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, printmaking and multimedia because we have high expectations about what all children are capable of achieving within the visual arts.

INTENT



Alignment to **National Curriculum**

The school follows the National Curriculum Art and



End Points



Sequencing



Local Context

Design Programme of Study. The National Society for Education in Art and Design (NSEAD) website sets out the purpose of study and aims in the DfE Art and Design curriculum (see link.) Additional planning and curriculum support is provided by the Kapow scheme for Art and Design, which we follow. It is well resourced and planned including documents on progression in skills and knowledge and it offers curriculum support.

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.

The Kapow Art and Design curriculum, which we follow, is a spiral curriculum. The scheme's medium and long term planning sequences and builds upon knowledge, skills and vocabulary in a progressive and meaningful learning context. Skills are revisited, and the use of ongoing sketchbook work underpins all the content.

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, skills and knowledge in Art, we will work to address these gaps.

All children have at least one opportunity to experience art in a gallery context, e.g. a visit to the Yorkshire Sculpture Park, Graves Art 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.

IMPLEMENTATION



Pedagogical **Approaches**

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.

The Art and Design Programme of Study and

supplementary resources from Kapow can be

teachers alike. Subject specific professional

Professional Development Meeting time.

confidently delivered by specialist and non-specialist

development takes place as part of INSET training and

Effective questioning by the teacher is key to allow

pupils to practise new knowledge and to help them

(Rosenshine). Teachers' questions aim to promote

dialogue about the success of the focus skills, possible

The progression plan includes core knowledge and skill

ideas for further improvement and opportunities for

children to reflect on the materials and techniques

development for each year group. Key artistic

terminology is taught in context.

make links between new and prior learning



Teachers' Expert Knowledge



Promoting Discussion and Understanding

used.



Knowing More and Remembering More



Assessment questions provide teachers with an indicator of pupil confidence. Sketchbooks evidence progression of skills in all year groups.

IMPACT

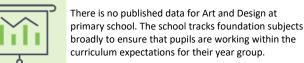


Approach to Assessment

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.



Performance Data





Pupils' Work

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 of the artistic process.



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 how much they can recall, and their responses will be used to inform teaching.

Links / References

https://www.kapowprimary.com/dashboard/?tab=dashboard

https://www.nsead.org/static/index.html