

## Art and Design Curriculum Rationale



At Abbey Lane, our approach to Art and Design is fun and creative. Our aspiration is to ensure that children are engaged, inspired and challenged throughout each topic. We believe that Art stimulates creativity, imagination and inventiveness. We believe that Art gives our pupils the concepts and both substantive and disciplinary knowledge necessary for them to express responses to ideas and experiences. It fires their imagination.

INTENT	IMPLEMENTATION	IMPACT
<p><b>Alignment to the National Curriculum</b></p> <p>At Abbey Lane our art and design curriculum begins in EYFS with the Expressive Arts and Design area of the EYFS Framework and aligns to the National Curriculum programme of study through Key Stage 1 and 2.</p>	<p><b>Pedagogical Approaches</b></p> <p>Class teachers deliver sequences of lessons which cover curriculum content and ensure an opportunity for the progression of knowledge, skills and understanding both within and across year groups.</p>	<p><b>Approach to assessment</b></p> <p>Ongoing formative assessment conducted by teachers ensures that pupils are meeting age-related expectations, progressing and that gaps in learning can be addressed. Feedback is given to the children as soon as possible. Work may be marked, if appropriate.</p>
<p><b>End points</b></p> <p>Our art and design curriculum is carefully planned to ensure that pupils develop good disciplinary and substantive knowledge of the subject. Children develop their ideas through use of a sketchbook, trying out and developing aptitude with a range of artist techniques in order to become confident and proficient in drawing, painting, sculpting, collage, printing and textiles. Pupils will develop the vocabulary needed to discuss and critique their own work and that of others.</p>	<p><b>Teachers' Expert Knowledge</b></p> <p>Staff expertise is shared and developed through whole-school CPD meetings and feedback to staff from the art and design subject lead.</p>	<p><b>Performance Data</b></p> <p>Teachers assess based on the disciplinary and substantive knowledge outlined in our art curriculum to judge where students are working within and exceeding age related expectations and to identify gaps in students' learning. The school tracks foundation subjects to ensure that pupils are working within curriculum expectations for their year group.</p>
<p><b>Sequencing</b></p> <p>Our art and design curriculum is built around establishing and revisiting key concepts, in order to revisit, consolidate and deepen technique, knowledge and understanding. Returning regularly to drawing, texture, construction and form, printing, painting, and art appreciation ensures that students make progress.</p>	<p><b>Promoting Discussion and Understanding</b></p> <p>Staff encourage children to use art and design vocabulary, which is clearly laid out in Knowledge Organisers. Time is included to allow children to discuss and critique their own work, the work of peers and significant artists.</p>	<p><b>Pupils' Work</b></p> <p>Sketchbooks allow staff and students to look back at their learning to recognise and celebrate progress. Pupil work is celebrated in class, amongst peers and displayed in shared areas of the school through display boards which reflect the children's sense of pride in their artwork.</p>
<p><b>Addressing Social Disadvantage</b></p> <p>At Abbey Lane Primary School we believe that all children should be guaranteed equal access to our art and design curriculum. The resources in school are suitable for pupils of all abilities and we provide suitable learning opportunities for all children by matching the challenge of the task to the needs of the student. We achieve this through a range of strategies. Carefully adaptive teaching strategies, structured support and purposeful guidance is provided to</p>	<p><b>Knowing More and Remembering More</b></p> <p>Knowledge Organisers show the key knowledge and vocabulary to be focussed on in each module. Students are introduced to progressively more challenging vocabulary and are encouraged to use this in discussion with staff and peers. Teachers build in opportunities to revisit and consolidate substantive and disciplinary knowledge.</p>	<p><b>Talking to Pupils</b></p> <p>Pupil voice provides feedback on the efficacy of units of work and the curriculum as a whole. Children demonstrate their understanding, skills and knowledge of art and design through discussion with peers and adults.</p>

### Local Context

increase pupil ability, independence and confidence.

We recognise locally and regionally significant artists within our art and design curriculum, for example Pete McKee. We organise an art show, seek to welcome local artists into school and, where appropriate, take advantage of local art galleries in and around Sheffield.

### Teacher Assessment

Teachers use formative assessment to support students with the consolidation of key knowledge, vocabulary and concepts. Sketchbooks demonstrate progression and enable teachers to identify gaps in substantive and disciplinary knowledge.