

## **Subject Rationale**

### **Our vision for Art and Design**

Art holds a very important place within the primary curriculum; it helps to balance the weight of academic vs creative subjects, and supports the development of the whole child.

At St Mary's we know the importance of Art and Design as a subject in its own right whilst also recognising how children's experiences and learning in Art enriches their overall education and cultural capital. It is important that within our broad and balanced curriculum that Art and Design is taught as a discrete subject.

Children at St Mary's are given every opportunity to develop their ability, nurture their talents and interests, express their ideas and thoughts about the world as well as learning about artists across cultures and through history. We believe that our children have the right to an excellent and rigorous Art Curriculum so that they become proficient in drawing, painting, sculpture and other art, craft and design techniques.

### **The content of our Curriculum for Art and Design**

We follow the Kapow scheme of work for Art and Design. The planned units fully scaffold and support essential and age appropriate, sequenced learning, and are flexible enough to be adapted where needed. Creativity and independent outcomes are robustly embedded into the units of work, supporting children 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 child and are personal.

The scheme of work is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

In Key Stage 1 and 2, units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements of line, shape, tone, texture, pattern and colour are a key part of the National Curriculum and are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

Units in each year group are organised into four core areas:

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

- Craft and design

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils 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 are available when required. 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.

Our youngest children at St Mary's learn about Art and Design through the Specific Area of Learning 'Expressive Arts and Design' and Prime Area 'Physical Development'. Children in Reception have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. Planned adult led activities and continuous provision exploration allows children to represent themselves, their thoughts and feelings as they develop their ideas. Children develop their fine motor skills in order to handle tools and equipment which supports them in developing skills to draw, paint, collage, print, sculpt and craft with confidence and accuracy.

Our Art and Design curriculum ensures that all children have the opportunity to work with a range of materials, tools and techniques, regardless of ability. Specific tasks will be adapted, as and when necessary, to meet individual needs.

### **Opportunities & Resources**

St Mary's has a range of resources to support the teaching and learning of Art and Design across the school. Classrooms have a range of basic resources, such as drawing and painting materials with the more specialised equipment being kept in larger storage spaces.

### **Assessment and Monitoring**

Art and Design is not the same as other subjects. It does not always have a clear linear path, because we need to value creativity and individuality. Progress can be demonstrated strongly through the use of sketchbooks to record ideas, reflections, critical analysis of artists, and development of technical skills. Each child is unique, and each sketchbook should be unique, enabling pupils to develop their independence and creativity.

Throughout the units of work there are many opportunities for self and peer review, which builds on the long tradition of 'crit' or 'critique' prevalent in the wider world of education. It is likely to be mainly oral with younger children but as children progress through school their written annotations will support this.

Teachers use questioning throughout Art and Design lessons to assess children's understanding and support children to progress through oral and written feedback. Teachers do not mark children's sketchbooks but may provide written feedback on paper or on post-it notes attached to sketchbook pages.

At the end of each unit of work children's understanding is assessed through a short quiz.

The Art and Design lead monitors and reviews the implementation and development of the Art and Design curriculum in consultation with the Headteacher, staff members and

governors. Monitoring is done through a range of methods including: Learning walks, display and sketchbooks, teacher observations, discussions with staff and children.