

Art & Design Curriculum

Intent, Implementation, Impact



Intent	Implementation	Impact
<p>Our intent is to ensure that our art curriculum engages, inspires and challenges our children to think creatively and critically to develop an appreciation of art and design as well as of artists and craftspersons.</p> <p>We intend to provide children with opportunities to develop their skills and techniques using a range of media and materials and to encourage children to take creative risks through age- appropriate instruction so that they become proficient and knowledgeable of both practical and theoretical aspects of art and design. Through providing enrichment opportunities such as visiting artists and visits to art galleries, we intend to increase pupils' cultural capital and understanding of human creativity.</p> <p>It is our intent that children leave our primary school equipped with the most valuable knowledge and skills which will support them in Key Stage 3 and to create a pathway in which</p>	<p>Children in each year group learn a range of skills and techniques, use specific media revisited across years groups to develop depth and proficiency and develop the ability to experiment with different kinds of art, craft and design whilst increasing their awareness and appreciation of artists and craftspersons. Where appropriate, links are made across other curriculum areas to reinforce learning in other subjects, yet this does not detract from teaching art as a discipline.</p> <p>In the Early Years Foundation Stage, art and design is taught through the Expressive Arts and Design Curriculum in which children engage in art and design, and think freely and creatively through exploration and experimentation. Children are taught to communicate their understanding and their imaginative development is nurtured.</p> <p>At Ashbury Meadow, in Years 1 - 6, art is taught in blocks Blocking units of work condenses sequences of learning incorporating both practical and theoretical learning. Component knowledge and skills are recorded in sketchbooks where appropriate and composite end-products are either recorded in sketchbooks or using the appropriate media. A discrete artist study unit is planned for each year group. Both local, national and international artists as well as male and female artists are chosen for children to study. The structure of a unit of work is informed by the National Society for Education of Art and Design (NSEAD) in which sequences of learning involve developing substantive knowledge of process and context, generating ideas, making and evaluating.</p> <p>Whole school art days enable links with other curriculum areas. Enrichment activities such as visiting artists and visits to local art galleries take place to increase children's cultural capital and to further develop their appreciation of art, as well as extra-curricular activities such as after school art club provides further opportunities for children to practise and develop their skills and creativity.</p> <p>In order to support all pupils in accessing the art curriculum, teachers ensure all lessons are adapted to meet needs. This includes the use of technology, widgeit, appropriate tools and other resources as well as the EEF '5 a day' approach.</p>	<p>Children gain substantive knowledge and understanding and proficiency of various artistic skills and techniques as well as of a range of artists and craftspersons.</p> <p>Children develop disciplinary skills of making judgements and evaluations about artwork including their own and the artwork of others.</p> <p>Children develop an appreciation of art and its contribution to culture. They gain understanding and appreciation of the work of a range of artists and craftspersons.</p> <p>Children's cultural capital is increased through enrichment opportunities such as after school art club.</p>

<p>they may consider a future career in the creative industries.</p>	<p>To support the implementation of a unit of work, curriculum leaders have created unit overviews which contain:</p> <ul style="list-style-type: none">• Links to prior knowledge• Substantive knowledge and disciplinary knowledge to be taught• Links to up to date, specific resources and examples• End points for assessment• Future links to related concepts• Key vocabulary.	
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