



Sparkwell All Saints Primary

Art and Design Curriculum Plan



Our curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and split into individual year groups to support a progressive approach and mixed age classes.

Our art and design curriculum is designed to engage, inspire and challenge pupils. We aim to equip them with the knowledge and skills to be able to experiment and create their own works of art. Using sketchbooks and annotations as a tool for artistic development, children will adopt a reflective approach to art that will encourage them to critique their own work and grow as artists. Children will be taught to use observation, memory and imagination and previous knowledge with a realisation that development of ideas is an integral part of the learning process.

We want all children to become proficient in drawing, painting and a range of sculptural techniques as well as to have the opportunity to experiment with a variety of materials. Every child will be equipped with the tools they need to express their own thoughts, feelings and imagination in their own work. Children will be aware of the benefits of art on well-being and value the purpose of art as a language to reflect mood, culture and social situations. Children will critically analyse the work of renowned artists, styles, cultures, and historical periods. Moreover, they will expand their cultural capital by exploring how art and design both reflect and shape our history, and contribute to the culture, creativity and diversity of our nation.

Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

We use Kapow to ensure coverage and experiences are broad and balanced.

The Vocabulary overview can be found here

https://drive.google.com/file/d/1NBua_eVD_LdV2JzudwlvzraqoqfgUewV/view?usp=drive_link

The National Curriculum

Key Stage One

Pupils should be taught:

- to use a range of materials creatively
- to use drawing, painting and sculpture to develop their skills 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;
- learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage Two

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;
- to use 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 and present day.

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Progression of Key skills

Our progression of skills consider the development of practical skills, theoretical knowledge and disciplinary attributes towards being an artist. We follow the scheme of work on Kapow to ensure pupils are taught about and experience drawing and art every year, and sculpture and other materials are used every other year.

Any overview of skills progression across year A and year B can be found here:

https://drive.google.com/file/d/1AfrADGUjIOIBT_LJ2-bbjLj-T0naxFa/view?usp=drive_link

In order to assess impact - a guide

Assessment is carried out with our end-point assessments. They are updated termly - measuring attainment against key endpoints from the curriculum and progression of skills. These documents are passed between teachers, so those children who require more support, additional provision, or extension and challenge can be quickly identified.

We measure the impact of our curriculum through:

- Pupil discussions about their learning, which includes discussion of their thoughts, ideas, processing and evaluations of work.
- Displays across the school reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum.
- Images and videos of the children's practical learning.
- Work in sketchbooks.
- Assessments against learning outcomes.