooks to develop ideas, practise, reflect and refine. High expectations for all pupils, adaptive teaching, rich discussion and opportunities for independent creative decision-making ensure that outcomes are both knowledge-rich and personal to the pupil.
Effective Target Setting through Meaningful Assessment	Assessment is an integral part of teaching and learning in Art. Teachers use ongoing assessment within lessons to check pupils' understanding against the learning objectives and the intended knowledge, skills and vocabulary. This assessment is then used diagnostically to identify misconceptions, gaps in knowledge and the next steps in learning. Information from assessment supports future planning, adaptation and intervention, ensuring that pupils are appropriately supported and challenged. Tracking grids and assessment records also help teachers and subject leaders identify where pupils may need further support or greater challenge.
Targeted Interventions	Staff and pupil solution circles are used to support data analysis and identify what support children need and how this can be achieved. This is supported by Raising Achievement and Progress Meetings, held regularly, so that barriers to learning are identified early and appropriate support, scaffolds and challenge can be put in place.
Purposeful Learning Environment	Art is celebrated with an online gallery and displays in and out of the classroom. Learning resources and visual prompts are easily accessible to enable children to work independently, and shared displays are used to celebrate final products and parent engagement days. Regular access to alternative learning spaces e.g., library, hall, outside to enhance the learning experience is also explored
Extended Curriculum	Children are given the opportunity to attend numerous Art clubs throughout the year e.g., painting, sewing etc
Reading at the Core	Children are provided with reading resources at an appropriate level to support their learning. They are provided with opportunities to borrow books on Art from the school library and library bus to supplement their knowledge and interest.

Impact: What will our children have learnt from our Art curriculum?

Through our carefully planned and sequenced curriculum we work to develop learners, from their individual starting points who are: ·

Community builders who are aware that they are part of a small rural community with a very long and proud history and can use this sense of community spirit to work collaboratively with others for the common good. ·

Clear Communicators who are literate and numerate in all contexts and aware that they are part of an enormous diverse wider world that will provide endless opportunities for them to apply these skills. ·

Successful learners who are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (social mobility).

In Art this will mean that our pupils will: ·

- produce work of quality by producing creative work exploring and recording their ideas and experiences
- learn what was intended by being proficient in drawing, sculpture and other art, craft, and design techniques
- learn what was intended by being able to evaluate and analyse creative works using subject specific language
- achieve well by meeting the end of key stage expectations outlined in the National Curriculum for Art and Design ·
- be well prepared for next steps ·
- be able to read age-appropriate materials and know about leading artists and the historical and cultural development of their art

Impact: How do we track progress?

EYFS: Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in a variety of forms in the children's Cornerstones accounts, floor books, or their exercise books. Each child's progress is assessed whether they are working below age related expectations, working within age related expectations, or working above age related expectations.

At the end of EYFS (Reception) Children will be assessed using the Early Learning Goals. They will either be emerging at the goal or achieved it.

Years 1-6: The impact of our scheme is monitored through both formative and summative assessment. At the start of each unit, pupils complete a knowledge catcher to help teachers identify prior knowledge and establish a baseline for learning. In each lesson, teachers use assessment guidance to check pupils' understanding against the learning objectives. This assessment is then used diagnostically to identify misconceptions, gaps in knowledge and the next steps in learning. At the end of each unit, pupils complete a unit quiz to assess what they know and remember from the learning journey. As part of our Kapow scheme, pupils also complete endpoint assessments through Time to Shine activities. These provide opportunities for children to apply and highlight the full range of knowledge and skills from across the unit, while helping teachers assess how securely pupils have completed and understood the tasks within the learning journey. To support this further, we also carry out book looks, pupil interviews and regular moderation exercises to check the progress made and identify how best to support pupils moving forward.