

At Willington Primary School, we aim to provide an Art and Design curriculum which enables our children to know and remember more of the curriculum. To encourage this, our breadth of study follows a schema theory underpinned by three threshold concepts.

Develop Ideas



Master Practical Skills



Take Inspiration



To support this schema, from Early Years through to Key Stage 2, **knowledge** and skills are explored within ten categories.



Emotions



Process



Visual language



Vocabulary



Effects



Techniques



Media and materials



Colour theory



Artists and artisans



Styles and periods

Our curriculum strives to provide children with skills, experiences and knowledge, which is both progressive and transferable, throughout their time at Willington Primary School, into further education and beyond.

## National Curriculum

### EYFS

Follow 'Development Matters' to support progress and understanding of the Arts, and to ensure that they are able to meet the required 'Early Learning Goal's' standards by the end of the Summer term.

Children at the expected level of development will:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

### KS1- pupils taught:

To use a range of materials creatively to design and make products.

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

About the work of a range of artists, craft makers and designers.

### KS2 – pupils taught:

To create sketch books to record their observations and use them to review and revisit ideas.

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].

About great artists, architects and designers in history.

Our Art and Design curriculum ensures coverage of the **National Curriculum**. Each phase covers six topics. The aim is for the children to meet the **milestones** (goals) at the end of each phase. In the first year of the topic, children will cover the milestone at a basic level where they will build the fundamental foundations which will be built upon in the second year where children will cover the milestones at an advancing and deeper level.

All Art and Design lessons follow the same structure from Y1 to Y6.

### Retrieval Practice

All lessons start with a retrieval practice task. This is a strategy in which calling information to mind subsequently enhances and boosts learning. Deliberately recalling information forces us to pull our knowledge “out” and examine what we know.



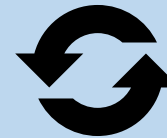
### Share learning Intention

The learning intention is shared along with the knowledge category it relates to and any key vocabulary needed to access the lesson.



### Revisit skills / techniques

Opportunities for children to revisit / enhance / develop any taught skills / techniques.



### Share new learning

New information is shared / explained.  
Skills / techniques modelled by the teacher.



### Feedback

The learning is reviewed, and feedback is given.  
Opportunities given for children to assess each other's art.



### Independent Activity

Children complete an independent activity.



## Our School Values:

At Willington, we 'REACH' to be the best that we can be! We show:

Respect

Empathy

Aspiration

Collaboration

Honesty



## Assessment

Retrieval tasks are completed at the start of each lesson to assess prior learning.

The use of discussion during the lesson monitors learning and is used for **Assessment for Learning (AfL)**

**Assessment trackers** are completed every lesson to assess children's attainment. Trackers are passed up to the next teacher so that the planning of the deepening tasks in the second year of the topic can address the needs specific to the cohort.

Lesson learning walks, sketch book looks, pupil interviews and staff CPD, ensure high expectations across the school for our Art and Design Curriculum vision.

**Monitoring** is completed by the Art Leader / SLT to assess the learning completed and to ensure the sequencing of learning.

## SEND

Our SEND and disadvantaged pupils are given the necessary support in class to fully access the Art & Design curriculum.

Learning is adapted, using different resources or adjusting the pace of instruction, to support SEND pupils and to give equal opportunities.

**Topic Wheels** at the front of books provide children with key vocabulary and an overview of their learning.



Quality first teaching strategies are used to support all learners.

The above areas are robustly and continuously monitored to ensure any gaps in learning are addressed.

