















Art and Design Curriculum Rationale

At St Wilfrid's, our approach to Art and Design is to appreciate it as a distinct subject, making curriculum links when it is suitable to do so. When Art and Design is taught as a distinct subject there are clear opportunities to develop and strengthen specific skills. We use a range of materials and techniques including drawing, paint, ink, clay, sculpture, textile, printmaking and multimedia because we have high expectations about what all children are capable of achieving within the visual arts.

INTENT	IMPLEMENTATION	IMPACT
 <p>Alignment to National Curriculum</p> <p>The school follows the National Curriculum Art and Design programme of study. This is supplemented by the National Society for Education in Art and Design (NSEAD) 2014 curriculum document. Additional planning and curriculum support has been provided by 'Access Art.'</p>	 <p>Pedagogical Approaches</p> <p>Art and Design lessons begin with a skills-based warm up activity. The purpose of this is to revisit and apply previously taught skills. The role of the teacher is to introduce key skills, materials and ideas but ultimately allow pupils to explore their own creativity.</p>	 <p>Approach to Assessment</p> <p>The approach to assessment is less formal than in core subject disciplines. In Art and Design, there is ongoing teacher assessment to ensure that the children are keeping up with the pace of the curriculum and achieving our goals.</p>
 <p>End Points</p> <p>The Art and Design curriculum is ambitious in the range of skills and techniques delivered. Children will develop a broad skillset with sketchbook work being a continuous thread used in all year groups. Children will also develop the vocabulary to critique art and use artistic terminology with confidence when talking about their own work, the work produced by peers and the work of established artists.</p>	 <p>Teachers' Expert Knowledge</p> <p>The Art and Design Programme of Study and supplementing resources can be confidently delivered by specialist and non-specialist teachers alike. As the Subject specific professional development takes place as part of INSET training and Professional Development Meeting time.</p>	 <p>Performance Data</p> <p>There is no published data for Art and Design at primary school. The school tracks foundation subjects very broadly to ensure that pupils are working within the curriculum expectations for their year group.</p>
 <p>Sequencing</p> <p>Our Art and Design curriculum is a spiral curriculum. Teachers; medium term planning will put skills and vocabulary into a learning context, drawing on the knowledge and skills set out in the whole school progression grid. Skills are revisited and the use of ongoing sketchbook work underpins all the content.</p>	 <p>Promoting Discussion and Understanding</p> <p>Effective questioning by the teacher is key to allow pupils to practise new knowledge and to help them make links between new and prior learning (Rosenshine). Teachers' questions aim to promote dialogue about the success of the focus skills, possible ideas for further improvement and opportunities for children to reflect on the materials and techniques used.</p>	 <p>Pupils' Work</p> <p>Sketchbooks are key to capturing pupil work. Additionally, pupil work is displayed in communal areas as a wider public display of artwork is a critical part in the artistic process.</p>
 <p>Addressing Social Disadvantage</p> <p>A key principle of our teaching is about belief that every child can engage with art and design. The resources used in school are suitable for pupils of all abilities. We have a firm belief that every child can achieve and that they are entitled to the same knowledge and cultural capital, whatever their background or starting point. While children will come to us with different levels of experience and knowledge in Art, we will work to address these gaps in experience, skill and knowledge.</p>	 <p>Knowing More and Remembering More</p> <p>The progression plan includes core knowledge and skill development for each year group. Key artistic terminology is taught in context.</p>	 <p>Talking to Pupils</p> <p>The subject leader talks to pupils about their learning as part of the monitoring process. This is to see if core vocabulary has been remembered and understood. Pupils also will have the opportunity to talk about their work and their enjoyment and understanding of the lessons, showing much they can recall, and their responses will be used to inform teaching.</p>
 <p>Local Context</p> <p>All children have at least one opportunity to experience art in a gallery context, e.g. a visit to the Yorkshire Sculpture Park. However, this also includes visits to Graves Gallery, the Millennium Galleries and Weston Park museum depending on the current exhibitions. We feel it is crucial for all children to have an experience of public art and an appreciation for curatorship. There are rich opportunities for this in Sheffield.</p>	 <p>Teacher Assessment</p> <p>Assessment questions provide teachers with an indicator of pupil confidence. Sketchbooks evidence progression of skills in all year groups</p>	<p>Links / References</p> <p>https://www.accessart.org.uk/teachers-schools/primary-schools-2/ https://www.nsead.org/ https://www.nsead.org/static/index.html</p>