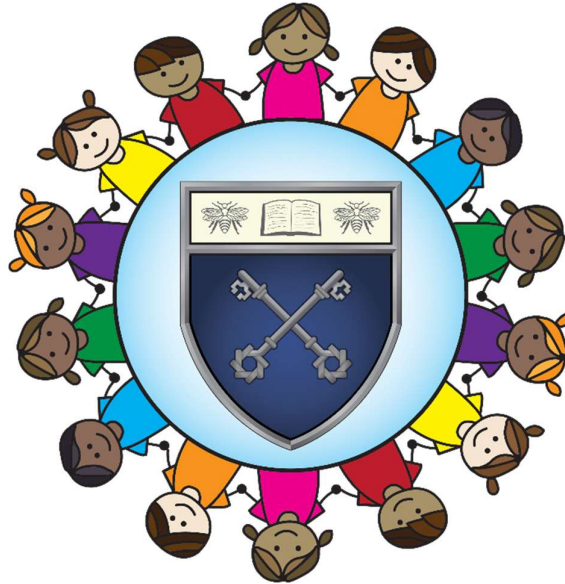


Art and Design Curriculum



Intent, Implementation
and Impact

Intent

Art and Design Curriculum Intent

At Longshaw Junior school, we believe that art and design stimulates pupil creativity and imagination. It provides visual, tactile and sensory experiences and a way of understanding and responding to the world. Pupils are encouraged to develop their creativity, skills, and knowledge through using different materials and processes to communicate their own experiences, ideas and interpretations. They are given opportunities to explore the work of artists, craft makers and designers, whilst understanding the historical and cultural importance and development of a range of art forms.

We will deliver a knowledge-rich curriculum that:

- enables children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- develops creativity and imagination through a range of activities;
- improves the children's ability to control materials, tools and techniques;
- increases their critical awareness of the roles and purposes of art and design in different times and cultures;
- develops increasing confidence in the use of visual and tactile elements and materials; and
- fosters an enjoyment and appreciation of the visual arts and a knowledge of artists, craft makers and designers.

Implementation

Art and Design Curriculum Implementation

At Longshaw Junior school, pupils are given opportunities to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They to create sketch books to record their observations and use them to review and revisit ideas. They improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) and they learn about great artists, architects and designers in history.

Pupils will be given opportunities to:

- enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- develop creativity and imagination through a range of activities;
- improve the children's ability to control materials, tools and techniques;

- increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- develop increasing confidence in the use of visual and tactile elements and materials; and
- foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craft makers and designers.

Staff will use the following approaches in our teaching of Art and Design:

- We teach specific key vocabulary for pupils to use, modelled by the staff;
- Lessons will cover the Art and Design curriculum, ensuring progression and depth of knowledge and skills;
- Develop substantive knowledge of the key features and characteristics of art movements and artistic contexts studied.
- Ensure that the disciplinary knowledge of artistic elements, artistic language, use of equipment and component techniques are modelled and systematically developed.
- Ensure there are opportunities for extended, uninterrupted making where children can independently work through their ideas
- Ensure pupils take pride in their sketchbooks, treating each page as a work of art. Work should be creatively presented and extensive pieces of writing should be avoided.
- Create a context for the unit through a specific theme or focus such as an individual artwork, a specific art movement or a specific artist.
- Cross-curricular learning and activities to support subject knowledge in different situations e.g. English, Maths, DT, Science and Art;
- Questioning and to support learner's knowledge; and to encourage pupils to apply their learning in an open manner that creates discussion and debate within class;
- Provide opportunities to help develop the children's ability to plan and develop their ideas, as well as being able to evaluate their artwork.
- Create opportunities for children to engage in the full process of being an artist, right through from research to display.
- Opportunities for artists to come into school to work with the children in order to enhance the learning experience of the pupils.
- In ensuring high standards of teaching and learning in Art and Design.
- We ensure that Art and Design has the same importance given to it as the core subjects, as we feel this is important in developing their creativity.
- We fulfil the requirements of the National Curriculum for Art and Design; providing a broad, balanced and inclusive curriculum.

Adapting the curriculum for pupils with SEND in Art and Design

At Longshaw Junior School, Art and Design is inclusive, and all pupils are given opportunity to travel the same creative journey regardless of their ability to access core lessons. Art and Design forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our art and design teaching we provide learning opportunities that enable all pupils to make progress. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Examples of how lessons could be adapted are:

- SEND pupils often benefit from an explicit focus and pre-teaching of disciplinary vocabulary.
- For visually impaired pupils, Art learning may require audio description of images. Art may also be a tactile experience – handling real paintings and sculptures to feel the textures.
- For dyslexic pupils, artists research can be completed through visual literacy and notes can be made in sketch format, removing the reading and writing barrier.
- For pupils with fine motor difficulties, chunky tools such as pencil and paintbrushes may be provided to support grip and control. Other equipment to support access may also be used.
- Teachers may identify and break down the components of the subject curriculum into manageable chunks using an 'I Do – You Do' sequence to allow pupils to see a modelled technique or outcome before creating their own.
- The use of high quality WAGOLLS that are easily accessible often scaffold the learning for SEND pupils.

Understanding Different Types of Knowledge in Art

Substantive Knowledge

Substantive knowledge is the subject specific content of art and design which is taught through research and practice. Substantive knowledge covers a range of topics including History of Art and modern Art Practice. Substantive knowledge can broadly be defined by art movements, knowledge of artists and artistic disciplines. The substantive knowledge of Art and Design is outlined in the National Curriculum. At Star, our substantive knowledge is progressive; built upon year after year through procedural knowledge and complimented by the learning of disciplinary knowledge.

Disciplinary Knowledge

The disciplinary knowledge of Art and Design incorporates the discrete artist skills and techniques (components) which are explicitly taught in reference to the principals of Art and Design. Disciplinary knowledge also refers to contextual studies of specific artists and artworks and the language of art in which we use to analyse and discuss Art and Design. Disciplinary knowledge is broken down into components which culminate together to create a composite outcome.

Procedural knowledge

Procedural knowledge is the understanding of how art is made. It is its journey from research, to ideas, to practise, making, presenting and evaluating. Procedural knowledge teaches children how to approach the learning of art and design and the stages they much go through in order to create an effective and informed creative artwork. Procedural knowledge is represented by the stages of 'visual literacy', 'generating ideas', 'create' and 'present'.

- Visual Literacy: The study of art history, art theory, specific artists and historical, social and economic contexts.
- Generating ideas: The opportunity to use mediums and materials, explore material properties & uses, and the chance to develop skills & ideas through practical approaches.
- Create: Invitation to plan creatively, make outcomes using original ideas, and the opportunity to adapt, refine and change creative outcomes.
- Present: Evaluate their own creations and engage in critical discussions about their own work and the work of our peers.

Our School Values and Pupils' Personal Development

The curriculum is a means by which we can develop confidence, resilience, determination and respect for others in our pupils. Teachers include activities and experiences aimed specifically at these outcomes in their planning.

Impact

The impact of the Art and Design curriculum will be monitored and evaluated in specific ways by the Art and Design subject leader and SLT, as well as reporting to the governing body.

Examples of how standards and achievements will be monitored are as follows:

- children's work from across the school with an indication of where it meets expectations
- photographs recording displays, artwork, visits and visitors
- teachers' plans showing evidence of quality, creative and challenge in history
- records of scrutiny of work
- lesson observations
- learning walks
- plans and work from enrichment activities
- pupil voice
- formative and summative assessment
- data analysis (Sonar)

The purpose of the monitoring and evaluation of impact is to monitor standards and achievements and to ensure that all children are experiencing creative and challenging Art and Design, enabling them to achieve ambitious end goals.