

# Art and Design Subject Rationale

## Our Vision

### LOVE, LEARN, SHINE.

*SHINE in the light and love of God.*

#### LOVE

We nurture each individual to be happy, healthy and safe, build positive and respectful relationships with others valuing their uniqueness and including everyone.

#### LEARN

We inspire children to a lifelong love of learning, to develop wisdom, knowledge and skills and be fluent, confident learners who are well prepared for life in a diverse world.

#### SHINE

We support children to grow and develop socially, emotionally, physically and spiritually, helping them to shine and share their light enabling themselves and others to flourish.

*'People do not light a lamp and cover it with a bowl or put it under the bed. Instead they put it on a lampstand, so that people will see the light as they come in'.*

*Luke 8 V16.*

## Vision into Curriculum

### ***Our vision translates directly into our curriculum in that:***

Our curriculum promotes a love and appreciation of life and learning enabling children to *SHINE*, realise a passion for what is possible and enjoy life in all its fullness.

## National Curriculum Aims and Purpose

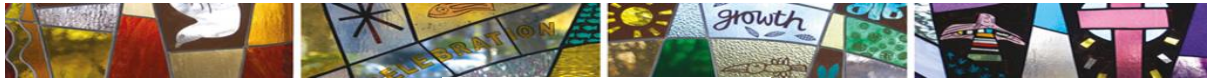
A well planned and effectively implemented curriculum begins with a sound and secure knowledge of the National Curriculum purpose and aims for the subject.

In Art and Design they are;

### National Curriculum Purpose

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.





## National Curriculum Aims

To ensure that all children can:

- Produce creative work, explore their ideas and record 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.

## Quality First Curriculum Implementation in Art and Design

Quality first curriculum implementation in Art and Design supports children in becoming secure, and fluent in the identified agreed core knowledge and skills in Art and Design. Fluency and security in core knowledge allow children to explore design concepts in greater depth, while exploring and evaluating concepts and ideas enables children to articulate informed responses about their carefully crafted artistic creations.

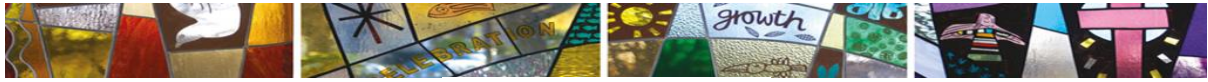
At St Peter's, the journey to becoming passionate towards Art and Design begins in the Early Years. Our youngest children learn about Art and Design within the EYFS area of learning known as 'Expressive Arts and Design' and 'Physical Development.' The objectives are set out in the Early Learning Goals which underpin the curriculum planning of children aged between three and five years old. These will be led by the children's interest and the 'here and how' gained from the observation, assessment and planning cycle. An example of how we inspire a love for Art and Design in EYFS includes throughout the topic 'Me and My World'. During this topic, the children in EYFS learn about events such as Bonfire Night, Harvest Festival and Diwali. This provides an opportunity to explore different materials and mediums to create our very own firework pieces of art, for example, while using our imaginations to consider what different patterns and textures we can use to really enhance our creations.

By the time children reach the end of Year Six they will be secure in their artistic and creative abilities and will be working in line with age related national expectations. They will have experienced a number of enrichment activities to enhance their wider artistic understanding.

Our children will have a rich and deep knowledge of local, national and international artists and architects. Furthermore, they will be able to use their artistic thinking skills such as exploring, considering, reflecting and evaluating to have a positive impact on their own artistic masterpieces.

Our children will enjoy asking and answering challenging questions about their artistic choices and be able to make links between their own masterpieces and those that have been created by others. Further to this, they will have the confidence and knowledge to be able to explain their creative choices and justify their reasoning.





Wherever possible or appropriate children with SEND access Art and Design along with their peers as we recognise the importance for all our children to access our curriculum in line with our curriculum design principles.

For some children with SEND, particularly those with high needs, access to Art and Design is considered along with ensuring they have access to their personalised or adjusted curriculum. For example, enabling access to specialist programmes such as those advised by speech and language therapists, occupational therapy programmes or the SEN Hub. These programmes are timetabled to minimise the impact on the child's access to a broad and rich curriculum and do not impact on access to educational visits relating to Art and Design. Typically, these programmes are identified in EHCPs and ILPs and curriculum adaptations are agreed with parents.

Higher attainers in this subject are challenged to ensure they become fluent with the core key concepts through additional questioning and prompts (and tasks where appropriate) which helps extend their verbal reasoning skills as well as supporting them to engage in creating, evaluating, and analysing, delving deeper into the subject content.

For children with SEND, access to the learning in Art and Design during lessons may need to be differentiated and scaffolded, whilst the planned, progressive curriculum content is retained. Children are supported to succeed through:

- Breaking down tasks into smaller chunks to achieve and prioritising understanding over task completion
- Giving sufficient time to process instructions, or adapted verbal or written instructions
- Wherever appropriate or possible, information is supported by pictorial or concrete cues. E.g. Art- real flowers that can be touched and seen are drawn.
- Scaffolded questions from adults and orally rehearsing thoughts with an adult
- Where appropriate or necessary, pre-teaching core vocabulary or concepts
- Resources that support reduced cognitive load. E.g. knowledge organisers which contain the key vocabulary and knowledge that the children can apply to their language when they are discussing and evaluating their masterpieces.

For children with very high needs, they may require additional resources such as social stories to learn challenging concepts or "rules" in line with their vulnerabilities in Art and Design. They are supported with additional teaching assistant time that is proportioned to enable children to succeed in this subject whilst promoting independence.





## Essential Characteristics of Art and Design

A feature of our curriculum design is the use of Essential Characteristics. These are the learning characteristics developed through the subject overtime. They act as a common thread between all the units studied in a subject and are developed from Early Years to Year 6.

In Art and Design they are;

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craftmakers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

## Art and Design Threshold Concepts

A further feature of our curriculum design are Threshold concepts.

Threshold concepts are the 'big ideas' that shape children's thinking within each subject. The same threshold concepts will be explored in every year group and children will systematically build their understanding of them. An important principle, is that exploring concepts will never be complete; children will continue to explore them for as long as they continue to study the subject.

In Art and Design they are;

### 1. Develop ideas

This concept involves understanding how ideas develop through an artistic process.

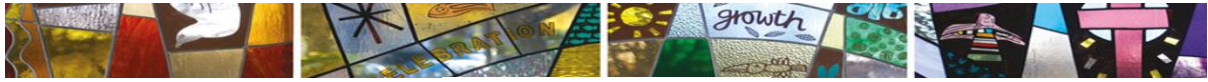
### 2. Master techniques

This concept involves developing a skill set so that ideas may be communicated.

### 3. Take inspiration from the greats

This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.





## **Knowledge in Art and Design**

Art and Design naturally combines the necessity for both knowledge and skills to be learned within the subject in order to achieve success. Throughout a child's time at primary school, they will learn about a range of different artists and architects, closely observe and make judgements about pieces of art, experiment with different materials and mediums and learn how to discuss similarities and differences between masterpieces. Alongside these knowledge enriching opportunities, the children will practise and develop creative skills such as painting, drawing, sketching and sculpting. The children will combine their knowledge and skills to make informed, creative choices which will be reflected in their final pieces.

## **Monitoring & Assessing Progress in Art and Design**

By progress, we mean children knowing and remembering more. The key question we ask is; 'has a child really gained the knowledge to understand the key knowledge and concepts?'

Assessing children's progress is vital in order to establish their acquisition of knowledge and skills is building confidence and fluency in all subjects. At St Peter's learning always starts with the children's prior knowledge and any misconceptions they may have. Class teachers decide upon the most appropriate age-related way of obtaining the children's prior knowledge. Misconceptions that arise throughout the unit are identified and addressed appropriately by the teacher.

We track progress through teacher judgement, supplemented by frequent low stakes knowledge recalls (frequently in quiz format) and occasional formal tests to ensure knowledge is recalled and children are genuinely building upon secure prior knowledge.

In most subjects we are developing, knowledge organisers summarise key vocabulary (with agreed definitions), facts, and concepts. These clarify what has to be taught and are used as the basis of quizzes so that teachers can check the knowledge has been embedded.

In addition to assessing if children have secured the agreed key knowledge, 'Milestones' related to the threshold concepts are used to assess children's understanding and progress. Systematic planning of opportunities to learn and practice the knowledge and skills of each milestone is built into each subject planning overview.

A blocked approach to curriculum delivery including systematic structured opportunities for recall is currently being developed and implemented.

