




Curriculum Rationale Art

INTENT	
<p>How is Art aligned to the national curriculum?</p> 	<p>The art curriculum at Meadow Vale begins in EYFS with the expressive arts and design strand of the framework. The school then aligns to the National Curriculum art and design programme of study.</p>
<p>What are the end points for the curriculum and what knowledge and skills will children have when they leave us?</p> 	<p>Our art and design curriculum is a spiral curriculum. Skills are revisited and the use of ongoing sketchbook work underpins all the content. Techniques developed in art and design are applied across the curriculum.</p> <p>At Meadow Vale Primary School, we believe that high-quality art lessons will inspire children to think innovatively and develop creative procedural understanding. We believe that as the children progress in the learning, they should be able to think critically and develop a more rigorous understanding of art and design. We believe that children should know how art and design both reflect and shape our history and contribute to the future and creativity around the world.</p>
<p>How is the curriculum sequenced from EYFS to year 6?</p> 	<p>The art curriculum is intended to be delivered, where possible, linked to topics being studied as well as incorporating clear vertical links throughout the school ensuring learning is deep and transferable year on year.</p> <p>Through the study of specific artists or forms, teaching staff will be able to make tangible links between art and the rest of the wider curriculum.</p> <p>The art curriculum ensures a broad range of artists are studied across the curriculum from a range of genders, socio-economic backgrounds, nationality and races.</p> <p>In art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment, showing a range of evidence through their sketchbooks, and then reflect on why some ideas and techniques are successful, or not, for a particular project.</p>

IMPLEMENTATION

Pedagogical Approaches – what teaching approaches are taken to secure knowledge and skills?



The subject leader will provide all staff with an art curriculum framework which details the artists and movements they are expected to cover over the course of an academic year. The role of the teacher is to introduce new vocabulary, knowledge, key skills and materials, and allow pupils opportunities for personal expression. Teachers may choose to deliver art as blocked week if this is easier to facilitate and immerse the children in longer pieces of art work. They might also wish to deliver the unit over a number of weeks if the media require time to cure/dry. Either approach is permissible as long as the class teacher has a clear rationale for their delivery.

Teachers' expert knowledge – how do we ensure quality first teaching?
What training, CPD, resources are available to support?



Children will be taught about a key artist (sometimes linked to a particular movement). They will explore the biographical detail of the artists and how this might have informed their work. They explore the key features of the movement the artist is most associated. To ensure there is no repetition between year groups, this process of exploration will be a non-negotiable.

Knowing and remembering more – what approaches do we use to ensure knowledge is retained? E.g. knowledge organisers, retrieval practice



To ensure progression within the subject, work will be set based on the following parameters:

- Children will be expected to mirror or recreate key works of art in KS1 and in lower KS2 with some artistic decisions being made so it differs from the original.
- Pieces in upper KS2 should be original pieces that utilise the features of a movements. Skills progression will also be tracked throughout the school to ensure the artistic ability of the children reflects national curriculum expectations.
- The curriculum map provides a detailed overview of artists, movements and media.

Teacher assessment – what does assessment look like?



Art will be assessed through termly objectives based on the researching, planning, development and production of a piece of work. A skills progression map will be used to ensure children produce work that is art.

How do we know that the end points have been achieved? What does success look like?



Formative assessment questions are provided for children to evaluate both their own and others' work. These provide teachers with an indication of pupil confidence and reveal where gaps in knowledge and skills may have arisen. Sketchbooks evidence progression of skills in all year groups.

IMPACT

How does our assessment approach inform us of how well children are doing?



Our art curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers will keep records of work carried out by the children and assess the skills taught.

Pupils work – what evidence is used to demonstrate children’s learning?



Formative assessment is used to guide the progress of individual children. Sketchbooks are key to capturing pupil work. When possible, work is displayed in communal areas.

What feedback do pupils give and how can this be used to make changes to the curriculum?



Through evaluation of their own and others’ work, pupils provide valuable feedback which is key to the continual refinement and development of the art and design curriculum.