

Art and Design

Intent

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 Art and Design curriculum ensures coverage of the National Curriculum. 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.

Implementation

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.

Art and Design lessons are taught weekly and 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.

Independent Activity - Children complete an independent activity.

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

Quality First Teaching strategies are used to support all learners.

Impact

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.

Pupils artwork is displayed around school and celebrated on class pages.

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.