

Moorside Primary School
Art and Design Curriculum
Intent, Implementation, Impact



Curriculum Intent: Why we teach what we teach

At Moorside Primary school, we are committed to providing a curriculum with breadth and depth that allows all of our children to learn, understand and apply a range of knowledge and skills with confidence and security.

We value art and design as an important part of the children's entitlement to a broad, balanced and enriching programme of study. We strive for engagement from and achievement for all children by providing an inspiring skill based, creative and progressive curriculum that enables curiosity and innovative thinking and learning. Ultimately, this will lead to the retention of knowledge and skills with the ability to make connections, develop a personal style and gain achievement that all children can feel proud of.

Learning within art, craft and design stimulates creativity and imagination and the development of ability to interpret the work of others. We ensure a range of visual, tactile and sensory experiences allow opportunities for all children to explore techniques used by others and to develop their own skills. This ensures the children have a means of understanding and responding to the world in which they live and that in the past.

The high-quality art and design education that we provide has been developed with an aim to inspire, engage and challenge all children from our youngest learners in playgroup to those in Year Six in preparation for their next stage of education.

Our curriculum design enables children to communicate and articulate what they see, feel and think through vocabulary including colour, texture, form and pattern. Furthermore, it enables children to develop a natural sense of wonder and curiosity about the world in which they live in, linking to our school values and expectations.

Children become involved in shaping their environment through art and design activities involving a range of different creative techniques. They explore ideas and meaning through the work of artists, designers and sculptors. Additionally, as they learn about the history, roles and functions of art, they explore the impact that it has on contemporary life and of different times and cultures.

Our curriculum aims to develop children's critical thinking skills. It also provides them with opportunities to develop life skills that enable them to achieve their full potential as individuals in society.

The curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality teaching, supported by targeted, proven interventions where appropriate. In this way, it can be seen to impact positively on children's outcomes. Enjoyment of the curriculum promotes achievement, confidence and positive behaviour for learning.

Implementation of the Curriculum: How we teach what we teach.

To ensure high standards of teaching and learning in art and design we implement a curriculum that is progressive throughout the whole school. We ensure art and design is given the same importance as all other areas of the curriculum with an equal value. We believe this is important in enabling all children to gain 'real life' experiences and master a variety of skills and approaches.

Within long term plans, the statutory outcomes, from the Early Years Framework, the 2021 updated Development Matters (alongside Birth to Five Matters) documents and the National Curriculum are the fundamental basis on which ambitious medium-term plans are developed.

Such outcomes are evident in the half termly and medium-term overview plans, providing a consistent approach and direction on which to take short term to long term memory. This enables the children to be able to embed their knowledge, skills and understanding of the subject in greater depth.

A variety of teaching approaches are used and are based on the needs of individual children following continuous assessment for learning.

Each child in years one to year six have an art and design book in which to record their exploration, practice and development of skills. In addition to this, the book allows them to show their interpretation and evaluation of their own pieces of art work and that of others.

Skills and techniques are taught and modelled with given opportunities to learn, practice and develop skills and knowledge within the areas of drawing, painting, printing, sculpture, form and texture.

All work produced is purposeful- be this as a means of expression or exploration of the styles of other artists as an inspiration. Within lessons children are clear what the intended outcomes are and have a means to measure their own work against this.

Children are taught the meaning of and encouraged to use subject specific vocabulary in all lessons, this may be in writing or verbally.

Speaking and listening opportunities are within each lesson in order to develop the children's confidence in being able to critique a piece of art. They are able to share their opinions and make informed observations about what may improve their own work and that of others. Cross-curricular links are built upon where appropriate in order to make learning meaningful.

Lessons build on prior knowledge and skills with the aim of each child progressing successfully throughout their development as an artist.

Connections and links across the curriculum and in the wider world that they experience deepen their level of understanding. These links may include the use of technology and the study of artwork from a variety of historical, scientific, geographical and cultural contexts. Many areas of the art curriculum link with mathematical ideas of shape and space, for example, when printing repeated patterns and designs and 3D effects and shapes.

Artwork is celebrated and displayed across school and we also provide a variety of opportunities for art and design learning to take place both in the inside and outdoor learning environments. Enrichment opportunities, additional to the taught curriculum, are provided in after school club sessions and during the school day. These may include visits to art galleries and/ or the use of visitors linked to the art world and exhibitions. Children also have opportunities to visit local galleries and museums through planned opportunities that link to the curriculum being taught.

Effective Continuous Professional Development (CPD) is provided both in-house and through wider connections and with the use of other professionals. This is built upon throughout the delivery of the curriculum in the group teaching approach. All professional development is used to support the ambitious curriculum and to be able to challenge all children in order for them to succeed. Targeted support enables them to develop at their own pace and to learn in a style that best suits their individual needs. Key strategies are designed to support children with Special Educational Needs and Disability (SEND) to access their learning well.

Impact

The impact of the school's curriculum is measured through several means:

- Clear and reliable baselines for all children across all subjects.
- Outcomes for children at the end of every academic year.
- Progress and attainment data for all year groups throughout the academic year.
- Formative and summative assessment data.
- Levels of engagement in enrichment activities.
- Children's voices and views.
- Parent/carer meetings.
- Ongoing observations and monitoring.
- Ongoing CPD for teaching and support staff.
- Timely reviews of the impact of interventions.
- Art and design book scrutiny.
- Evaluations in art and design books and in-depth discussion about artists and techniques.
- Children learn that art can be constantly reviewed and developed, further promoting resilient and independent learners.